

# State Assessment and Budget Review Using the Building Needs Assessment



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May 26, 2022

Superintendents' Informational Zoom

# Before we get started ...

- SS for HB2567 = **51 pages**
- State assessment/needs assessment budget review = **3 paragraphs**
- May seem like a refocus on state assessments only; much more than that:
  - Capacities
  - State Board goals
  - Personnel
  - Facilities ...



# Before we get started ...

- Requires time to complete – but doable.
- Many of the items it requires ... **you are already doing.**



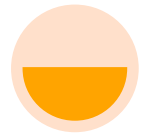
# SS for HB2567 Sec. 12.

On and after July 1, 2022, K.S.A. 2021 Supp. 72-1163 is hereby amended to read as follows:

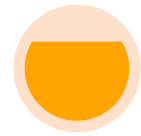
72-1163. (a) (1)



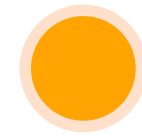
Each year, the **board of education of a school district shall conduct an assessment of the educational needs** of each attendance center in the district.



Such assessment shall be **published** on the **school district's website**.



**Information obtained from such needs assessment** shall be used by the board when **approving the budget of the school district** to ensure improvement in student academic performance.



**In the minutes of the meeting at which the board approves its annual budget**, the board shall include that such needs assessment was provided to the board, the board evaluated such assessment, and how the board used such assessment in the approval of the school district's budget.



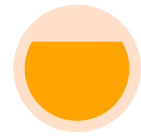
# SS for HB2567 Sec. 12.



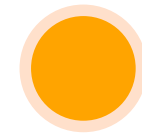
Each year, the board of education of a school district shall **review state assessment results** and, as part of such review, **shall document** the following:



The **barriers** that must be overcome to have all students **achieve proficiency above level 2** for grade level academic expectations on such assessments;



Any **budget actions**, including, but not limited to, recommendations on reallocation of resources that should be taken to address and **remove such barriers**; and



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



# SS for HB2567 Sec. 12.

3. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c) (**Rose Capacities**), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
  - b. The budgets, the summary of the proposed budget, the needs assessment and the state assessment documentation shall be on file at the administrative offices of the school district and available on the school district's website.



# SS for HB2567 Sec. 12.

(3. continued)

- c. The **notice required to be published by K.S.A. 79-2929 (Code 99)**, and amendments thereto, shall include a statement that the budgets, the summary of the proposed budget, **the needs assessment and state assessment documentation is on file at the administrative offices of the district and available on the school district's website.**



# Key Points

## Board Consideration in the Budgeting Process

A. Building needs assessments

B. State assessments

1. The **barriers** that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on such assessments;
2. Any **budget actions**, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove such barriers; and
3. The amount of **time** the board estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.





# Building Needs Assessment

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# Building Needs Assessment

- Where it all begins.
- Created and conducted by EACH building.
- May be completed already.
- Review Data:
  - Building accountability reports.
  - Other data as required – Performance Accountability, AMOSS, School Finance
  - Involve staff and other stakeholders.





# Accountability Report

- Use the accountability report posted on your district's website for data review and discussion.
- Data is suppressed.
- Data will not reveal Personally Identifiable Information (PII).
- Use other data sources, but be cognizant of PII in public meetings.

**KANSAS STATE DEPARTMENT OF EDUCATION**  
**K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021**  
**Piper-Kansas City USD 203**

3130 N 122nd St Suite A, Kansas City, KS 66109-9387  
 (913) 721-2088  
<http://www.piperschools.com>

System Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **2021 data not required**  
 Grades: **PK-12, NG**  
 Superintendent: **Jessica Dain**

**Demographics**  
 2,498 Students

- African American 15.97%
- Hispanic 14.53%
- Other 11.89%
- White 57.61%

**Academically Prepared for Postsecondary Success**  
 The percentage of students who scored at Levels 3 and 4 on the state assessment.

Subject	District	State
Science	74.54	80.71
Math	77.89	86.79
English Language Arts	81.88	93.75

**District Postsecondary Effectiveness**

Year	High School Graduation Rate	Success Rate	Effective Rate
2015	88.5	76.6	75.4
2016	88.5	71.6	63.4
2017	92.7	71.1	65.9
2018	94.5	67.2	63.4
2019	92.9	69.5	64.5

**Kansas CAN lead the world!**  
 Graduation Effective Rate 70-75%: **95%**  
 Five-Year Graduation Avg: **93.4%**  
 Five-Year Success Avg: **71.1%**  
 Five-Year Effective Avg: **66.4%**  
 10% Confidence Interval for the Predicted Effectiveness Rate: **57.1 - 61.3%**

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation:  
 1. Student earned an Industry Certificate  
 2. Student earned a Postsecondary Certificate  
 3. Student earned a Postsecondary Degree  
 4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

**GRADUATION RATE**  
 The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

**ATTENDANCE RATE**  
 Rate at which students are present at school, not including excused or unexcused absences.

**CHRONIC ABSENTEEISM**  
 Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

**DROPOUT RATE**  
 The dropout rate is calculated annually and reflects the number of seventh- through twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**KANSAS STATE DEPARTMENT OF EDUCATION**  
 Kansas leads the world in the success of each student.

