

USD 437 Needs Assessment: 2022-2023

A District Needs Assessment is required by No Child Left Behind, Title II-A Teacher Quality and Title V Innovative Programs.

A Needs Assessment by building is required by HB 2567. K-12 Education Appropriation and Other Provisions.

- I. Student Needs**
- II. Staff Needs**
- III. Curriculum Needs**
- IV. Facility Needs**
- V. Parental Needs**
- VI. High School Needs**
- VII. Other**

Section I. Student Needs

How many students are attending classes in this attendance center? How many students attending this building meet the definition of at-risk? How many students have an IEP or are English Language Learners?

Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Auburn Elementary	Indian Hills Elementary	Farley Elementary	Jay Shideler Elementary	Washburn Rural Middle School	Washburn Rural High School
Total Students 400	Total Students 296	Total Students 513	Total Students 383	Total Students 496	Total Students 588	Total Students 548	Total Students 964	Total Students 1870
At-Risk Funded 60.8%	At-Risk Funded 63.5%	At-Risk Funded 30.6%	At-Risk Funded 28.7%	At-Risk Funded 16.3%	At-Risk Funded 25.9%	At-Risk Funded 12.4%	At-Risk Funded 30.4%	At-Risk Funded 26.4%
Special Education 20.5%	Special Education 25.3%	Special Education 18.7%	Special Education 17%	Special Education 16.1%	Special Education 23.5%	Special Education 12.2%	Special Education 15.7%	Special Education 14.9%
Eng. Lang. Learner 3.5%	Eng. Lang. Learner 2.4%	Eng. Lang. Learner 3.4%	Eng. Lang. Learner 0.8%	Eng. Lang. Learner 3.8%	Eng. Lang. Learner 4.4%	Eng. Lang. Learner 1.5%	Eng. Lang. Learner 0.07%	Eng. Lang. Learner 1%

What is the pupil-teacher ratio?

Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Auburn Elementary	Indian Hills Elementary	Farley Elementary	Jay Shideler Elementary	Washburn Rural Middle School	Washburn Rural High School
Pupil-Teacher Ratio 400:21 / 19:1	Pupil-Teacher Ratio 296:15 / 20:1	Pupil-Teacher Ratio 513:25 / 20:1	Pupil-Teacher Ratio 383:21 / 18:1	Pupil-Teacher Ratio 496:23 / 21:1	Pupil-Teacher Ratio 588:25 / 23:1	Pupil-Teacher Ratio 548:28 / 20:1	Pupil-Teacher Ratio 964:40 / 24:1	Pupil-Teacher Ratio 1870:57 / 35:1

Note: The Pupil-Teacher Ratio Median for 437 is 20 students to 1 teacher.

Is there a tiered system of support to target reading and math growth?

At the elementary level, the 7 elementary schools implement Comprehensive, Integrated, Three-Tiered System of Support (Ci3t). Ci3t planning occurs at each building level based on the needs and resources of that particular building. The plans target the academic areas of reading and math, in addition to social emotional learning, and behavior proactive and response planning. At the secondary level, each building has a Response to Intervention (RTI) plan to assess, target, and implement interventions based on student needs and risk. The RTI approach targets reading, math, and social emotional needs.




Are there local assessments to measure reading and math growth?

There is an established Comprehensive Tier I Assessment System.

COMPREHENSIVE TIER I ASSESSMENT SYSTEM

PERFORMANCE MATTERS

1
8

08	Academic Universal Screener: Beginning of Year (BOY) <ul style="list-style-type: none">• K-6 Aimsweb & SSRS-IE (Skills-Based Assessment)• 6-10 MAP (Standards-Based Assessment)	FORMATIVE	
	10	Parent-Teacher Conferences	INTERIM
	12	Academic Universal Screener: Middle of Year (MOY) <ul style="list-style-type: none">• K-6 Aimsweb & SSRS-IE (Skills-Based Assessment)• 6-10 MAP (Standards-Based Assessment)	INTERIM
	02	Parent-Teacher Conferences	INTERIM
05	Academic Universal Screener: End of Year (EOY) <ul style="list-style-type: none">• K-6 Aimsweb & SSRS-IE (Skills-Based Assessment)• 6-10 MAP (Standards-Based Assessment)• 3-10 State Assessment	SUMMATIVE	

Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?

At the elementary level, there are three directions in which students may receive more targeted instruction in a smaller group setting or individually. At the Tier I level, classroom teachers implement a “What I Need.” time within each day. The WIN time allows for reteaching and enrichment opportunities in reading and math. At the elementary level within Tier II, students are flagged for risk by a universal screening tool, Aimsweb. These students then assessed using informal and formal diagnostic measures that support their need for intervention through our interventionists for math and reading. Individual goals are set for these students and measured through progress

monitoring bi-monthly allowing the opportunity to create aim and trend lines with formal progress reports twice yearly.. If students do not demonstrate the desired response to intervention, the intervention may change in frequency, duration, or instructional approach moving them into Tier III. Tier III students may also receive specialized instruction through a 504 Plan or Individualized Education Plan. These students, too, have goals sets and progress monitoring is typically bi-monthly with formal progress reports quarterly.

At the secondary level, there are various intervention responses developed. The responses may include tutoring sessions during the day or after school, elected by the student, teachers, or parents. These sessions are open to any student desiring additional support. In addition, an Advisory or Extended Opportunity is provided daily in which students may seek support from teachers in completing assignments. If a student is flagged for risk through a formative assessment/screener, MAP, they may be enrolled in math or reading lab classes that support teaching of needed concepts to be successful in core content courses. In addition, at the high school level there are opportunities titled REACH, Alternative Education, Credit Recovery through Edgenuity available to students demonstrating academic risk factors. These opportunities tend to be exhausted prior to special education.

