

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



Kansas State Board of Education Goal:

To enhance each student for post-secondary opportunities and success.

- Outcome #4: Align school district budgeting with improvement needs for each student, as identified by the building needs assessment.

Guidance & Budget Usage

INCORPORATING INTO THE BUDGET PROCESS

Per [K.S.A. 72-1163](#) starting July 1, 2022, and each year after, as follows:

- the USD board of education shall publish the conducted needs assessment and state assessment review on the USD website; a copy of both should be kept on file at the USD administrative offices.
- The required notice to be published per [K.S.A. 79-2929](#) (Code 99), and amendments thereto, shall now also include a statement that the needs assessment and state assessment review is on file at the USD administrative offices.
- In the minutes of the meeting at which the USD board of education approves its annual budget, the following shall also be included:
 - that the needs assessment was provided to the USD board of education
 - that the needs assessment was evaluated by the USD board of education
 - how the USD board of education used the needs assessment in the approval of the USD budget.
- The USD board of education shall review state assessment results and, as a part of the 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 state assessments.
 - any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A)
 - the amount of time the USD board of education 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 & STATE ASSESSMENTS REVIEW

**Guidance & Budget Usage**

INCORPORATING INTO THE BUDGET PROCESS

Building Needs Assessment

Requirements

The USD board of education must complete a needs assessment of each attendance center within the USD. A tracking document should be used and should 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 minutes of the meeting at which the board approves the annual Budget, should include that each building's needs assessments were provided to, and evaluated by, the USD board of education and how the USD board of education used the needs assessment in the approval of the USD budget.

Suggestions

Leadership at each attendance center should evaluate their needs assessment through usual district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the needs assessment completed by each attendance center to create the USD official needs assessment by building that may then be shared with the USD board of education.

CAUTION: If using local data, be sure there is no personally identifiable information within the needs assessment.

Data Resources

[KSDE's Data Central](#) will be the best resource. Please also reference the "Resources" tab on the [Excel Template](#) for more resources.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW

**Guidance & Budget Usage**

INCORPORATING INTO THE BUDGET PROCESS

State Assessments Review

Requirements

The USD board of education should review state assessment results and document the following:

- (A) The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.
- (B) any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A).
- (C) the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessment if such budget actions are implemented.

The USD board of education should review data on student performance and then consider the curriculum, staffing, building, student, family and community needs.

The State Assessments Review must be posted on the USD website and a copy should be kept on file at the USD administrative offices.

Suggestions

Leadership at each attendance center may evaluate their buildings state assessments through normal district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the state assessments review from each attendance center to create the USD official state assessments review that may be shared with the USD board of education. The board will then adopt the USD official state assessment review.

Resources

[KSDE's Data Central](#) will be the best resource, specifically the [Performance Accountability Report](#). Please refer to the "Resources" tab on the Excel Template for a list of all resources.



Guidance & Budget Usage

INCORPORATING INTO THE BUDGET PROCESS

Templates

KSDE has created fillable templates for districts to use in order to help make these new requirements as easy as possible. USDs can download the templates in [Excel](#), [PDF](#) and [Word](#) formats.

Note: If using the [Excel Template](#), users can fill out information on the District Info tab, which will fill-in throughout the template.

Building Needs Assessment

The questions within the KSDE template are suggestions only, however, the questions in light green are mentioned in [K.S.A. 72-3218](#). KSDE also suggests including the questions below with a light pink background which are specifically mentioned in [K.S.A. 72-1163](#) (3) 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. If using the PDF or Word template, you will need to have a separate file for each school.

Tip: On the Excel template, it's suggested to edit the "Needs Assessment" tab to suit USD preference and then make a copy of the tab for each school.

**Guidance & Budget Usage**

INCORPORATING INTO THE BUDGET PROCESS

State Assessment Review

The KSDE templates have fields to enter the attendance center name, grade levels served, barriers, budget actions and time for students to achieve. As suggested above, the leadership team at each building may organize their own state assessments review.

