

## Needs Assessment – Kansas Law for School Districts

Each USD board of education in Kansas must complete a needs assessment of each attendance center within the USD. The information below 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.

The following is the USD 411 process and the individuals involved in the annual needs assessment we have implemented:

- ✓ **KESA District Team** – This district leadership team meets quarterly. In these meetings, we focus on the identification of student learning needs and how to provide best educational opportunities within USD 411 that are evidenced based practices. We look at student performance data and we have studied the Science of Reading, and best practice curriculum guidance. The findings and guidance from the KESA Team is brought back to each building on a regular basis for discussion.
  - **KSDE guidance to our Admin Team & KESA District Team** – Twice in the last two semesters we participated in an in-person session with our KSDE consultant, Mindy Bruce regarding the new KESA 2.0. She is our school improvement/accreditation liaison. In addition, all principals and our superintendent attended regional KESA 2.0 trainings in the spring of 2024. Mark Crawford and Jody Schmidt are also attending KSDE Curriculum Leader’s quarterly sessions. This collective wealth of knowledge is shared back to each building with the goal of collaborative “next steps” to be determined and implemented. We desire to approach new KSDE requirements and KESA 2.0 pressure to improve our district in a deliberately “*slow and steady*” process. Ultimately, we want to honor our district mission of “*student success*”
  - **Past Example of resource allocation to support our needs assessment:** In the spring of 2023, this committee presented to the BOE the recommendation for our **K-8 Intervention Initiative**. This new initiative began in the fall of 2023-24. This initiative required the shifting of personnel and the hiring of a full time Librarian/Literacy Support position at GES. Revised job descriptions were BOE approved and the title of K-8 Intervention Coordinator was defined and implemented.
- ✓ **Early Releases and In-service Days** – Our Admin Team, with input from the KESA Team develops all plans for staff training, data, curriculum, and K-12 schedule conversations. The entire morning of May 15, 2024 included relevant planning and collaboration with all certified staff. This problem solving/discussion session included a focus on specific resources needed for the 2024-25 school year. Every May, after school concludes, this collaborative session is an imperative step in our needs assessment. In May of 2024, we introduced the new KESA Four Fundamentals. Individual “resource identification” surveys were completed by each certified staff member identifying training, curriculum, and professional development needs.
- ✓ **Admin Team Retreat/Work Session, June 12, 2024** - Our four person Admin Team spent an entire day processing the guidance we received from May 15, 2024 in addition to other stakeholder input. This day of collaboration was to provide collaborative leadership and specific planning for the 2024-25 school year in the following areas of Student Success initiatives:

- The starting point and resource considerations for **Professional Development in the area of the Four Fundamentals**
- **K-8 Intervention Initiative** – Year two of our uniquely designed Goessel MTSS program
- **K-12 Schedule audit** – Continued conversations about schedule needs and limitations
- **Data Analysis Processes** – How do we make data analysis more purposeful and ongoing? How do we make time to look at not just AIMSWEB and NWEA MAP’s data, but also state assessment data in ELA, math and science?

## Building Needs Assessment

The questions within the KSDE template are suggestions only, however, the following questions with a light green background are specifically mentioned in [K.S.A. 72-1163](#) (3) as stated above. KSDE also suggests including the questions below with a light red/pink background to support Section 12, paragraph (2) (B) of [2022 Senate Sub for HB 2567](#). Otherwise, USDs can use some or all of the questions in the templates or may continue to use a Building Needs Assessment template they are already using.

o. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?
p. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?
c. 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 civilization.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.
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.

Each attendance center within the district must have a needs assessment. If using the [Excel template](#), there will need to be a Needs Assessment worksheet tab for each school.

O. Reviewing state assessment data: Steps taken to maximize all student’s scores - *A K-8 intervention program has been implemented targeting students whose academic performance is below grade level on math and reading assessments. A district-wide focus on the Four Fundamentals will help align our K-12 instruction, curriculum and assessments.*

P. Have you set target/goals to move students out of proficiency levels 1 & 2 on the state assessments? *Yes. Our goal is to have all students on grade level in all core subjects. This would mean they are scoring at proficient levels on all state assessments in reading, math, science and social studies.*

C. Is every child in your school provided at least the following capacities?

1. Sufficient oral and written communication skills – *Our ELA teachers district-wide are highly qualified and provide students with rigorous coursework. We challenge our students to be on grade level in all subjects. We follow the guidelines outlined in the Every Child Can Reads Act - K.S.A. 72-3262. All teachers in USD 411 have had exposure to the Science of Reading and we are working to ensure more training opportunities and competencies for all staff in this arena. Structured Literacy/Science of Reading is new and we need time to build capacity and determine integration into all subject areas. A high percentage of our PreK-2 staff have been LETRS trained.*

2. Sufficient knowledge of economic, social and political systems – *All students participate in social studies classes that cover state standards in each of these areas. The social science curriculum and programs at each grade level include instruction that develop a students' ability to apply their knowledge and understanding to make informed economic, social, and political choices. In addition, these skills are implemented and demonstrated through a variety of extracurricular activities and organizations.*
3. Sufficient knowledge of governmental processes – *All students participate in government class as a required credit towards graduation. The student body elects officers. These student representatives practice leading meetings and making decisions through participation in clubs and student leadership groups.*
4. Sufficient knowledge of his or her mental and physical wellness – *We use Terrace Metrics surveys to gather student data regarding social/emotional needs as well as our KCTC (Kansas Communities that Care) data to evaluate the student culture. We implement Trauma-Informed practices and have coaches to help staff implement strategies with trauma-informed and restorative practices. We have a partnership with our local mental health provider and offer student support services and social work in our schools. We have implemented a K-12 Character Strong curriculum and have created family groups for each building level. Physical health is championed with daily PE time through 8th grade as well as compliance with food and nutrition programs.*
5. Sufficient grounding in the arts – *The arts education at USD 411 has continued to achieve blue ribbon status. This is evident in the all of our fine arts programs at Goessel. Fine arts appreciation begins at the elementary school with students having regular art and music classes, this continues at the Jr. High level with all students in choir and high participation in band as an elective. Students also have an opportunity for art exploration. At the high school level, art classes are an emphasized course offering as well as band and choir. Over half of our 9-12 grade students continue their participation in band and an even higher percentage in choir.*
6. Sufficient training and preparation for each student to choose and pursue life work – *Our school offers 11 CTE pathways and these pathways guide individual students with specific plans of study to complete each program. We attend an annual career expo through ESSDACK that showcases business/industry as well as college options for students. This expo provides exposition and interaction for students. All juniors must enroll and complete a Project Management class. This class experience includes an in depth career study. The relevance and rigor of the career study they choose involves a job interview, college visit, job shadow, and a culminating event/panel presentation. All students K-12 use Xello, a career exploration program. Xello exposes elementary students to career options and helps older students navigate their learning styles, and future career decisions. This program and our faculty guides each 7-12 student to develop an Individual Plan of Study (IPS) based on their career interests.*
7. Sufficient skill level to complete in regional academics and competitive job markets - *Students demonstrate workplace readiness as indicated by the ACT WorkKeys assessment. Our ACT scores are above the state average and they increased in most areas in 2023-24. Our FCCLA program showcases our student talent as they have earned success at the regional and national levels.*