**Piper-Kansas City USD 203**  
**K.S.A. 72-5178 Accountability Report 2020-2021**

**District Academic Success**      **Academically Prepared for Postsecondary Success**

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

**ALL STUDENTS**

Level	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.79	20.49	27.36	N/A	N/A	N/A	24.75	20.81	27.79
Level 2	36.13	32.58	27.16	N/A	N/A	N/A	38.44	35.27	25.48
Level 3	31.20	32.81	28.77	N/A	N/A	N/A	26.70	33.21	31.27
Level 4	14.86	14.09	16.70	N/A	N/A	N/A	10.09	10.67	15.44

**FREE AND REDUCED LUNCH STUDENTS**

Level	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	36.66	33.70	N/A	N/A	N/A	41.56	34.92	46.80
Level 2	41.25	38.33	32.58	N/A	N/A	N/A	39.91	39.28	29.78
Level 3	18.33	20.00	24.71	N/A	N/A	N/A	14.40	22.61	21.27
Level 4	7.08	5.00	8.98	N/A	N/A	N/A	4.11	3.17	2.12

**STUDENTS WITH DISABILITIES**

Level	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	73.45	67.54	65.21	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	20.35	24.56	23.91	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	5.30	4.38	8.69	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.88	3.50	2.17	N/A	N/A	N/A	N/A	N/A	N/A

**AFRICAN-AMERICAN STUDENTS**

Level	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.51	35.68	49.35	N/A	N/A	N/A	43.00	37.01	45.97
Level 2	41.15	40.52	32.46	N/A	N/A	N/A	37.00	39.42	28.73
Level 3	19.02	18.94	16.88	N/A	N/A	N/A	17.00	19.71	22.98
Level 4	5.30	4.84	1.29	N/A	N/A	N/A	3.00	3.84	2.29

**HISPANIC STUDENTS**

Level	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.11	26.25	31.50	N/A	N/A	N/A	27.46	23.85	39.13
Level 2	41.11	34.63	23.28	N/A	N/A	N/A	43.00	34.01	23.18
Level 3	23.88	29.60	34.24	N/A	N/A	N/A	21.24	33.50	23.18
Level 4	8.88	9.49	10.95	N/A	N/A	N/A	8.29	8.62	14.49