Tip: For Excel template, you may copy the “Bldg 1 State Assessments Review” tab so there is a separate tab for all attendance centers within the USD.

Note: Only one state assessment review report is REQUIRED to be completed by the USD board of education (this is the “BOE State Assessments Review” tab on the Excel template). It is up to the USD to decide if they want each buildings leadership team to complete a building level state assessments review.

For more information, contact:

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USD 368 BOARD OF EDUCATION

Regular Meeting - Jun 08 2026 Agenda

Monday, June 8, 2026 at 6:00 PM

1115 E 303rd Street - Paola, Kansas

A. Recognitions of Visitors

[Visitor's Log.pdf](#) 

B. Pledge of Allegiance

C. Adoption of Agenda

D. Consent Agenda

1. Approval of Minutes
[Minutes 05 11 26.pdf](#) 
2. Personnel Agenda
3. Superintendent Report
4. Financial Reports
5. Treasurer's Report
6. Staff Reports
7. Approve Lakemary MOU
[USD 368 Lakemary MOU 2026-2027 \(002\).pdf](#) 
8. Approve Schedule of Regular BOE Meetings to be held the 2nd Monday of each month at 6:00 p.m. at CSB (1115 E. 303rd Street - Paola)
9. Financial Designs (Ryan Johnson) \$1,500 - PHS Wrestling sponsorship donation
[Wrestling golf tournament.pdf](#) 

E. Board of Education Acknowledgement

F. Information/Discussion Items

1. **Building Needs Assessment, State Assessment Results, and End of Year Data Presentation**

[BOE- 2026 Paola Panthers Performance.pdf](#) 

2. KASB Policy Updates
[June 2026 KASB Policy Updates \(redlined\).pdf](#) 

3. Building Tour Meetings 2026-2027

4. School Attorney Discussion

G. Open Forum (Protocol is defined on the Open Forum Procedures & Registration Form)

[OPEN FORUM FORM \(five minute limit\).pdf](#) 

[five minute timer](#)

H. Action Items

1. **Approve Building Needs Assessment**

[2025-2026 BOE State Assessment Review .pdf](#) 

[Cottonwood Needs Assessment revised 6 2 26 .pdf](#) 

[Sunflower Needs Assessment Revised 6 2 26.pdf](#) 

[PMS Needs Assessment revised 6 2 26.pdf](#) 

[PHS Needs Assessment Revised 6 2 26.pdf](#) 

2. Approve General Insurance Renewal (Property & Casualty) for 2026-2027

[EMC 2026-27 Proposal.pdf](#) 

[Conditional policy renewal - roof exclusions.pdf](#) 

3. Approve Workers Compensation Renewal for 2026-2027

[EMC 2026-27 Proposal.pdf](#) 

4. Authorize Superintendent & Board Clerk to make transfers & expenditures to complete the 2025-2026 Budget

[Closeout Memo \(budget closeout\) 06.30.26 - SIGNED.pdf](#) 

I. Executive Session

1. Personnel

J. Adjournment

2025-2026 Board of Education State Assessments Review for 2026-2027 Budget Considerations

