

# USD 345-Seaman Schools

## District/Building Needs Assessment 2022

### ***Overview***

The USD board of education must complete a needs assessment of each attendance center within the USD. A tracking document should be used (may use KSDE template) and should include important questions to monitor the data and progress of the building, evaluate curriculum, staffing and facility needs, as well as other important items to consider for the continued growth of the school. Per K.S.A. 72-1163, the needs assessment should also track the progress of the attendance center to meet the goal set forth in K.S.A. 72-3218(c) (State Board of Education's Outcomes and Educational Capacities aka Rose Capacities).

The Needs Assessment for each school must be used by the USD board of education when approving the annual Budget and must be available at the USD administrative offices and posted to the USD website ( K.S.A. 79-2929).

### ***Needs Assessment Data Review***

#### **Kansas Assessment Program (KAP)**

Students in grades 3, 4, 5, 6, 7, 8, and 10 take state assessments in the areas of reading and math annually. The KAP graphs feature KAP data collected during the last five years for all tested grades and represent the percentage of students scoring in levels 3 and 4. Performance level descriptors (PLDs) define the knowledge, skills, and processes students likely demonstrate at different proficiency levels.

Level 1: A student at Level 1 shows a limited ability to understand and use the skills and knowledge needed for postsecondary success.

Level 2: A student at Level 2 shows a basic ability to understand and use the skills and knowledge needed for postsecondary success.

Level 3: A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for postsecondary success.

Level 4: A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for postsecondary success.

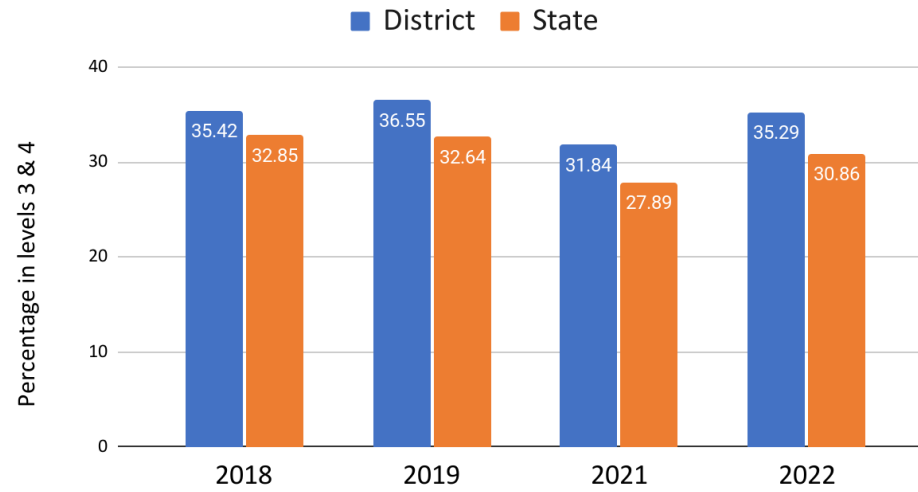
#### **Chronic Absenteeism Rates**

Chronic Absenteeism is defined as a student missing 10 percent or more of school for both excused and unexcused absences. Chronic Absenteeism puts students at a higher risk of not graduating from high school. Included in this document are graphs featuring district chronic absenteeism rates for the entire student population and trends for chronic absenteeism across grade levels. This is a key piece of information for USD 345 as COVID has impacted many aspects of schooling for the past three years.

#### **Kansas Education System Accreditation (KESA) Annual Review**

The USD 345 district leadership team, building leadership teams, staff collaborative teams, and site councils review multiple data sets for monitoring student growth, kindergarten readiness, family engagement, attendance rates, post-secondary success, and student well-being annually. Annual reviews and data analysis assists with monitoring progress toward Kansas State Board Outcomes and district strategic plan goals. USD 345 uses the data to restructure curriculum and instruction when appropriate to meet the needs of all students and staff. The annual review is shared with the Board of Education annually.