Although academic needs were the focus of this question, it is important to note that each building has a School Based Mental Health team designed to meet the social emotional needs of students. These teams not only partner with administrators, general education and special education teachers, but also with parents and community based partners. Services from the School Based Mental Health Team range from small groups to individualized therapy, behavior intervention planning and support, and Functional Behavioral Assessments and Evaluations.

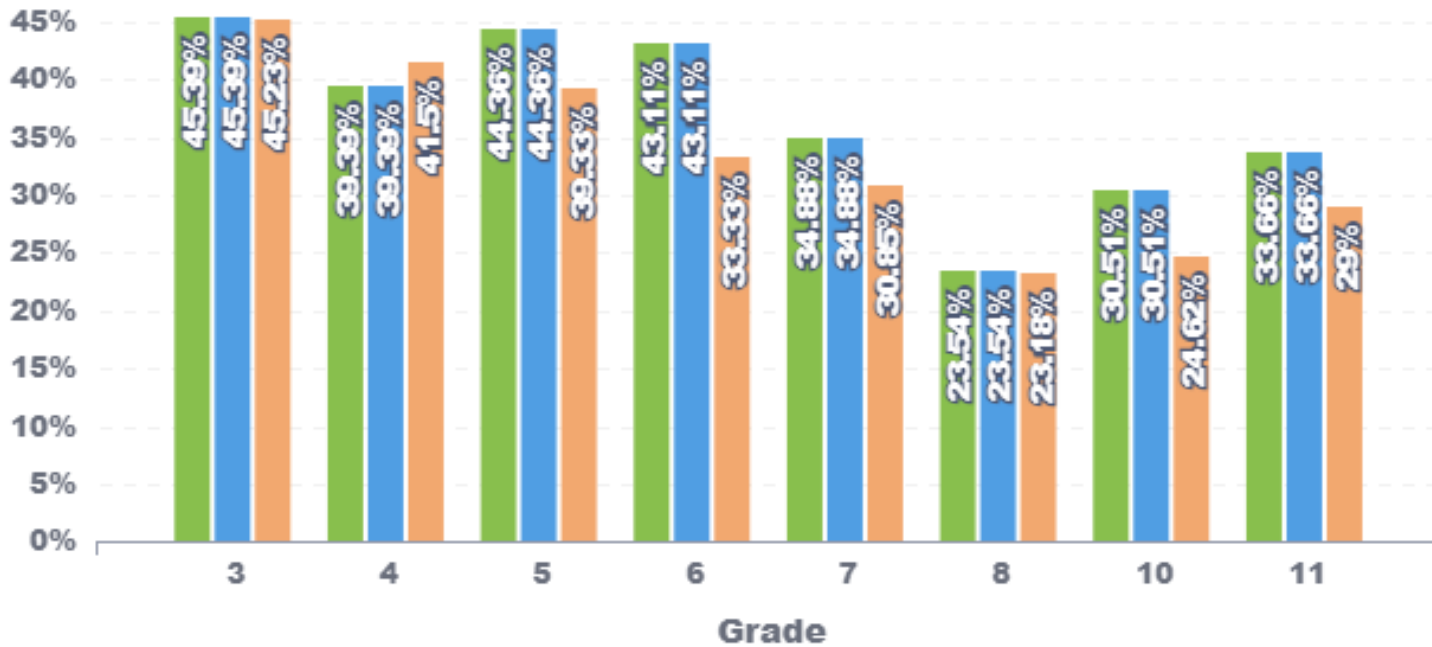
What are your targets/goals regarding percentage of students at level 3 or 4 on the state assessment?

A Strategic Plan 2026 Goal for USD 437 follows the Kansas State Board of Education Goal for 2030 - By 2026, 75% of all USD 437 students, which includes each subgroup, will perform at the two highest academic performance levels of 3 or 4 on areas assessed by the Kansas Assessment Program (KAP). Data is based on 2022-2023 KAP Data as directed by KSDE. 2022-2023 KAP Data will not be available until fall of 2023.

Percent of students that performed at Levels 3 & 4:

KAP Level 3 & 4 by Grade

● School ● District ● State

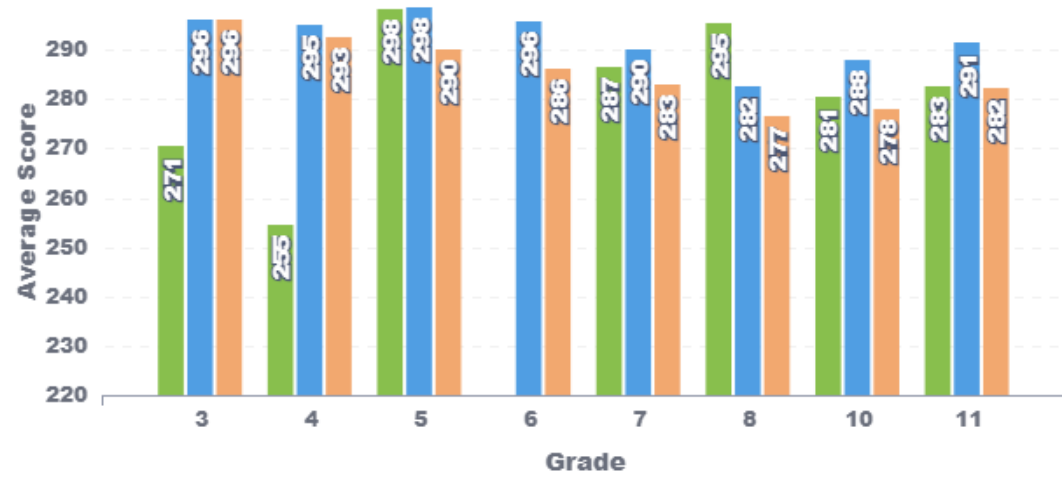


Do you have disparities in student achievement among ethnic groups?