District: 368 Paola

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) 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	Grades Served	(A)	Barriers Related to Student Needs:	(B) Budget Actions:	(C) Time for students to Achieve:	Comments:
Cottonwood	Prek-2	Social Emotional Wellness, School Readiness, Chronic Absences, Continued Staff Development with implementation of new Reading Curriculum, Time for Collaboration, Data Analysis, Recruitment of Highly Qualified Staff, Behavior support room needed	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in the new Reading Curriculum, LETRS Training	Prek-2 students do not participate in State Assessments	LETRS training, Continue partnership with ELC, High Quality Curriculum Materials, Continue training on the Science of Reading, Standards Alignment, Collaboration and data review	
Sunflower	3-5	Social Emotional Wellness, Recruitment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Continued Staff Development with the implementation of new Reading Curriculum, Before/After school care, Facility- before/after school drop/off and pickup	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in new Reading Curriculum, LETRS Training	Is when public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress will continue.	LETRS training, Continue partnership with ELC, High quality curriculum materials, Continue training on the Science of Reading, Standards Alignment, Training and use of interim assessments in reading and math, Training in Fastbridge math, Collaboration and data review	
Paola Middle	6-8	Social Emotional Wellness, Chronic Absences, Recruitment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Professional Development in Balanced Assessments, Curriculum Alignment, Professional Learning Communities, Review Building Schedule, Facility upgrades/updates needed	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development, purchase additional intervention program-Read 180 and Math IXL, LETRS training	Is when public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress will continue.	LETRS training, Collaboration and data review, Consistent use of local assessments specifically Fastbridge math, Training in Fastbridge, Standards alignment, develop common assessments, High quality instructional materials, Dedicated PLC times, Interim and Mini assessments	
Paola High	9-12	Social Emotional Wellness, Chronic Absences, Recruitment and Retention of Highly Qualified Staff, Professional Development in Curriculum Alignment and Balanced Assessment, Time for Staff to Analyze Data and Collaborate	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development , LETRS training	Is when public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress will continue.	LETRS training, Collaboration and data review, Consistent use of local assessments specifically Fastbridge math, Training in Fastbridge, Standards alignment, develop common assessments, High quality instructional materials, Dedicated PLC times, Interim and Mini assessments	

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 1: Student Needs

a. Student Headcount	581
b. Percentage of students with an active IEP	14.90%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.01%
d. Percentage of students identified as At-Risk (Free lunch)?	25.29%
e. Pupil-Teacher Ratio Average	15:1

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 1: Student Needs

f. Pupil-Teacher Ratio Median	15:1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	YES
h. Are there gaps in student success among race/ethnicity student subgroups?	NO
i. Is there a tiered system of support to target reading growth?	YES
j. Is there a tiered system of support to target math growth?	YES
k. Are there local assessments to measure reading growth?	NO

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 1: Student Needs

l. Are there local assessments to measure math growth?	NO
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	YES
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Math - Course sequencing changes, Interim Assessments, MTSS ELA - Interim Assessments, Reading and Vocabulary Training, MTSS Fastbridge will be administered in both ELA and Math in the Fall and Spring (9 th -10 th)
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	YES – Interim Assessments and Mini-Tests

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Self Efficacy
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A
e. How are successes of Individual Plans of Study being measured?	IPS Coordinator Review
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	9-12 The 5-year effectiveness rate will increase to the 95% confidence interval for the Predictive Effectiveness Rate. The dropout rate will decline. The attendance rate will increase to 95%.
g. How are you ensuring students are civically engaged?	CTSO Participation. Student clubs and organizations such as KAY, FFA, Student Council, Skills USA, Drama Club, and FBLA

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Credit Recovery via Summer School
b. Are there appropriate and adequate instructional materials?	YES
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	YES
c. Is every child in your school provided at least the following capacities?	YES
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	YES
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	YES
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	YES
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.	YES
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 5: Staff Needs

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 the school?	YES
b. How many classified support staff are currently employed?	8
c. How many classified support staff are needed?	8
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	NO – use library aide and nurse aide

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 5: Staff Needs

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Curriculum Mapping/Essential Standards/Balanced Assessment

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA HIGH SCHOOL (9-12)

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	NO
c. Are additional School Buses needed or any additional Routes needed?	NO

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	YES
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	None
c. Do you have an active Site Council?	YES
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	YES
e. What types of communication exists with families? Is it adequate?	Newsletter, Website, Infinite Campus, IEP Meetings, Email, Facebook, Twitter - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 8: School Data

a. Building Attendance Rate	94.3%
b. Building Chronic Absenteeism Rate	16.30%
c. District Chronic Absenteeism Rate	12.70%
d. District Graduation Rate	100%
e. District Dropout Rate	0%