### District/State- KAP MATH Performance in Levels 3 & 4



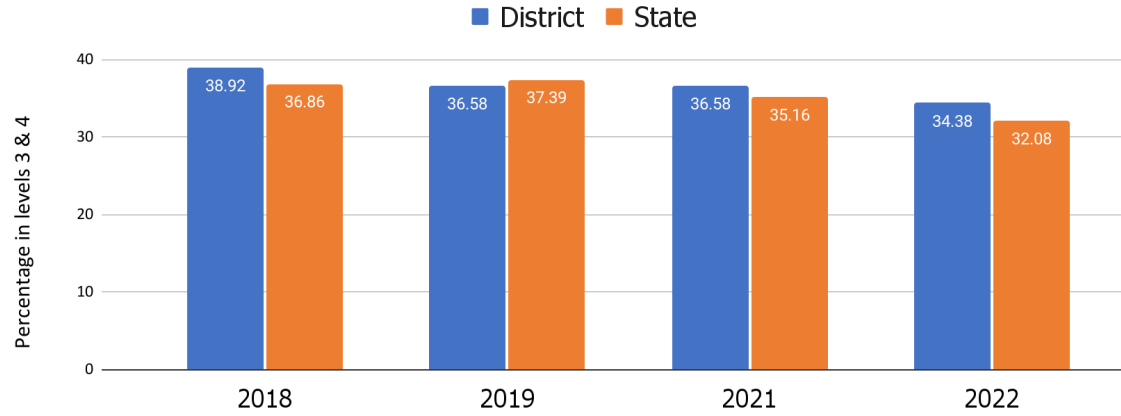
### KAP Math Longitudinal Data by Building



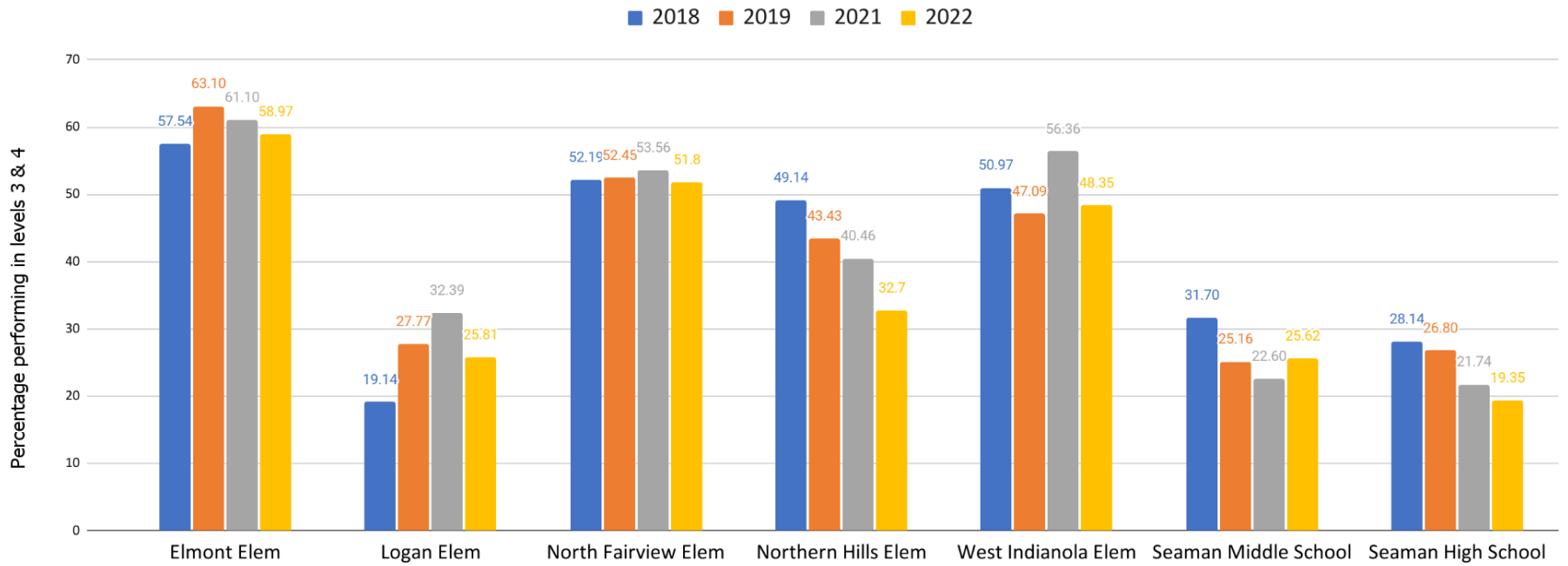
\* Assessments were not administered in 2020.

\*\*10th-grade KAP 2022 Math data will be released in October.