- American Indian or Alaskan Native

KAP Average Score by Grade

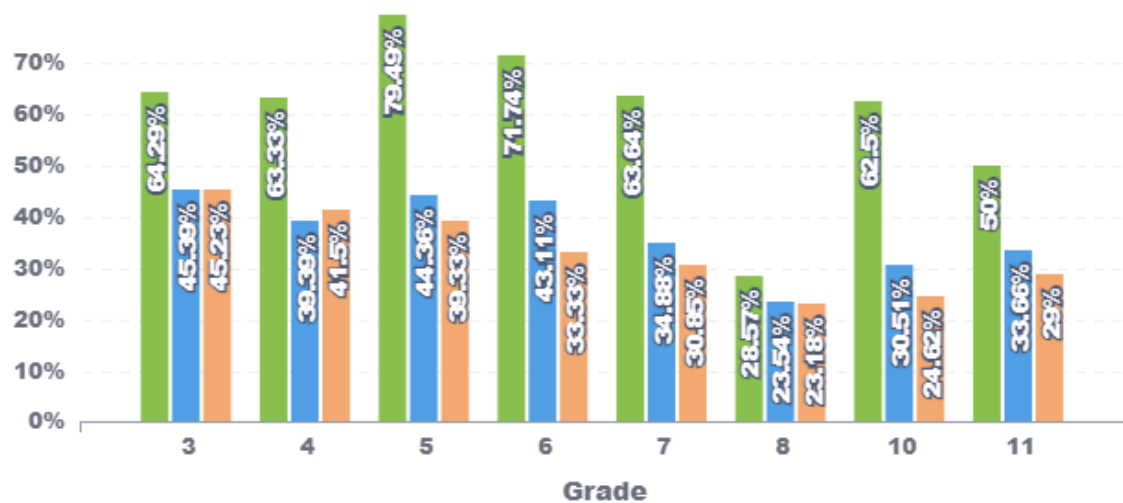
● School ● District ● State



- Asian

KAP Level 3 & 4 by Grade

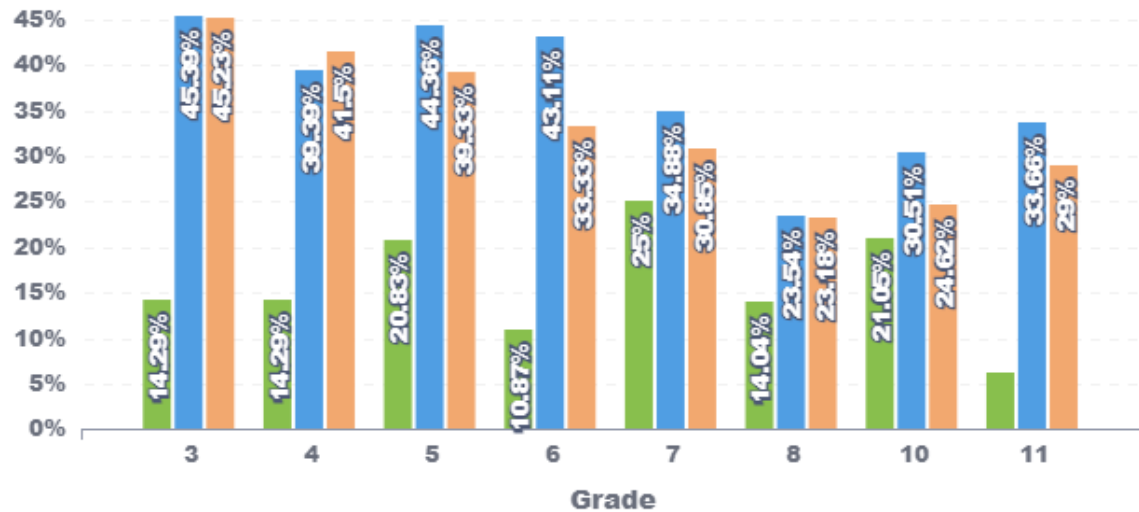
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- Black

KAP Level 3 & 4 by Grade

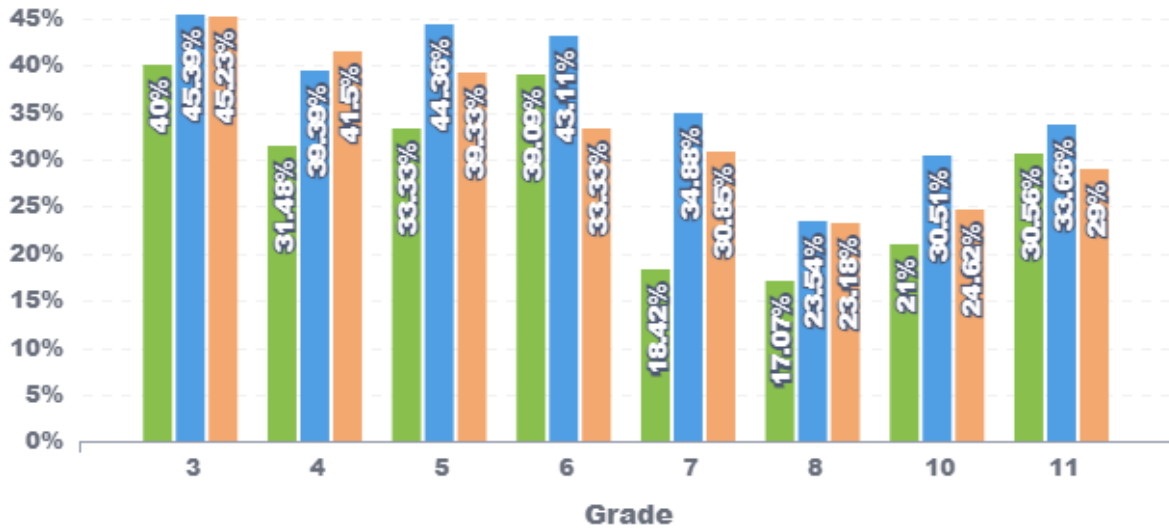
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- Hispanic/Latino

