



**USD 232 Needs Assessment Audit - High Schools  
2022-2023**

**School Name:** De Soto High School

**Principal Name:** Sam Ruff

**Building Information**

**Students**

Total enrollment 2021-22	<b>978</b>	Average Daily Attendance 21-22	<b>94.7</b>
Projected Enrollment 2022-23	<b>1009</b>	Chronic Absenteeism 21-22	<b>15.17</b>
Students with IEP's 21-22	<b>119</b>	Graduation Rate 2021	<b>95.2</b>
Students on Free & Reduced Lunch 21-22	<b>145</b>	Dropout rate 20-21	<b>0.9%</b>
English Language Learners 21-22	<b>32</b>	Five-Year Effectiveness Average 20-21	<b>64.0</b>

**Staff**

Certified Staff 21-22	70	Certified Staff 22-23	71.5
Student-Teacher Ratio 21-22	16:1	Student-Teacher Ratio 22-23	16:1
Classified Staff 21-22	37	Classified Staff 22-23	37
Student-Staff Ratio 21-22	9:1	Student-Staff Ratio 22-23	9:1

**Class Size Information**

Grade	21-22 Students	21-22 Sections	21-22 Class Size	22-23 Students	22-23 Sections	22-23 Class Size
9 <sup>th</sup> Grade	227			261		
10 <sup>th</sup> Grade	257			234		
11 <sup>th</sup> Grade	247			270		
12 <sup>th</sup> Grade	245			243		
Total	978	369	21.20	1009	369	21.87

**Helpful Links for Guiding Documents**

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

## Needs Assessment Essential Questions

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Lack of foundational skills
  - Attendance
  - Mental Health
  
2. Budget actions that should be taken to address and remove those barriers
  - Building Internal Agency Response: Increased teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), Wildcat Rising (summer academic support)
  - Building Budget Response: Increased budget allocations for teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), Wildcat Rising (summer academic support), funding for additional HS staff to provide interventions, training, before and after school student academic support (Breakfast Club, and After School Study Tables)
  - District Budget Response: provide universal preschool, increased staffing at the elementary and middle levels (teachers, support staff, interventionist, counselors). School based health and mental health care providers (for short and long-term student needs – could be community wide).
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
  - Building Response: The amount of time needed for **each** student to attain grade level proficiency is unknown. Students learn at different rates and have a wide variety of needs.

### Assessment Data Analysis- 2022

#### 10<sup>th</sup> Grade

#### English Language Arts

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	82	80	40	39
<b>District</b>	84	84	41	40
<b>State</b>	66	62	28	26

Highest Standard/Skill Performance:

- Language in Writing (169/252 meeting or exceeding)
- Language in Writing: These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, and punctuation rules.

Lowest Standard/Skill Performance:

- Craft/Structure/Language in Reading (80/252 meeting or exceeding)

- Craft, Structure, & Language in Reading: These questions require students to read literary and informational texts and then analyze text structure, point of view, author's purpose, and language use and determine and analyze word meaning.

Building Grade Level Goal for 2022-2023:

- 82% of the tenth-grade students at DHS will score a 2, 3, or 4 on the ELA state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.

## Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	84	74	48	38
<b>District</b>	83	77	44	38
<b>State</b>	54	51	21	21

Highest Standard/Skill Performance:

- Statistics and Probability (142/252 meeting or exceeding)
- Statistics and Probability: These questions require students to compare and draw inferences from data sets and to calculate probability of simple and compound events.

Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning (94/252 meeting or exceeding)
- Strategic Thinking and Reasoning: These questions require students to solve complex problems using problem-solving strategies and mathematical tools; explain their reasoning, defend their answers, and critique the reasoning of others; and analyze complex, real-world situations to construct and use mathematical models to solve problems, and to interpret results in the context of a situation.

Building Grade Level Goal for 2022-2023:

- 80% of the tenth-grade students at DHS will score a 2, 3, or 4 on the math state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.

## 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	78	75	50	49
<b>District</b>	78	70	48	43
<b>State</b>	63	57	35	28

Highest Standard/Skill Performance:

- PHYSICAL AND CHEMICAL SCIENCES (142/243 meets or exceeds)
- PHYSICAL AND CHEMICAL SCIENCES: These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Analyzing and Interpreting Data), (2) their core ideas (ex. Chemical Reactions), and (3) concepts that crosscut science disciplines (ex. Stability and Change).