### District/State KAP ELA Performance in Levels 3 & 4



### KAP ELA Longitudinal Data by Building

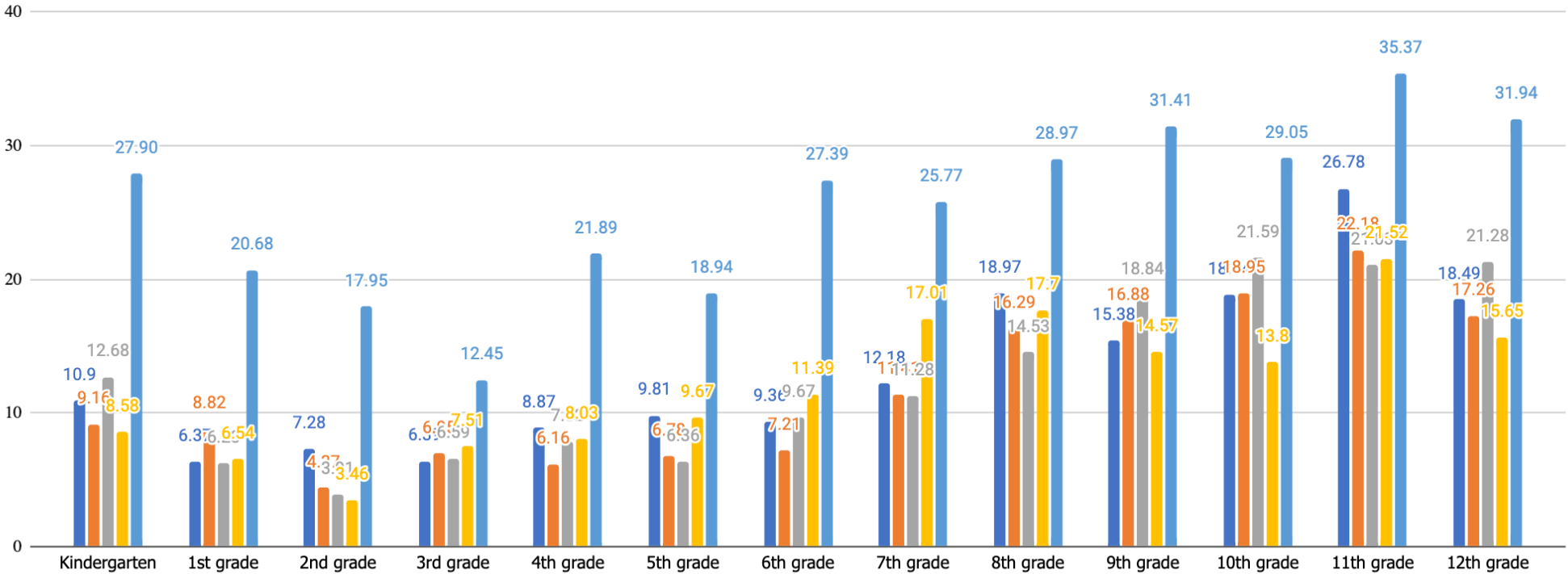


\* Assessments were not administered in 2020.