KAP Level 3 & 4 by Grade

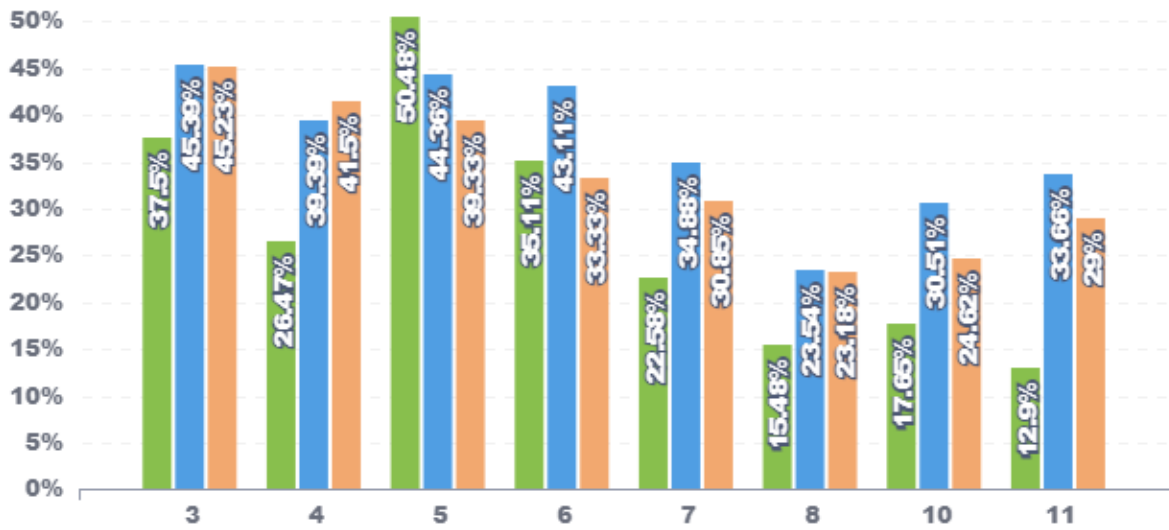
● School ● District ● State



- Multi

KAP Level 3 & 4 by Grade

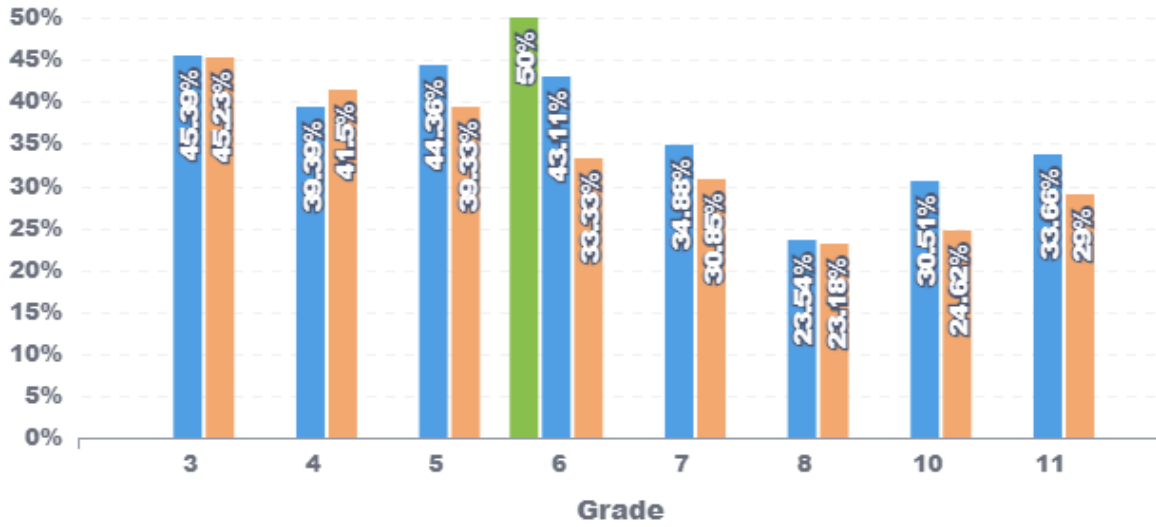
● School ● District ● State



- Native Hawaiian/Pacific Islander

KAP Level 3 & 4 by Grade

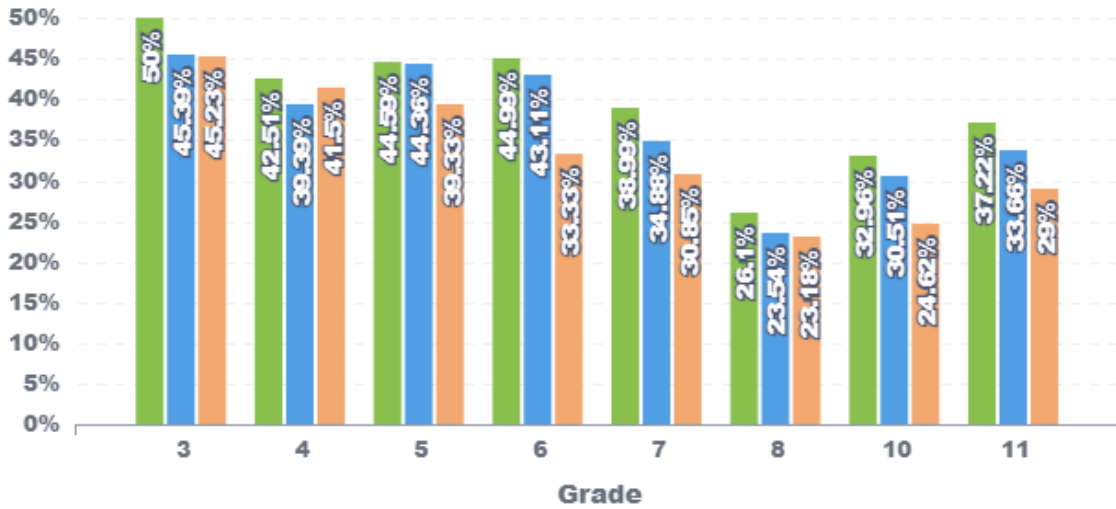
● School ● District ● State



- White

KAP Level 3 & 4 by Grade

● School ● District ● State



Reviewing state assessment data, what steps are taken for all students to maximize their scores?