Lowest Standard/Skill Performance:

- EARTH AND SPACE SCIENCES (121/243 meets or exceeds)
- EARTH AND SPACE SCIENCES: These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Developing and Using Models), (2) their core ideas (ex. Earth Systems), and (3) concepts that crosscut science disciplines (ex. Systems and System Models).

Building Grade Level Goal for 2022-2023:

- 80% of the eleventh-grade students at DHS will score a 2, 3, or 4 on the science state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.



**USD 232 Needs Assessment Audit - High Schools  
2022-2023**

**School Name:** Mill Valley High School

**Principal Name:** Dr. Gail Holder

**Building Information**

**Students**

Total enrollment 2021-22	1318	Average Daily Attendance 21-22	95%
Projected Enrollment 2022-23	1322	Chronic Absenteeism 21-22	0.03%
Students with IEP's 21-22	138	Graduation Rate 2021	97.9/100%
Students on Free & Reduced Lunch 21-22	34	Dropout rate 20-21	0%
English Language Learners 21-22	10	Five-Year Effectiveness Average 20-21	71

**Staff**

Certified Staff 21-22	95	Certified Staff 22-23	96
Student-Teacher Ratio 21-22	14:1	Student-Teacher Ratio 22-23	14:1
Classified Staff 21-22	37	Classified Staff 22-23	40
Student-Staff Ratio 21-22	10:1	Student-Staff Ratio 22-23	10:1

**Class Size Information**

Grade	21-22 Students	21-22 Sections	21-22 Class Size	22-23 Students	22-23 Sections	22-23 Class Size
9 <sup>th</sup> Grade	314		26-29	369		26-29
10 <sup>th</sup> Grade	331		26-29	325		26-29
11 <sup>th</sup> Grade	311		26-29	337		26-29
12 <sup>th</sup> Grade	326		26-29	308		26-29
Total	1282		26-29	1339		26-29

21-22 we have 1367 total sections. 662/705

22-23 we have 1320 total sections. 666/654

**Helpful Links for Guiding Documents**

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

**Needs Assessment Essential Questions**

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response:
    - Consistent student attendance
    - Data collected and used by teachers to make best practice instructional decisions for students
    - Consistent interventions by teachers based on data.
  
2. Budget actions that should be taken to address and remove those barriers
 

Building Response:

  - Building Internal Agency Response:
    - High expectations for attendance
    - Teacher collaboration focused on a guaranteed and viable curriculum and data
  - Building Budget Response:
    - Building budget is to be spent on basic department and athletic/activity needs to support student success
  - District Budget Response:
    - Budgetary needs for PD and materials to help support the instructional work being done in the building.
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
  - Building Response: Grade level proficiency data will be analyzed in order to determine individual needs through the Multi-Tiered System of Supports process. This will help determine estimated timelines for individual attainment of proficiency in content areas.

**Assessment Data Analysis- 2022**

**10<sup>th</sup> Grade**

**Reading**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	82	95	38	40
<b>District</b>	84	84	41	40
<b>State</b>	66	62	28	26

Highest Standard/Skill Performance:

1. Language in writing: Exceeds (222) + Meets (87)= 309
2. Text types: Exceeds (82) + Meets (63) = 126

Lowest Standard/Skill Performance:

1. Craft, Structure, Language: Below (205)
2. Key Ideas: Below (198)

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	78	79.38	39	37.87
<b>District</b>	83	77	44	38
<b>State</b>	54	51	21	21

Highest Standard/Skill Performance:

1. Geometry: Exceeds (101) + Meets (87) = 188
2. Modeling and Data Analysis: Exceeds (82) + Meets (99) = 181

Lowest Standard/Skill Performance:

1. Algebra: Below (193)
2. Community Reasoning: Below (136)

Rationale: It would be important to set a reasonable and attainable goal for individual students through the Multi-Tiered System of Supports process.

### 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2021	2022	2021	2022
<b>Building</b>	77.98	63	46.22	37
<b>District</b>				
<b>State</b>				

Highest Standard/Skill Performance:

1. Life Science: Exceeds (154) + Meets (89) = 143

Lowest Standard/Skill Performance:

1. Earth Science: Below (182)
2. Physical and Chemical Science: (173)

Building Grade Level Goal for 2022-2023:

- To hit 70% in levels 2-4 for 2023 testing and increase by 5 % a year moving forward

Rationale:

- It would be important to set a reasonable and attainable goal for student performance in science. After revisiting the Professional Learning Communities process, teachers will collaboratively identify essential standards and measure student progress towards meeting objectives. This will allow staff to measure progress towards proficiency for each individual Mill Valley student.