

423 Moundridge State Assessment Review for Budget Considerations

423 Moundridge District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

English Language Arts (ELA)

- Reading comprehension, particularly when working with complex or grade-level texts.
- Vocabulary development and use of academic language.
- Written responses that include evidence, elaboration, and appropriate academic vocabulary.
- Critical thinking, analysis, and higher-order thinking.
- Reading and writing stamina.
- Foundational literacy skills that may have carried forward from previous grade levels.
- Moving students from Level 2 (Approaching Expectations) to Level 3 (Meeting Expectations).
- Providing enrichment and increased rigor for students already performing at Level 3 to help move more students to Level 4.

Mathematics

- Foundational mathematical skills and number sense.
- Multi-step problem solving.
- Mathematical reasoning and explaining mathematical thinking.
- Applying mathematical concepts to real-world situations.
- Mathematical vocabulary and communication.
- Productive struggle and mathematical discourse.
- Learning gaps from previous grade levels that interfere with mastery of current grade-level standards.
- Individualized intervention for students who require additional time and practice.

Science

- Apply scientific concepts to new situations.
- Analyze and interpret data.
- Explain scientific reasoning using evidence.
- Read and comprehend scientific and informational texts.
- Use scientific vocabulary appropriately.
- Engage in inquiry-based learning and hands-on investigations.
- Connect scientific concepts to real-world applications.

(B) Identify the budget actions that should be taken to address and remove those barriers.

- Maintain staffing for MTSS interventions, including reading and mathematics intervention personnel.
- Continue providing targeted literacy instruction through resources such as UFLI, Foundations, decodable texts, and other standards-aligned literacy materials.
- Purchase standards-aligned mathematics intervention materials, manipulatives, and supplemental resources.
- Provide supplemental science resources that support inquiry, data analysis, hands-on learning, and scientific reasoning.
- Continue utilizing FastBridge, KAP interim resources, benchmark assessments, and other assessment tools to identify student needs and monitor growth.
- Purchase supplemental instructional technology and adaptive programs that provide individualized practice and progress monitoring.
- Provide professional development focused on:
 - Data analysis and data-driven decision making.
 - Differentiated instruction.
 - Evidence-based literacy instruction.
 - Writing and reading comprehension.
 - High-quality mathematics instruction and problem solving.
 - Science inquiry and evidence-based reasoning.
 - Intervention strategies and MTSS.
- Provide resources and professional learning to strengthen vertical alignment from elementary through high school.
- Allocate resources for collaborative teacher planning and data team meetings.
- Provide intervention staffing, tutoring, or extended learning opportunities when appropriate.
- Expand access to high-interest, grade-level texts and materials that promote reading engagement.
- Provide enrichment opportunities and advanced instructional resources for students performing at Levels 3 and 4.
- Support family engagement activities that provide parents with strategies and resources to reinforce reading, writing, mathematics, and academic skills at home.
- Continue to evaluate curriculum and instructional resources to ensure alignment with Kansas College and Career Ready Standards.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

During the School Year

- Provide daily Tier 1 instruction aligned to grade-level standards.
- Utilize scheduled intervention periods such as Power Reading and Wildcat Time to provide targeted reading and mathematics instruction.
- Provide small-group and individualized interventions multiple times per week based on FastBridge, KAP, classroom, and benchmark assessment data.
- Provide additional opportunities for students to practice foundational skills, problem solving, reading comprehension, writing, and academic vocabulary.
- Incorporate additional science inquiry, data analysis, and hands-on learning opportunities when appropriate.
- Provide enrichment and increased rigor for students who have already demonstrated proficiency.
- Monitor student progress every 2–4 weeks for students receiving intensive interventions and adjust instruction based on data.
- Utilize benchmark and common assessments throughout the year to identify students requiring additional support.
- Hold regular grade-level and district data team meetings to review student progress and determine appropriate instructional adjustments.
- Provide before- or after-school academic support when appropriate and resources are available.

Current School Year

- Increase the percentage of students moving from Level 1 to Level 2 and Level 2 to Level 3.
- Reduce the number of students performing at Levels 1 and 2.
- Identify learning gaps early and provide timely intervention.
- Increase student engagement with rigorous grade-level tasks.
- Strengthen consistency in instructional practices across grade levels.

1–2 Years

- Increase the percentage of district students performing at Levels 3 and 4 in ELA, mathematics, and science.
- Reduce the percentage of students performing at Level 1.
- Strengthen vertical alignment of curriculum, standards, and instructional practices.
- Refine MTSS interventions based on student outcome data.
- Increase opportunities for enrichment and advanced learning.
- Improve consistency in progress monitoring and intervention practices across the district.

3–5 Years

- Sustain student performance at or above district and state averages.
- Increase the percentage of students achieving Level 4, particularly in areas where Level 4 performance is currently limited.
- Close achievement gaps between students entering grade levels with different levels of readiness.
- Establish a sustainable district-wide system of intervention, enrichment, progress monitoring, and data-based decision making.
- Ensure students have the necessary academic skills to successfully transition from elementary to middle school, middle school to high school, and high school to postsecondary education, training, or careers.