Data is reviewed not only at a building, grade, and classroom level but also as a student level. Because our assessments are nationally normed and can be compared to the Kansas Assessment Platform, we utilize these data sources to alter instruction to meet the needs of our students. Or to ensure they have access to opportunities for reteaching, intervention, and enrichment. Based on 437's KAP scores, at all levels, District Curriculum Committees (DCC) engaged in re-prioritizing and aligning standards to all resources for grades K-5 and to ELA for grades 7-12. Through direction of the Learning Services Department, re-engaging standards to enhance instruction for progression in KAP performance among Levels 3 & 4.

Components of a Guaranteed and Viable 437 Curriculum

Priority & Supporting Standards

Learning Standards that are most essential because they possess the qualities of endurance, leverage, readiness, and examination. 437 adopts the Kansas Curricular Standards which are derived from National Common Core Standards.

Curriculum

An alignment of standards to instructional resources that is mapped ensuring adequate instructional time and interdisciplinary opportunities.

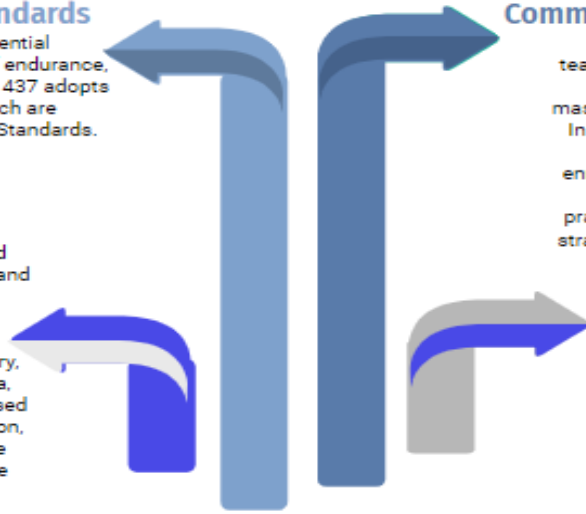
Curriculum deliverables should also include Unit Design with key vocabulary, learning progressions, success criteria, common assessments, standards based rubrics and strategies for differentiation, reteaching and enrichment to promote teacher clarity. Ensuring students have an opportunity to be successful.

Common Formative Assessments

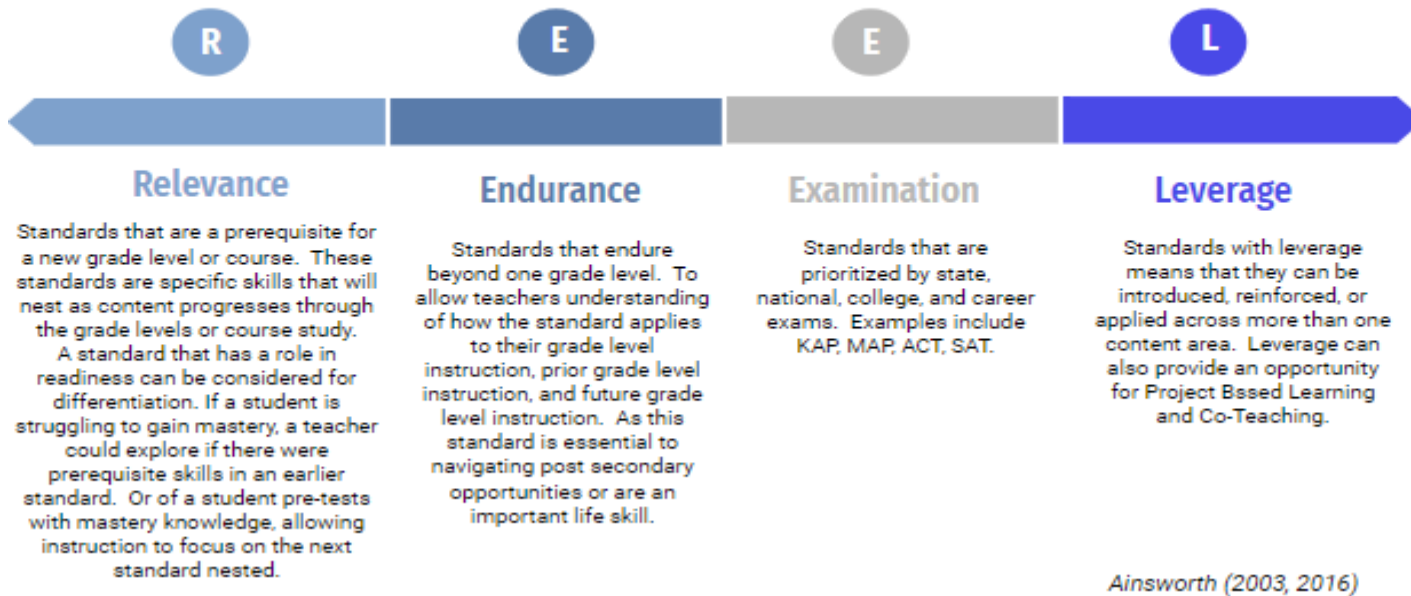
Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student mastery of essential learning progressions. In addition to providing information about which students need reteaching and enrichment. Common assessments allow PLCs to examine the effects of their practice and gain insight into instructional strategies that yield high levels of learning.

Components of a PLC

Effective PLC's have a focus on students, collaboration, collective inquiry, action orientation, commitment to improvement, and results orientation.