**District ESSA Expenditures Per Pupil**  
 State: **88.2**  
 District: **\$10,776**

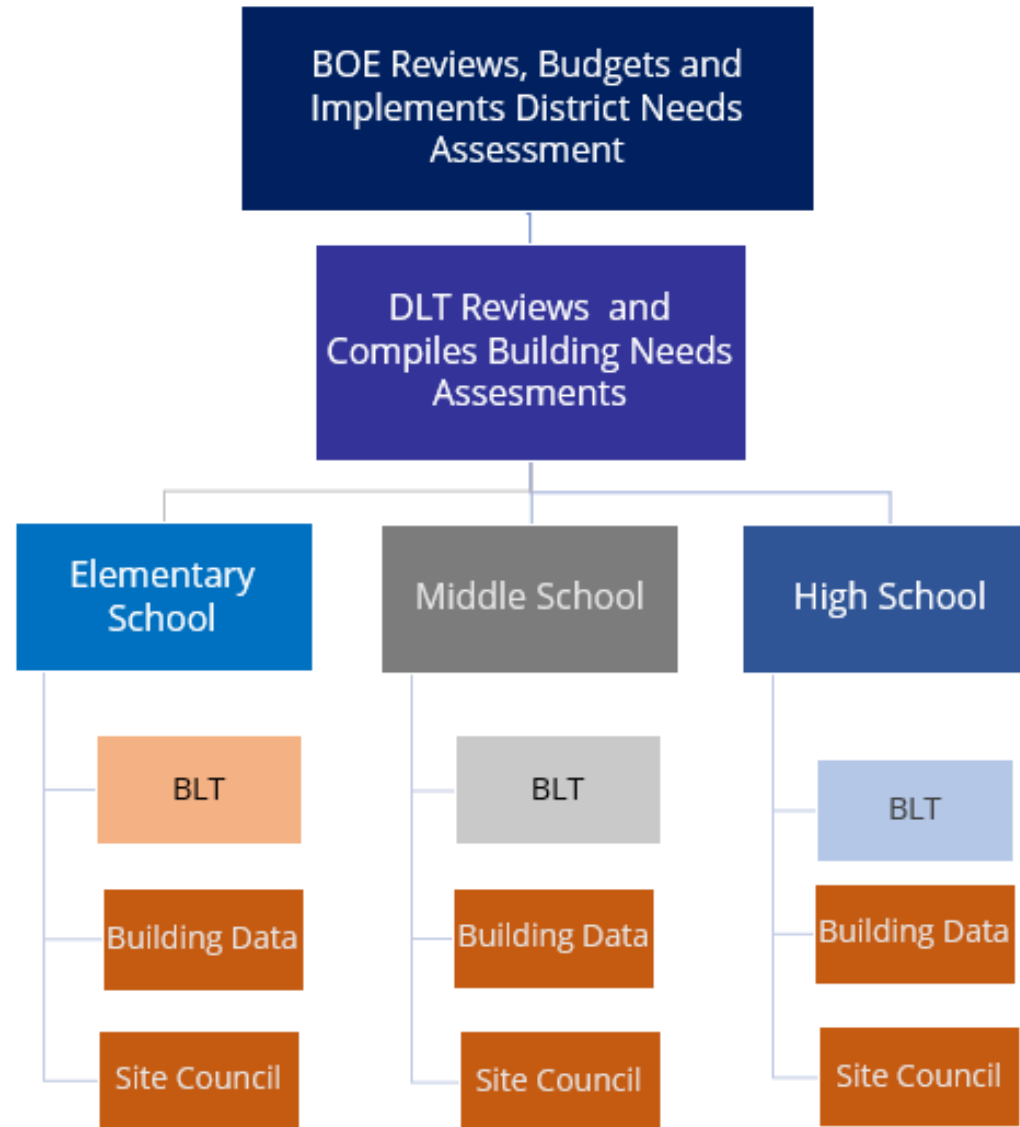
**State Financial Accountability**  
 State: **\$12,863**

**ACT Performance (2021 School Year)**  
 ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

**District:** 21.1  
**State:** 19.8

Report generated from ksreportcard.ksde.org on March 14, 2022 - Version 1.1.

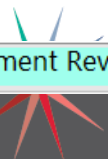
# District Needs Assessment Budgeting Process Chart



# Building Needs Assessment

- Sample document.
- 9 sections.
- Can be edited.
- May use your own process.

	A	B	C	D
1	<b>2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations</b>			
2	<b>District:</b>		<b>Bldg #</b>	<b>Grade Levels:</b>
3	<b>School:</b>			
4				
5	Please consider the following questions as you complete the needs assessment for your building.			
6	<b>SECTION 1: Student Needs</b>			<b>Notes</b>
7	a. How many students are in the building?			
8	b. Percentage of students with an active IEP?			
9	c. Percentage of students enrolled in ELL services			
10	d. Percentage of students identified as At-Risk(Free lunch)?			
11	e. What is the teacher to student ratio average?			
12	f. What is the teacher to student ratio median?			
13	g. Are the needs of foster care students being met? If no, what supports are needed?			
14	h. Are there gaps in student success among race/ethnicity student subgroups?			
15	i. Do you have a tiered system of support to target reading growth? Yes/No			
16	j. Do you have a tiered system of support to target math growth? Yes/No			
17	k. Do you have local assessments to measure reading growth? Yes/No			
18	l. Do you have local assessments to measure math growth? Yes/No.			
19	m. Do you have learning opportunities for students to focus on academic needs outside the traditional classroom setting? Yes/No			
20	n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?			
21	o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?			
22	<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
23				
24	a. How are you measuring social/emotional growth?			
25	b. What are your targets/goals related to social/emotional growth?			
26	c. If you have Kindergarten in your school, how do you determine students are ready for Kindergarten?			
27	d. What are your targets/goals related to Kindergarten Readiness?			
28	e. How are you measuring the success of Individual Plans of Study?			
29	f. What are your targets/goals related to postsecondary completion/attendance?			
30	g. How are you ensuring students are civically engaged?			
31				
32	<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
33	a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?			
34	b. Are there appropriate and adequate instructional materials?			
35	c. Is current technology appropriate? If no, what technology is needed to support the			
36				