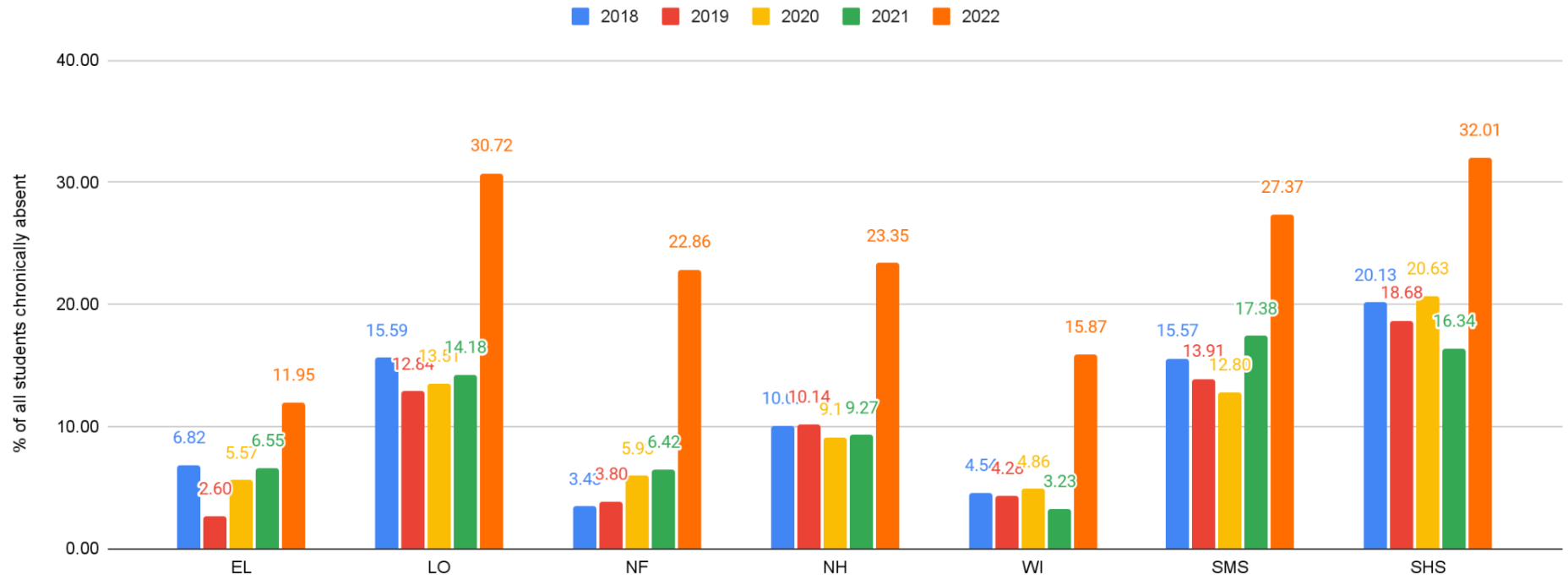
District Chronic Absenteeism Rate				
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
13.35	11.86	12.55	12.26	25.75

USD 345 Chronic Absenteeism Longitudinal Data by Grade

2018 2019 2020 2021 2022



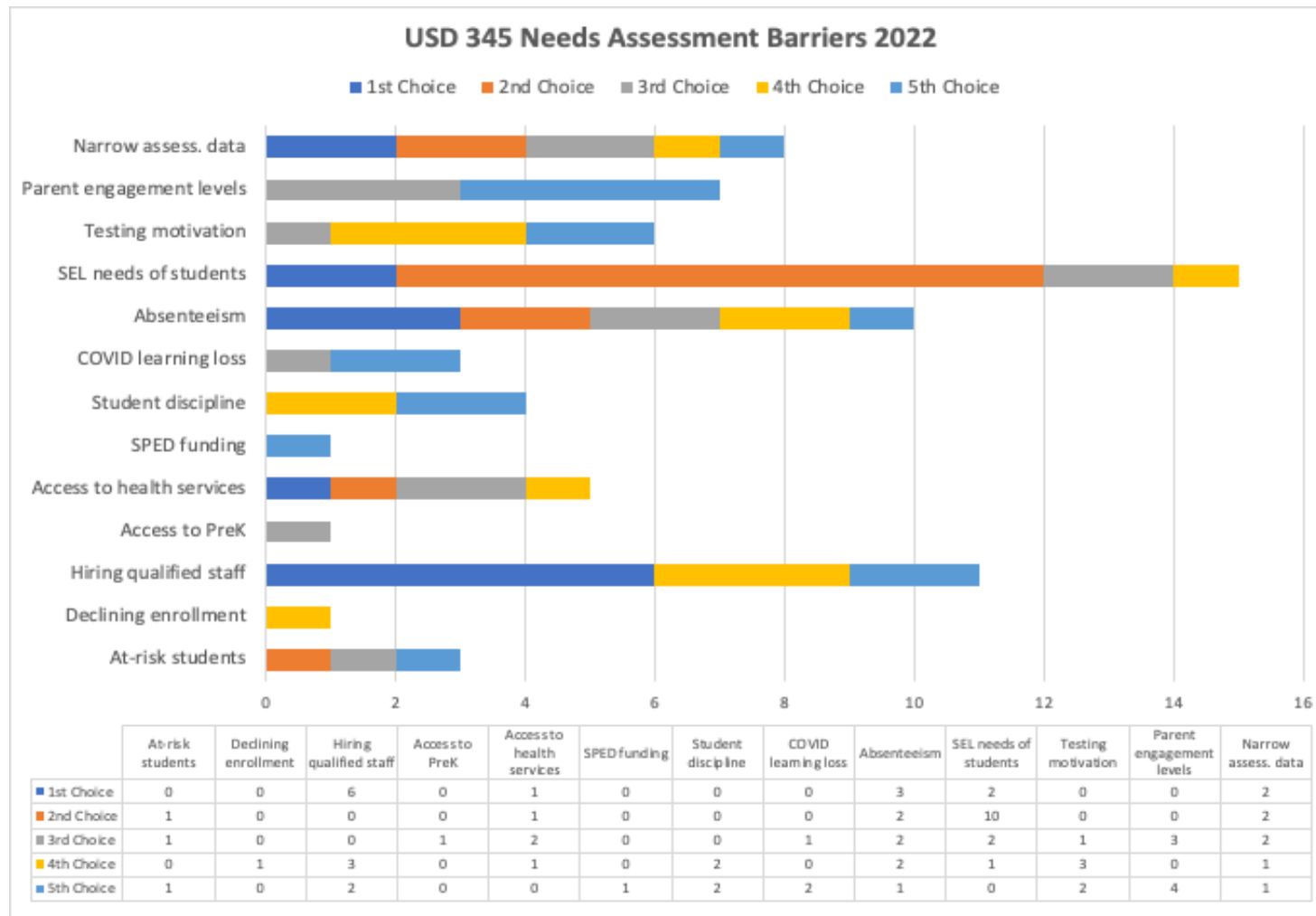
## USD 345 Chronic Absenteeism Longitudinal Data by Building