Selection Process for Priority Standards



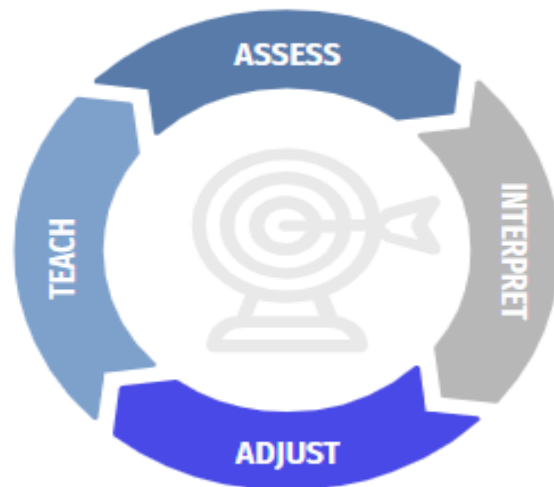
4 Connected Practices

Teach

437 promotes Classroom Instruction that Works (CITW). Which provides the [Six Phases of Learning](#) and the teaching strategies that support them.

Adjust

Saturn is composed of hydrogen and helium and is the ringed planet



Assess

Utilize common assessments to determine student response to the learning progression. Common assessments can also be used to provide feedback to students.

Interpret

In a PLC reflect on the collective results of the common assessment

Ainsworth (2022)

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

In 437's Strategic Plan Goal for 2026, there is a set goal or target to have 75% of students, including subgroups, performing at a Level 3 or 4 on the Kansas Assessment Platform.

437 VISION OF CONTINUITY

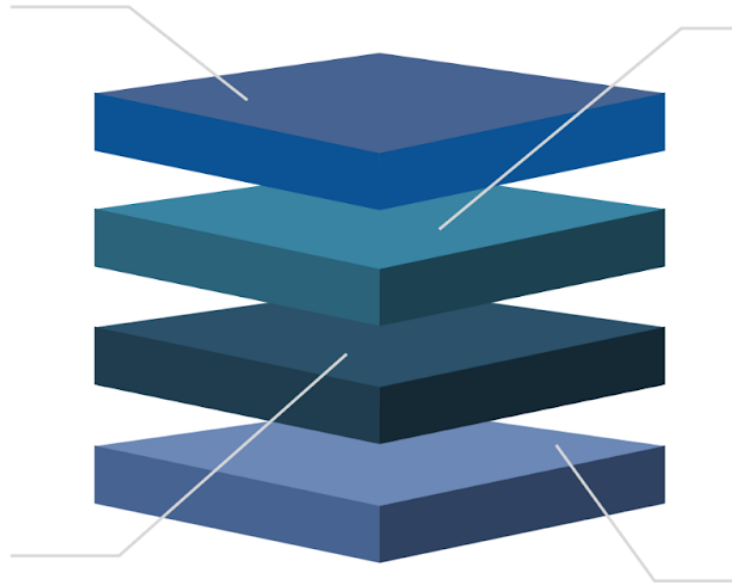
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STRATEGIC PLAN (KESA) GOALS

Strategic Plan Goals are developed every 5 years based on district wide trends in data to support the vision for Portrait of a Learner. District data analysis, utilizing the comprehensive assessment system and stakeholder feedback, is conducted using the 5 PLC questions and 4 Cross-cutting Values.

PLC GOALS

PLC goals are developed based on formative data from the comprehensive assessment system and ongoing common assessments. The PLC goals are designed to support the building improvement plan and achieve the Portrait of a Learner.



SCHOOL IMPROVEMENT GOALS

School Improvement Goals are developed to support the Strategic Plan and uphold the continuity for Portrait of a Learner. School Improvement Goals are set yearly utilizing comprehensive assessment system to answer the 5 PLC questions and address the 4 Cross-cutting Values.

STUDENT GOALS

Student goals need to support the Portrait of a Learner, ensuring that every child, every day has the access to progress. Individual student successes are the foundation for PLC, School Improvement, and Strategic Plan goals.

Section II. Staff Needs

Are all of your licensed teachers highly qualified and properly assigned?

Yes. In addition, 437 offers a sign-on bonus for hard to fill positions, along with tuition assistance and reimbursement for higher education course fees. There are also avenues for alternative licensure paths that are utilized.

Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Auburn Elementary	Indian Hills Elementary	Farley Elementary	Jay Shideler Elementary	Washburn Rural Middle School	Washburn Rural High School
100%	100%	93%	93%	100%	100%	100%	91%	88%

How many teachers are needed to meet the goals of the attendance center?

When comparing 437 certified teacher ratios to national and state norms, 437 has an adequate number of teachers to meet the goal of each attendance center.

What staff development is necessary for teachers to support student achievement and meet the goals of the attendance center?

- A. Application of Research by Larry Ainsworth, Priority Standards
- B. Assessment Literacy (Skill-Based vs Standards-Based) Platforms: Mastery Connect, MAP, Aimsweb, KAP
- C. Professional Learning Communities
- D. Comprehensive, Integrated, Three-Tiered Model of Prevention
- E. LETRS, Science of Reading
- F. Classroom Instruction that Works
- G. Collaborative Problem Solving, Tier I, II, III
- H. Managing Challenging Behavior
- I. Trauma-Informed Care

How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?

USD 437 Board of Education provides guidelines for elementary (K-6) class size caps (i.e. Kindergarten 20, Grades 1-3 / 22, Grades 4-6 / 25). Based on these caps, general education teachers are assigned.

How much planning time do teachers currently have and how much is needed to meet their teaching schedule?

According to the USD 437 Negotiated Agreement, each full-time employee who is certified or licensed by KSDE will be provided a minimum of forty (40) minutes of duty-free time each day for instructional planning, continuous and uninterrupted if possible. In the event an employee is required by administrative request to forfeit 30 minutes or more of a planning period to substitute as a teacher or as hallway and/or commons supervisor, or supervise students at an assembly or program practice, the employee shall be compensated.

How many paraprofessionals (support staff) are currently employed and how many are needed at this attendance center?

Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Auburn Elementary	Indian Hills Elementary	Farley Elementary	Jay Shideler Elementary	Washburn Rural Middle School	Washburn Rural High School
Paraeducator Total 19 (Resource 6.125:1, Life Skills/Autism 3:1, Behavior 4:1)	Paraeducator Total 13 (Resource 9.125:1, Behavior 3.15:1) <i>*Partially meets National</i>	Paraeducator Total 20 (Resource 6.57:1, Life Skills/Autism 4.5:1, Behavior 6.57:1)	Paraeducator Total 18 (Resource 6.1:1, Life Skills/Autism 3:1, Behavior 4:1)	Paraeducator Total 21 (Resource 6.1:1, Life Skills/Autism 4.5:1, Behavior 4:1)	Paraeducator Total 18 (Resource 6.42:1, Life Skills/Autism 4:1, Behavior 4:1)	Paraeducator Total 11 (Resource 5.57:1, Life Skills/Autism 4.5:1) <i>*Partially meets</i>	Paraeducator Total 27 (Resource 6.5:1, Life Skills/Autism 1.35:1, Behavior 2.5:1)	Paraeducator Total 39 (Resource 7.4:1, Life Skills/Autism 1.35:1, Behavior 2:1)

<i>Meets National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>Special Education caseload recommendations (Resource 9:1, Skills/Autism 4:1, Behavior 4:1)</i>	<i>*Partially meets National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>Meets National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>*Partially meets National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>Meets National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>National Special Education caseload recommendations (Resource 9:1, Life Skills/Autism 4:1, Behavior 4:1)</i>	<i>Meets National Special Education caseload recommendations (Resource 12:1, Life Skills/Autism 4:1, Behavior 5:1)</i>	<i>Meets National Special Education caseload recommendations (Resource 15:1, Life Skills/Autism 5:1, Behavior 6:1)</i>
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*The caseloads for special education have been increasing at the elementary level with a greater need for targeted behavioral support among special education students, therefore funding for the social work department was shifted to the special education budget and therefore the focus of school social workers across the 437 district will be to support therapeutically the students with the most needs.

Do teachers and students have sufficient access to a variety of technology?

1. Teacher Technology Plan includes the following:

- a. Smartboard
- b. Laptop
- c. Chromebook
- d. Accessible Document Camera
- e. Software:
 - i. Infinite Campus Student Information System
 - ii. Mastery Connect
 - iii. Google Education
 - iv. Canvas
 - v. CourseTune
 - vi. Class Link, Single Sign-On
 - vii. Digital Instructional Resources
 - viii. Digital Assessment Resources
 1. Aimsweb Plus
 2. Really Great Reading Curriculum Based Assessments
 3. Eureka Math2 Curriculum Based Assessments
 4. MAP
 5. Performance Matters
 6. Standard Education Data Dashboard

2. Student Technology Plan includes the following:

- a. 1 to 1 iPad for Preschool
- b. 1 to 1 Chromebook fo K-12
- c. Stylus
- d. Lego STEAM Class with an Assistive Technology Aid
- e. MacBook Stations for secondary Design Courses
- f. 3-D Printers

Is staff properly trained to incorporate technology into the classroom?

1. A district wide Technology Instructional Facilitator provides new staff onboarding professional development, is accessible for inservice opportunities, and guides the impact of building assigned Assistive Technology Aides.
2. Topics for inservice as related specifically to technology are highlighted during the Annual April MiniConference
3. Technology Tickets can be submitted by staff to support technology barriers, device concerns, and professional development needs at an individual level.
4. Staff and administrators have provided feedback that when a device is replaced (e.g. laptop, smart board, etc.) that they would benefit from specific training on the newly presented technology.

Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?

Yes, each building has a Registered Nurse (RN), Librarian, School Counselor, in addition to a School Social Worker, and School Psychologist.

Are principals & other key staff trained to provide instructional leadership to teachers?

1. Yes
 - a. District Strategic Planning Process
 - b. McRel Balanced Leadership Training
 - c. Classroom Instruction that Works
 - d. Professional Learning Communities / PLC+ with Corwin
 - e. Jim Knight Instructional Coaching
 - f. Comprehensive, Integrated, Three-Tiered Model of Prevention
 - g. LETRS, Science of Reading
 - h. McRel Evaluation
 - i. Collaborative Problem Solving

Section III. Curriculum Needs Assessment

Is the curriculum aligned with state standards?

Yes, the state standards are referenced and prioritized through District Curriculum Committees/Learning Design Teams as a starting point in determining evidence based curriculum resources.

What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

- Extended School Year is provided for eligible special education students from Pre-K through age 21. This opportunity is for 4 weeks, 4 days, 4 hours per day with transportation provided.
- Summer Learning Opportunities, at the elementary and middle level, K-8th, for students that qualify for at risk, intervention and special education. This opportunity is for 4 weeks, 4 days, 4 hours a day during the month of June. Transportation is provided.
- Summer Credit Recovery for students identified as credit deficient in their pursuit of graduation. This opportunity is for 4 weeks, 4 days, 4 hours a day during the month of June and transportation is provided.
- At the secondary level, after school tutoring labs are available on Tuesdays and Thursdays with transportation provided.
- Kindergarten Boot Camp is provided in the month of July for any incoming Kindergarten student, by attendance area. The camp lasts 3 days in July, for 2 hours each session.
- Elementary schools offer a variety of after school club options.
- Each secondary school offers a variety of club opportunities, including student-led clubs.
- At the secondary level, there are clubs that promote inclusiveness of students with disabilities (e.g. Make a Difference Club, Circle of Friends, Unified Sports).
- District wide, students may access the Outdoor Education Center.
- Student Councils

Are there appropriate and adequate instructional materials?