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 8: High School Needs (Grades 9-12 Only)

a. What is our building graduation rate	100%
b. What is our building dropout rate?	0%
c. What is our average comprehensive ACT score?	20.1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Chronic Absenteeism

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA MIDDLE SCHOOL (6-8)

12

SECTION 1: Student Needs

a. Student Headcount	424
b. Percentage of students with an active IEP	15.80%
c. Percentage of students enrolled in English Language Learner (ELL) services	<1%
d. Percentage of students identified as At-Risk (Free lunch)?	33.01%
e. Pupil-Teacher Ratio Average	13:1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 1: Student Needs

f. Pupil-Teacher Ratio Median	13:1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	YES
h. Are there gaps in student success among race/ethnicity student subgroups?	NO
i. Is there a tiered system of support to target reading growth?	YES
j. Is there a tiered system of support to target math growth?	YES
k. Are there local assessments to measure reading growth?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 1: Student Needs

l. Are there local assessments to measure math growth?	YES
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	YES
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Interim Assessments, Mini-Tests, Level Up Groups
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA MIDDLE SCHOOL (6-8)

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Self-Regulation and Conflict Resolution
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A
e. How are successes of Individual Plans of Study being measured?	All Students participate in Xello Lessons/Targets
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A
g. How are you ensuring students are civically engaged?	All students have the ability to participate in clubs. The social studies department creates lessons that involve students interacting with governmental agencies.

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

PAOLA MIDDLE SCHOOL (6-8)

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Panther Power Hour, Summer Tutoring, Art Club, Before/After School Help
b. Are there appropriate and adequate instructional materials?	YES
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A
c. Is every child in your school provided at least the following capacities?	YES
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	YES
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	YES
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	YES
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.	YES
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 5: Staff Needs

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 the school?	YES
b. How many classified support staff are currently employed?	12
c. How many classified support staff are needed?	12
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 5: Staff Needs

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading, Standards Alignment, Professional Collaboration

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	YES – Roofing, Classroom Modernizations
c. Are additional School Buses needed or any additional Routes needed?	NO

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	YES
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Open House, Family Nights, Art/STEM Show
c. Do you have an active Site Council?	YES
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	NO
e. What types of communication exists with families? Is it adequate?	Infinite Campus, Textcaster, Facebook, Newsletters - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 8: School Data

a. Building Attendance Rate	94.9%
b. Building Chronic Absenteeism Rate	12.0%
c. District Chronic Absenteeism Rate	12.70%
d. District Graduation Rate	100%
e. District Dropout Rate	0.0%

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 8: High School Needs (Grades 9-12 Only)

a. What is our building graduation rate	N/A
b. What is our building dropout rate?	N/A
c. What is our average comprehensive ACT score?	N/A

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Social emotional development in students. Chronic absenteeism, finding cyclical/meaningful collaboration time for teachers.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 1: Student Needs

a. Student Headcount	337
b. Percentage of students with an active IEP	25.60%
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%
d. Percentage of students identified as At-Risk (Free lunch)?	36.00%
e. Pupil-Teacher Ratio Average	12:1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 1: Student Needs

f. Pupil-Teacher Ratio Median	12:1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	YES
h. Are there gaps in student success among race/ethnicity student subgroups?	NO
i. Is there a tiered system of support to target reading growth?	YES
j. Is there a tiered system of support to target math growth?	YES
k. Are there local assessments to measure reading growth?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 1: Student Needs

l. Are there local assessments to measure math growth?	YES
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	YES
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Targeted intervention groups, weekly progress monitoring for Tier 3, bi-weekly progress monitoring for Tier 2, Title and SPED work with each grade level, math interventionist, and School Wide Title I, individual goal steering with students
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Students will continue to acquire the knowledge, attitudes, and skills necessary to understand emotions, establish positive relationships, and make responsible decisions.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A
e. How are successes of Individual Plans of Study being measured?	N/A
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A
g. How are you ensuring students are civically engaged?	Panther Clubs