## Needs Assessment Results

Building administrators completed a thorough needs assessment in August, which included reviewing student achievement data, determining barriers to student achievement, identifying budget considerations to address these barriers, and rating factors that may impact student achievement levels that could prevent 100% of students from performing in levels 3 and 4 on the KAP assessments.

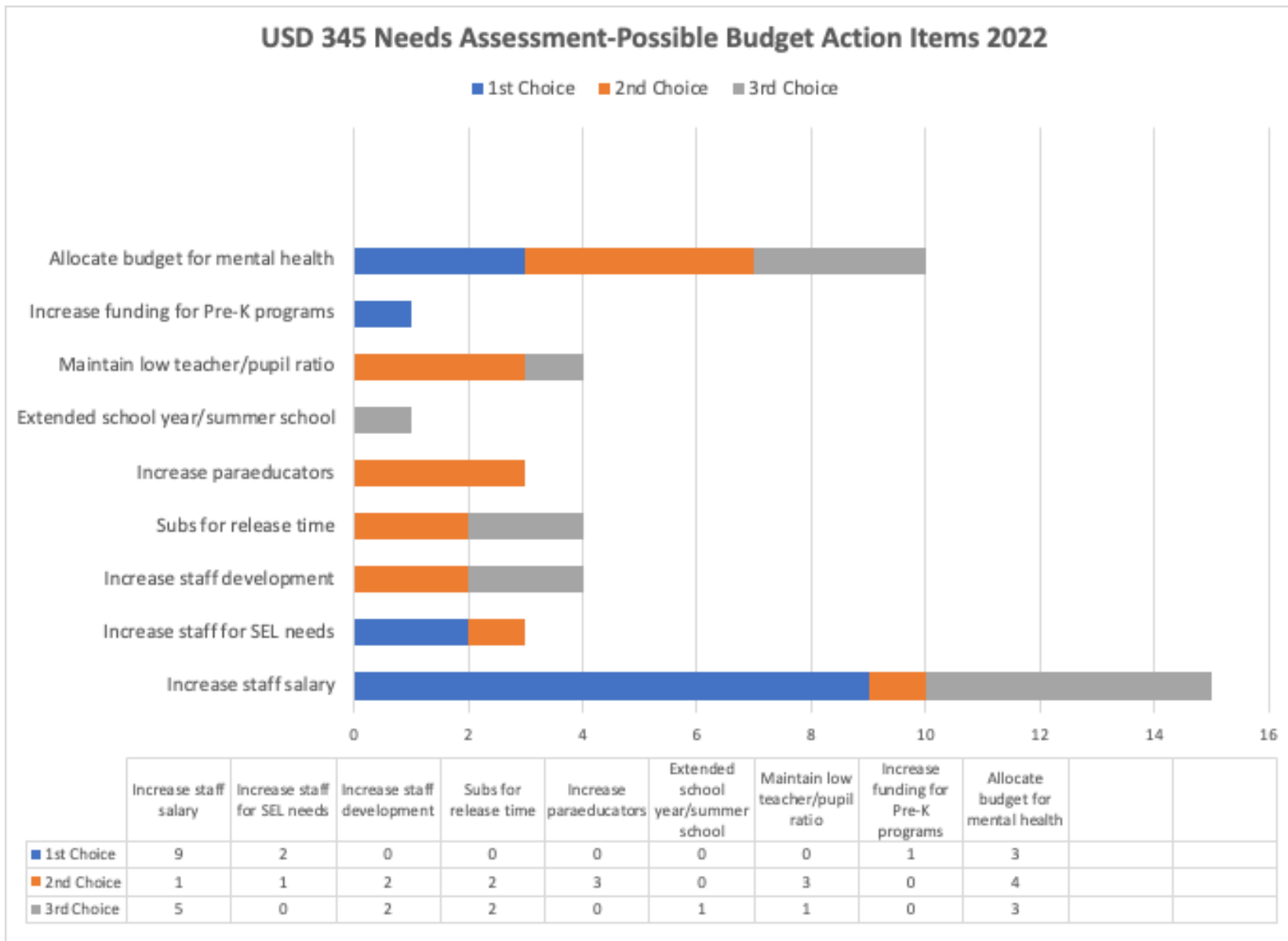
- A. Identify the barriers that must be overcome for each student to achieve college and career readiness proficiency on assessments. The chart below represents the **five** most significant barriers identified by the respondents for each building.