Moundridge Elementary School Building State Assessment Review

District: 423 Moundridge

School: Moundridge Elementary School

Building Number: 6140

Grades Served: PK-3rd

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The Grade 3 KAP data indicates that while overall performance in English Language Arts (ELA) is above both the district and state averages (School Mean Scale Score: 568), only 24% of students achieved Level 4 proficiency. Additionally, 30% of students scored in Levels 1 and 2, demonstrating a need for continued intervention in foundational reading and writing skills. Students need additional opportunities to strengthen vocabulary, reading comprehension, written responses, and higher-order thinking skills.

In Mathematics, the school's average scale score (543) exceeded the district (543) and state (536) averages; however, 56% of students performed in Levels 1 and 2, indicating significant learning gaps in number sense, problem-solving, mathematical reasoning, and application of grade-level standards. While 24% of students reached Level 4, many students require additional support to move from developing proficiency to meeting or exceeding expectations.

(B) Identify the budget actions that should be taken to address and remove those barriers.

- Maintain staffing for MTSS interventions, including reading and math intervention personnel.
- Purchase instructional resources aligned to Kansas College and Career Ready Standards (UFLI, Foundations, decodable texts, and math intervention materials).
- Continue utilizing assessment tools (FastBridge and KAP interim resources) to monitor student progress and guide instruction.
- Provide professional development focused on data analysis, differentiated instruction, explicit literacy instruction, and high-quality mathematics instruction.
- Purchase supplemental instructional technology and software to provide individualized practice and progress monitoring.
- Support family engagement opportunities that help parents reinforce reading and mathematics skills at home.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

- Daily Tier 1 instruction aligned to grade-level standards.
- Scheduled intervention blocks (Power Reading and Wildcat Time) providing targeted reading and mathematics instruction based on student data.
- Small-group interventions delivered multiple times per week for students identified through FastBridge and classroom assessments.
- Ongoing progress monitoring every 2–4 weeks to adjust interventions as needed.
- Before- or after-school academic support opportunities when appropriate.
- Regular data team meetings to review student progress and make instructional adjustments throughout the school year.

MMS/MHS Building State Assessment Review

District: 423 Moundridge

School: MMS/MHS

Building Number: 6142

Grades Served: 4th-12th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

English Language Arts (ELA)

MMS

- A large percentage of students remain at Level 2 (Approaching Expectations) across grades 4-8, indicating students struggle to consistently analyze complex texts and communicate evidence-based responses.
- Vocabulary development, reading comprehension, and writing stamina continue to impact overall performance.
- Gaps in foundational literacy skills carried from previous grades make grade-level text challenging for some students.
- Students needing enrichment have limited opportunities to move from proficient (Level 3) to exemplary (Level 4).

MHS

- 56% of students are performing at Levels 1 and 2, indicating many students continue to need support with:
- Reading comprehension of complex texts.
- Writing using evidence and academic vocabulary.
- Critical thinking and analysis skills.
- Only 3% of students reached Level 4, suggesting a need for increased enrichment opportunities for high-achieving students.
- Students may enter high school with varying literacy skills, making differentiation necessary.

Mathematics

MMS

- Student performance indicates many learners remain in Levels 1 and 2, particularly in upper grades.
- Students struggle with multi-step problem solving, mathematical reasoning, and application of concepts to real-world situations.
- Learning gaps from previous grade levels limit success with grade-level standards.
- Students require additional opportunities for productive struggle, mathematical discourse, and individualized support.

MHS

- 71% of students scored at Levels 1 and 2, demonstrating a continued need for:
 - Stronger foundational math skills.
 - Problem-solving and mathematical reasoning.
 - Application of mathematical concepts in multi-step situations.
- Although 12% reached Level 4 (above the state average of 7%), nearly one-fourth of students remain at Level 1.

(B) Identify the budget actions that should be taken to address and remove those barriers.

English Language Arts

- Purchase supplemental literacy intervention materials.
- Continue professional development in evidence-based literacy instruction.
- Provide writing resources and digital literacy tools.
- Fund intervention staffing or additional tutoring opportunities.
- Expand classroom libraries with high-interest, grade-level texts.

Mathematics

- Purchase standards-aligned intervention programs and manipulatives.
- Support adaptive online math programs.
- Provide professional development focused on problem-solving instruction.
- Fund before- or after-school math support.
- Increase access to ACT/KAP preparation materials.

Overall

- Continue MTSS interventions.
- Use assessment platforms to monitor student growth.
- Allocate funds for data analysis and collaborative teacher planning.
- Support instructional coaching and curriculum alignment.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

(This School Year)

- Use benchmark assessments each quarter.
- Provide targeted interventions every 4–6 weeks based on student data.
- Increase the percentage of students moving from Level 1 to Level 2 and from Level 2 to Level 3.
- Daily Tier 1 literacy instruction.
- 30–45 minute intervention/enrichment blocks 3–5 days per week.
- Progress monitoring every 4–6 weeks.
- Full-year implementation with quarterly data reviews to adjust interventions
- Weekly PLC meetings to analyze student data.

(1–2 Years)

- Increase the percentage of students performing at Levels 3 and 4 in both content areas.
- Reduce the percentage of Level 1 students through consistent intervention and progress monitoring.
- Strengthen vertical alignment of curriculum and instructional practices.

(3–5 Years)

- Sustain performance above district and state averages.
- Increase the number of students reaching Level 4, particularly in English Language Arts.
- Continue refining MTSS supports and instructional practices to ensure long-term academic growth.