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Girls on the Run, Running Club, Kid Wind, Jump Start, Summer Tutoring
b. Are there appropriate and adequate instructional materials?	YES
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A
c. Is every child in your school provided at least the following capacities?	YES
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	YES
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	YES
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	YES
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.	YES
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 5: Staff Needs

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 the school?	YES
b. How many classified support staff are currently employed?	6
c. How many classified support staff are needed?	7
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 5: Staff Needs

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading and Standards Alignment

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	NO
c. Are additional School Buses needed or any additional Routes needed?	NO

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	YES
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Back 2 School Night
c. Do you have an active Site Council?	YES
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	YES
e. What types of communication exists with families? Is it adequate?	Email, Textcaster, Newsletters, Facebook - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster, Website, Newspaper - Yes it is adequate

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 8: School Data

a. Building Attendance Rate	95.2%
b. Building Chronic Absenteeism Rate	8.5%
c. District Chronic Absenteeism Rate	12.70%
d. District Graduation Rate	100%
e. District Dropout Rate	0%

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 8: High School Needs (Grades 9-12 Only)

a. What is our building graduation rate	N/A
b. What is our building dropout rate?	N/A
c. What is our average comprehensive ACT score?	N/A

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

SUNFLOWER ELEMENTARY SCHOOL (3-5)

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The numerous and various social emotional needs that our students have. Before and After school care, which requires funding. The pickup/dropoff lines would be a unique need to Sunflower.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 1: Student Needs

a. Student Headcount	355
b. Percentage of students with an active IEP	26%
c. Percentage of students enrolled in English Language Learner (ELL) services	3.0%
d. Percentage of students identified as At-Risk (Free lunch)?	35.29%
e. Pupil-Teacher Ratio Average	13:1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 1: Student Needs

f. Pupil-Teacher Ratio Median	13:1
g. Are the needs of Foster Care Students · being met? If no, what supports are needed?	YES
h. Are there gaps in student success · among race/ethnicity student subgroups?	NO
i. Is there a tiered system of support to target reading growth?	YES
j. Is there a tiered system of support to target math growth?	YES
k. Are there local assessments to · measure reading growth?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 1: Student Needs

l. Are there local assessments to measure math growth?	YES
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	YES
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	N/A

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	N/A
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PAOLA USD 368

BUILDING NEEDS ASSESSMENT

COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	7 Mindsets lessons
b. What are the targets/goals related to social/emotional growth?	Identify Emotions and Self-Regulation of Emotions
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Information
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Recognizing letters and their sounds, Developing vocabulary and understanding of language.
e. How are successes of Individual Plans of Study being measured?	N/A
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A
g. How are you ensuring students are civically engaged?	Civic engagement is incorporated through the 7 Mindsets curriculum. Students get the opportunity to complete various activities with local groups and services.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Lego League, Summer Tutoring, Jump Start program during the summer
b. Are there appropriate and adequate instructional materials?	YES
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A
c. Is every child in your school provided at least the following capacities?	YES
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	YES
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	YES
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	YES
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.	YES
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 5: Staff Needs

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 the school?	YES
b. How many classified support staff are currently employed?	23
c. How many classified support staff are needed?	24
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 5: Staff Needs

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Ongoing training in Science of Reading, Standards Alignment, and Balanced Assessment

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	NO
c. Are additional School Buses needed or any additional Routes needed?	NO

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	YES
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Family Reading and Math Night, Kindergarten Readiness Event
c. Do you have an active Site Council?	YES
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	YES
e. What types of communication exists with families? Is it adequate?	Newsletters, Facebook, Textcaster, Infinite Campus, Email, Phone Calls - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster, Phone calls, Email - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 8: School Data

a. Building Attendance Rate	95.05%
b. Building Chronic Absenteeism Rate	10.98%
c. District Chronic Absenteeism Rate	12.70%
d. District Graduation Rate	100%
e. District Dropout Rate	0.0%