**\*Areas with no responses include:**

- scheduling time for teacher/staff collaboration
- number of free/reduced lunch status students and increased poverty rates
- number of English Learner students receiving ESL/ESOL supports
- single-parent families
- high student mobility rates
- diminishing local control
- untimely state assessment data reports that delay decision making

B. Identify the budget actions that should be taken to address and remove those barriers. The chart below represents the **three** most significant budget considerations that could impact student achievement identified by the respondents for each building.



**\*Area with no responses include:**  
 additional ESOL teaching staff for bilingual students

<b>Building Needs Assessment Summary 2022</b>								
<i>(adapted from the KSDE template)</i>	MELC	EL	LO	NF	NH	WI	SMS	SHS
<b>Section 1: Student Needs</b>								
Student Headcount	251	334	357	309	393	453	568	1253
Percentage of students with an active IEP	24%	12%	24%	22%	21%	14%	15%	14.%
Percentage of students enrolled in English Language Learner (ELL) services	<1%	0%	0%	0%	<1%	0%	<1%	0%
Percentage of students identified as At-Risk (Free lunch)	44%	12.5%	78%	17.5%	26%	15%	23%	21%
Pupil-Teacher Ratio Average	19:1	14:1	11:1	12:1	12:1	14:1	12:1	14:1
Are the needs of foster care students being met?	yes	yes	yes	yes	yes	yes	yes	yes
Are there gaps in student success among race/ethnicity student subgroups?	yes	yes	yes	yes	yes	yes	yes	yes
Is there a tiered system of support to target reading growth?	yes	yes	yes	yes	yes	yes	yes	yes
Is there a tiered system of support to target math growth?	yes	yes	yes	yes	yes	yes	yes	yes
Are there local assessments to measure reading growth?	yes	yes	yes	yes	yes	yes	yes	yes
Are there local assessments to measure math growth?	yes	yes	yes	yes	yes	yes	yes	yes
Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	yes	yes	yes	yes	yes	yes	yes
Are there set targets/goals to move students out of proficiency Levels 1 and 2 on ELA and math state assessments?	N/A	yes	yes	yes	yes	yes	yes	yes
<b>Section 2: State Board of Education Outcomes</b>								
Is social/emotional growth being measured?	yes	yes	yes	yes	yes	yes	yes	yes
Are there targets/goals related to social/emotional growth?	yes	yes	yes	yes	yes	yes	yes	yes
Are there measures to ensure students are ready for Kindergarten? (only if building serves Kindergarteners)	yes	yes	yes	yes	yes	yes	N/A	N/A
Are there targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	yes	yes	yes	yes	yes	yes	N/A	N/A
Are successes of Individual Plans of Study being measured?	N/A	no	no	no	no	no	yes	yes
Are there targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	yes