# Building Needs Assessment

	A	B	C	D
1	<b>2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations</b>			
2	<b>District:</b>		<b>Bldg #</b>	<b>Grade Levels:</b>
3	<b>School:</b>			
4				
5	<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
36				
37	<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
38	b. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.			
39	c. Is every child in your school provided at least the following capacities?			
40	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.			
41	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.			
42	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.			
43	4. Sufficient self-knowledge and knowledge of his or her mental and physical			
44	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.			
45	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			
46	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.			
47				
48	<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
49	a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in the content area being taught in said classroom and meet the goals of			
50	b. How many classified support staff are currently employed and how many are needed at this building?			
51	c. Are there appropriately licensed support personnel such as counselors, librarians,			
52	d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?			
53	e. What staff development is necessary for teachers to support student success and meet the school improvement goals of the building?			
54				
55	<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
56	a. Is there adequate space for student learning?			
57	b. Are there necessary repairs and/or adjustment to the existing space that need to be			
58	c. Are additional School Buses needed or any additional Routes needed.			
59				
<a href="#">Flowchart</a> <a href="#">District Info</a> <a href="#">Bldg 1 Needs Assessment</a> <a href="#">BOE State Assessment Review</a> <a href="#">Bldg 1 State Assessment Review</a>				





# Building Needs Assessment

	A	B	C	D
1	<b>2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations</b>			
2	<b>District:</b>		<b>Bldg #</b>	<b>Grade Levels:</b>
3	<b>School:</b>			
4				
5	<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
60	<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
61	a. Do you have regular events to engage parents with teachers?			
62	b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, etc.) are provided?			
63	c. Do you have an active Site Council?			
64	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?			
65	e. What types of communication exists with families? Is it adequate?			
66	f. What types of communication/social media exists with your community? Is it adequate?			
67				
68	<b>SECTION 8: School Data</b>			<b>Notes</b>
69	a. What is our building attendance rate?			
70	b. What is our building chronic absenteeism rate?			
71	c. What is our district chronic absenteeism rate?			
72	d. What is our district graduation rate?			
73	e. What is our district dropout rate?			
74	<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
75	a. What is our building graduation rate			
76	b. What is our building dropout rate?			
77	c. What is our average comprehensive ACT score?			
78				
79	<b>SECTION 9: Other Data</b>			<b>Notes</b>
80	a. Based on your building leadership team analysis, what are the barriers your school faces with non-assessment related issues?			
81	1. Can these be achieved with additional resources?			
82	2. Why or why not?			
83	b. Additional building unique items:			
84				
85				
86				
87				
88	<p>Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to</p>			



# State Assessment Review

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# BOE State Assessment Review, Planning and Discussion

- Review data:
  - Building accountability reports.
  - Suppressed data.
  - Be aware to not release PII.
- 3 Questions:
  - Barriers related to student needs.
  - Budget actions.
  - Time to achieve.



# BOE State Assessment Review, Planning and Discussion

- Opportunity for the district to budget and target ways to close gaps.
- At your budget approval meeting – minutes must include that the needs assessments from the buildings were provided, evaluated and how the board used them and the state assessment review in the budgeting process.



# Building State Assessment Review for Budget Suggestions to the local board

- Consider needs assessment and complete the building suggestions tab for each building.
- Questions are straight from the bill; Barriers, Budget Actions, & Time.
- Send results to the district office.

2020-2021 School Year State Assessment Review for 2022-2023 Budget Considerations

District: \_\_\_\_\_ Bldg # \_\_\_\_\_ Grade Levels: \_\_\_\_\_

School: \_\_\_\_\_

1 Identify the barriers that must be overcome for each student to achieve grade level proficiency

2 Identify the budget actions that should be taken to address and remove those barriers.

3 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.

Input 4-digit bldg # to populate school name and grade levels. Bldg #'s can be found on the District Info tab.

Light yellow cells are intended to be filled in.

Flowchart | District Info | Bldg 1 Needs Assessment | BOE State Assessment Review | Bldg 1 State Assessment Review

# District Office Preparation

Superintendent, administration or other key district leaders prepare and refine the suggestions for the district summary and BOE review.

May be one district-wide report

2020-2021 School Year State Assessment Review for 2022-2023 Budget Considerations					
District: _____					
Based upon your school needs assessment and review of state assessment results, for the following categories, if applicable please identify (1) the barriers that must be overcome for each student to achieve grade level proficiency on assessments; (2) the budget actions that should be taken to address and remove those barriers; and (3) 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.					
_____			_____		
Board President			Date		
School	Grade Levels	1. Barriers Related to Student Needs	2. Budget Actions	3. Time for students to Achieve	Board Rationale/Comments
Building 1					
Building 2					
Building 3					
Building 4					



# State Assessment and Budget Review Document

- You have time - budget approval doesn't occur until August or September.
- May use your own needs assessment and/or processes.
- The only required specific document is the State Assessment Summary.
- Documents need to be posted on the district's website:
  - Needs assessment for each building
  - District State Assessment Review
- BOE minutes reflect that this process has occurred.





# Questions?