Instructional materials are reviewed on a cycle utilizing a District Curriculum Committee per content area. Instructional materials are also reviewed yearly for areas of need and currently instructional materials are viewed as appropriate and adequate. In addition, the instructional resources for literacy for Tier I, II, and III are aligned to the research based practices of Structured Literacy.

What technology is needed to support the curriculum?

Currently, the technology is adequate to support the curriculum and overall integration of technology. The only area of growth expressed at this time is a desire for wireless connectivity to the smart board in the classroom to allow for increased teacher movement, beyond what a bluetooth keyboard and mouse can provide.

Is current technology appropriate?

Technology provisioned to the staff, students, and utilized within instruction is viewed as appropriate.

Section IV. Facility Needs

Is there adequate space for learning?

USD 437 recently passed a bond referendum specifically driven to add space to each building in the district. Construction was initiated in 2022-2023 for the expansion of CTE, Early Childhood, and the additional middle school.

Are there necessary repairs and/or adjustments to the existing space that need to be made?

USD 437 is currently partnering with two design firms (MultiStudio and HTK Architects) to redesign existing spaces and design new spaces to support the expansion through the Bond Referendum.

Section V. Parental Needs

What parental involvement opportunities do you currently offer?

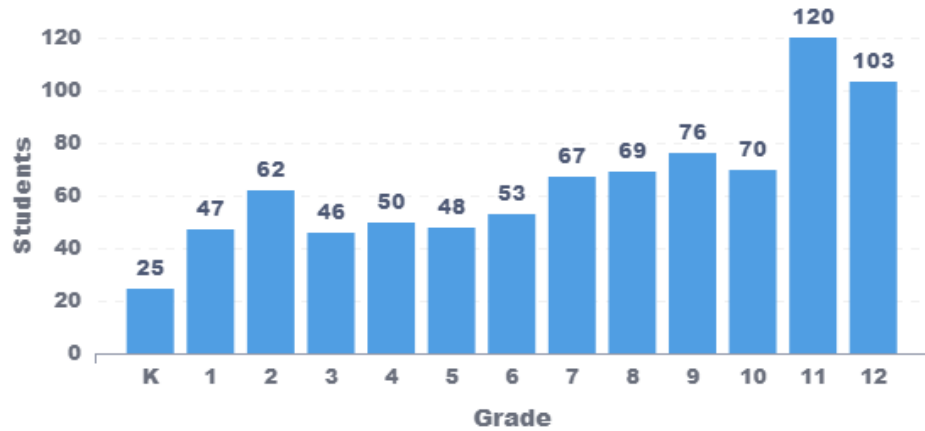
Each building in the district is required to have a Site Council per board policy. The site council is made up of parent and community stakeholders. In addition, each school has a designated PTO that is also composed of parents. The district as a whole, as a Foundation Council that is made up of parents and community members to support activities, fundraisers, parent involvement nights and to promote community within 437. Additional opportunities for parents to engage in the school environment include:

- Parent Information Nights at the beginning of each year per building
- Parent/Teacher Conferences, two per year
- Title Information Nights for our Title I Buildings, these opportunities promote literacy, mathematics, and social emotional learning skills
- Volunteer opportunities
- Parents as Teachers for our community
- Extracurricular activity involvement and spectatorship
- Sponsor for field trips
- Each building offers various opportunities for family engagement such as sponsorship for extracurricular opportunities

How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?

USD 437 will be focusing on chronic absenteeism during the academic year of 2023-2024. District data has shown an increase in absenteeism since the pandemic and increased access digitally to instruction.

Students Chronic by Grade



Are parent training programs (teaching parents how to give students help with homework, teaching parents how to use technology that students will be required to use, etc.) necessary?

Each school has a website within the district website. In addition, buildings offer a variety of social media platforms. The district’s Student Information System, Infinite Campus, supports communication to parents through Parent Portal. In addition, all teachers utilized a learning management system, such as SeeSaw, Google Classroom or Canvas that also promotes parental involvement. At the building level, each administrator also provides a regular newsletter or email to parents on a weekly or monthly basis.

What types of communication exist with parents and community? Is it adequate?

Each school has a website within the district website. In addition, buildings offer a variety of social media platforms. The district’s Student Information System, Infinite Campus, supports communication to parents through Parent Portal. In addition, all teachers utilized a learning management system, such as SeeSaw, Google Classroom or Canvas that also promotes parental involvement. At the building level, each administrator also provides a regular newsletter or email to parents on a weekly or monthly basis. Staff may also engage with parents if their student is exhibiting needs for accommodations, interventions, or specialized instruction through General Education Interventions, 504 Plans, or Individualized Education Plans. It is always desired to increase communication with parents and our community. The Community in Schools program is currently being explored to enhance this communication specific to Pauline Central Primary School and Pauline South Intermediate School.

Section VI. High School Needs

What is our postsecondary effectiveness rate?

USD 437 for 2021 demonstrated a 91.8% Graduation Rate, above the state average of 89.3%. Disaggregation of graduation rate is as follows:

White	Hispanic	Black	Asian	Multiracial	Free Lunch	Reduced	Free/Reduced	Special Education	ELL	Migrant	Homeless
92.2%	97.9%	88.2%	95.5%	92.1%	81.9%	96.6%	88.4%	78.7%	94.7%	NA	100%

What is the average ACT score for our students?

USD 437 for 2022 demonstrated an average ACT score of 22.4 and for 2022 an average ACT score of 19.8.

Section VII. Other

How many licensed personnel were involved in helping to determine the needs of this attendance center (teachers, principals, counselors, support staff, etc.)?

See Section II. Staff Needs.

Are Title II-A funds used to address the identified needs?

Yes, Title II-A funds are utilized to support professional development needs of educators to support students. Examples of the use of those funds from 2022-2023 include the professional development targeting the RCA Academy, the introduction of a Community Liaison to support our families in the Pauline Central Primary and Pauline South Intermediate attendance area. This fund also supports extended contracts for our Instructional Facilitators to develop and provide professional development, specifically LETRS, at the district and building level.