Are you ensuring students are civically engaged?	yes	yes	yes	yes	yes	yes	yes	yes
<b>Section 3: Curriculum Needs</b>								
Are there extended learning opportunities provided for your building (after-school programs, summer school programs, etc.)?	yes	yes	yes	yes	yes	yes	yes	yes
Are there appropriate and adequate instructional materials?	yes	yes	yes	yes	yes	yes	yes	yes
Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	yes	yes	yes	yes	yes	yes	yes
<b>Section 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>								
Are there subjects and areas of instruction offered to meet the graduation requirements adopted by the state board of education? (only if building serves Grade 12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	yes
Is every child in your school provided at least the following capacities:								
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilizations.	yes	yes	yes	yes	yes	yes	yes	yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	yes	yes	yes	yes	yes	yes	yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect their community, state, and nation.	N/A	yes	yes	yes	yes	yes	yes	yes
4. Sufficient self-knowledge and knowledge of their mental and physical wellness.	yes	yes	yes	yes	yes	yes	yes	yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	no	no	yes	yes	yes	yes	yes
6. Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently.	yes	yes	yes	yes	yes	yes	yes	no
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	N/A	N/A	N/A	N/A	N/A	N/A	yes	yes
<b>Section 5: Staff Needs</b>								
Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom	yes	yes	no	yes	no	yes	no	no

to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?								
Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	yes	yes	no	yes	no	no	yes	yes
Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	yes	yes	yes	yes	yes	yes	yes
Is there adequate staff development provided for teachers/staff to support student success and meet the school improvement goals?	yes	yes	yes	yes	yes	yes	yes	yes
Section 6: Facility Needs								
Is there adequate space for student learning?	yes	yes	yes	yes	yes	yes	yes	yes
Are there necessary repairs and/or adjustments to the existing space that need to be made?	yes	no	yes	no	no	yes	yes	yes
Are additional School Buses needed or any additional Routes needed?	yes	no	yes	no	no	no	no	no
Section 7: Family Needs/Community Relations								
Do you have regular events to engage parents with teachers?	yes	yes	yes	yes	yes	yes	yes	yes
Do you have an active Site Council?	yes	yes	yes	yes	yes	yes	yes	yes
Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	yes	no	yes	yes	yes	yes	yes
Does adequate communication exist with families?	yes	yes	yes	yes	yes	yes	yes	yes
Are there adequate types of communication/social media outlets within your community?	yes	yes	yes	yes	yes	yes	yes	yes
Section 8: School Data								
Building Attendance Rate (2021 rate listed on KSDE accountability report)		96.5%	94.6%	96.8%	95.0%	97.3%	94.4%	94.1%
District Graduation Rate (2021 district/state %)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	94.8/88.1
District Dropout Rate (2021 district/state %)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.0/1.7
What is our average comprehensive ACT score? (2021 district/state %)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.7/19.8

## ***Needs Assessment Summary***

The needs assessment process has provided the opportunity to reflect upon our successes and identify areas for growth. The following areas have been identified as the highest priorities presently.

1. Support strategies to increase student achievement rates, particularly with identified sub-groups
2. Boost retention and recruitment efforts for highly qualified licensed staff and classified staff
3. Address chronic absenteeism and attendance rates districtwide
4. Focus on expanding health and wellness supports to meet the increased social-emotional/mental health needs of students and families
5. Prioritize facility needs focusing on accessibility and safety/security
6. Expand college and career readiness programming and develop individual plans of study (IPS) at the elementary level

*The USD 345 Board of Education should review state assessment results and document the following:*

### **(A) The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.**

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our schools include, but are not limited to:

1. An increased level of social emotional challenges and needs of students.
2. Difficulty in retaining and hiring qualified staff and replacing teachers as they retire/leave the field.
3. High levels or an increase in absenteeism among our student population.
4. Using one assessment score to measure student success. We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

### **(B) Any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A).**

Our schools face a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the most significant impact on student achievement:

1. Increased salary to recruit and retain high quality certified and classified staff.
2. Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.
3. Additional staff members hired to meet the individual learning and SEL needs of students.

### **(C) The amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessment if such budget actions are implemented.**

Our teachers and classified staff work tirelessly to meet the academic and social-emotional needs of all of our students. Unfortunately, we cannot accurately predict how children will respond on a single assessment because we cannot fix many of the daily challenges they face. Many factors impact student academic achievement, such as:

1. Trauma
2. Poverty
3. Mental health
4. Student disabilities

Many factors that impact student academic achievement are out of the local board's control, so giving a time estimate on factors that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board. While assessment scores are one measure, we believe that student success looks different for each student/family and student assessment scores should not be the sole measure of student proficiency.