



**USD 232 District Needs Assessment
2022-2023**

Superintendent Name: Dr. Frank Harwood

District Information

Students

Total K-12 Enrollment 21-22	7,206	Average Daily Attendance 21-22	94.7%
Projected K-12 Enrollment 22-23	7,215	Chronic Absenteeism 21-22	12.6%
Students with IEP's 21-22	960	Graduation Rate 2021	97.2%
Students on Free & Reduced Lunch 21-22	10.2%	Dropout Rate 20-21	0.4%
English Language Learners 21-22	253	Five-Year Effectiveness Average 20-21	73%

Staff

Certified Staff 21-22	554	Certified Staff 22-23	557
Student-Teacher Ratio 21-22	17:1	Student-Teacher Ratio 22-23	17:1
Classified Staff 21-22	398	Classified Staff 22-23	414
Student-Staff Ratio 21-22	8:1	Student-Staff Ratio 22-23	7:1

Class Size Information

Grade	21-22 Students	21-22 Sections	21-22 Class Size	22-23 Students	22-23 Sections	22-23 Class Size
Kindergarten	501	26	19.3	462	27	17.1
1 st Grade	513	27	19	506	26	19.5
2 nd Grade	522	27	19.3	506	26	19.5
3 rd Grade	516	26	19.8	521	27	19.3
4 th Grade	579	26	22.3	530	25	21.2
5 th Grade	543	23	23.6	536	26	20.6
6 th Grade	547	24	23	542	23	24
7 th Grade	584	25	23	565	24	24
8 th Grade	614	23	27	594	25	24
Totals	4,919	227	21.67	4,762	229	20.79

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:
 - Supporting a SEL curriculum, a social worker and a counselor can focus on rebuilding strong relationships with students, teachers, and parents.
 - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need.
 - Ensuring the growth of students through the Science of Reading.
 - Retaining and attracting highly qualified teachers and classified staff.

2. Budget actions that should be taken to address and remove those barriers:
 - District Internal Agency:
 - Expansion of USD 232 MTSS Handbook to provide detailed support for reading, math, and behavior in core and intervention learning.
 - Change responsibilities and schedules of elementary counselors (SEL) to add flexibility, additional time, and support for student well-being.
 - Provide professional development at building and team levels to support staff-identified professional learning needs and opportunities.
 - Hire FTE elementary math specialists in all buildings.
 - Hire FTE secondary reading and math specialists in all buildings.
 - Hire FTE social workers in all buildings to support mental health.
 - Provide staff and student training for trauma and social-emotional balance.
 - District Budget Support:
 - Purchase supplemental resources and materials for staff
 - Professional development in the areas of Professional Learning Community restructuring
 - Purchase of Phonics, reading, math, and Social-emotional learning materials
 - Increase salary to recruit and retain highly qualified certified staff.
 - Increase dollars to hire and retain classified staff.
 - Significantly increase salary for veteran teachers.
 - Provide retention incentives at a higher rate than current allowance.
 - Additional certified staff to reduce class-size within the ratio formula used prior to years of reduced per-pupil state funding.
 - Fund all ESSER-initiated staff positions beyond the end of 2024.
 - State Budget Support
 - The Kansas Legislature should allocate funding to meet the statutory requirement to fund 92% of excess costs of special education. Due to underfunding of special education from both the state and federal levels, USD 232 was required to use \$5.5 million dollars of General and Supplemental General funds for special education expenses. Due to state and federal regulations, the special education services must be provided, requiring the use of General and Supplemental General funds that would have been otherwise available for general education expenses. For this reason, USD 232 must maximize allowable local resources to make up for this deficit.
 - The Kansas Legislature should fund PreK-12 education at a level required to achieve Kansas State Board of Education goals as predicted in the study conducted by Dr. Lori Taylor which was commissioned by the Legislature.

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

One lesson that was learned during the era of No Child Left Behind is that setting arbitrary timelines to student performance on a one-time test is not productive. It is very unlikely that every student will perform at their best on a given day and time in a particular subject area. Additionally, the fact that we are not assessing the same students year to year makes predicting 100% of student performance nearly impossible.

In the current climate, it is also very unlikely that the Kansas Legislature will choose to provide the funding that its own study in 2018 indicated was necessary to achieve the current State Board of Education goals of 75% of students scoring in categories 3 and 4 on the state assessments, let alone 100% scoring in categories 2-4.

USD 232 will continue to use multiple measures of student performance and all allowable resources to plan for and provide an outstanding educational program. We will continue to work with each student helping to maximize their full potential.

State Assessment Data Analysis- 2022

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
District	87.35%	83.61%	53.33%	49.51%
State	69.7%	66.06%	35.18%	32.11%

Highest Standard/Skill Performance:

- 3rd Text Types and Purposes
- 4th Text Types and Purposes
- 5th Text Types and Purposes
- 6th Language in Writing
- 7th Language in Writing
- 8th Language in Writing
- 10th Language in Writing

Lowest Standard/Skill Performance:

- 3rd Key Ideas and Details
- 4th Text Types and Purposes
- 5th Craft, Structure, and Language in Reading
- 6th Overall Reading
- 7th Overall Reading
- 8th Overall Reading
- 10th Craft, Structure, and Language in Reading

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

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
District	84.76%	85.39%	48.41%	49.27%
State	65.81%	67.80%	29.37%	30.89%

Highest Standard/Skill Performance:

- 3rd Measurement and Data
- 4th Operations and Algebraic Thinking
- 5th Operations and Algebraic Thinking
- 6th Ratios and Proportional Relationships
- 7th Expressions and Equations
- 8th Strategic Thinking and Reasoning
- 10th Statistics and Probability

Lowest Standard/Skill Performance:

- 3rd Geometry
- 4th Number and Operations in Base 10
- 5th Number and Operations with Fractions
- 6th Geometry
- 7th Geometry
- 8th Geometry
- 10th Functions

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

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
District	80.48%	78.21%	53.17%	49.12%
State	53.00%	60.01%	24.25%	31.17%

Highest Standard/Skill Performance:

- 5th Physical and Chemical Sciences
- 8th Earth and Space Sciences
- 11th Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- 5th Life Sciences
- 8th Physical and Chemical Sciences
- 11th Earth and Space Sciences

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the science state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.