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 8: High School Needs (Grades 9-12 Only)

a. What is our building graduation rate	N/A
b. What is our building dropout rate?	N/A
c. What is our average comprehensive ACT score?	N/A

PAOLA USD 368

BUILDING NEEDS ASSESSMENT

COTTONWOOD ELEMENTARY SCHOOL (PK-2)

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?

Social and emotional regulation for students is a concern. Additional training and staffing could help with issues, currently looking at the creation of a behavior support room.

PRESENTING THE BUILDING NEEDS ASSESSMENT
&
ANNUAL STATE ASSESSMENT UPDATE

PAOLA PANTHERS PERFORMANCE

This presentation provides an overview of academic performance for USD #368, highlighting key results and insights from the state assessments conducted in 2026.



BUILDING DEMOGRAPHICS

DEMOGRAPHIC	COTTONWOOD	SUNFLOWER	PMS	PHS
HEADCOUNT	355	337	424	581
% OF STUDENTS WITH AN IEP	26.00%	25.60%	15.80%	14.90%
% OF ELL STUDENTS	3.0%	2.0%	<1%	<1%
% OF AT-RISK (FREE LUNCH)	35.29%	36.00%	33.01%	25.29%
PUPIL-TEACHER RATIO	13:1	12:1	13:1	15:1



BUILDING DEMOGRAPHICS

DEMOGRAPHIC	COTTONWOOD	SUNFLOWER	PMS	PHS
ATTENDANCE	95.05%	95.20%	94.90%	94.30%
CHRONIC ABSENTEEISM	10.98%	8.50%	12.00%	16.30%
GRADUATION RATE				100%
DROPOUT RATE				0%



25-26 STATE ASSESSMENT REVIEW

*District Wide Data will not be released until late July

TO MEET FEDERAL REQUIREMENTS, ALL STATE SUMMATIVE ASSESSMENTS MUST BE DESIGNED TO MEASURE STUDENT PERFORMANCE ON GRADE-LEVEL CONTENT STANDARDS!

THE PERFORMANCE CUT SCORES ARE NOT DESIGNED TO INDICATE WHETHER A STUDENT IS PERFORMING ABOVE OR BELOW GRADE LEVEL! (STUDENTS SCORING AT THE LOWEST PERFORMANCE LEVEL FACE THE MOST BARRIERS AND NEED SUPPORT TO ENGAGE WITH ON-GRADE CONTENT IN THE NEXT YEAR).

LEVEL 1: LIMITED ABILITY TO DEMONSTRATE KNOWLEDGE OF GRADE LEVEL STANDARDS.

LEVEL 2: BASIC ABILITY TO DEMONSTRATE KNOWLEDGE OF GRADE LEVEL STANDARDS.

LEVEL 3: PROFICIENT ABILITY TO DEMONSTRATE KNOWLEDGE OF GRADE LEVEL STANDARDS.

LEVEL 4: ADVANCED ABILITY TO DEMONSTRATE KNOWLEDGE OF GRADE LEVEL STANDARDS.

GRADE LEVEL STUDENT PERFORMANCE

BENCHMARK 1: AVERAGE SCALE SCORE COMPARISON

KAP scale scores range from a baseline of 400 to a maximum of 700. USD 368 outperformed the state average mean score across 100% of the tested grade levels.

GRADE LEVEL	USD 368 DISTRICT MEAN	KANSAS STATE MEAN	PERFORMANCE MARGIN
Grade 3	546	545	+1
Grade 4	554	543	+11
Grade 5	558	541	+17
Grade 6	537	532	+5
Grade 7	536	535	+1
Grade 8	543	534	+9
Grade 10	551	533	+18

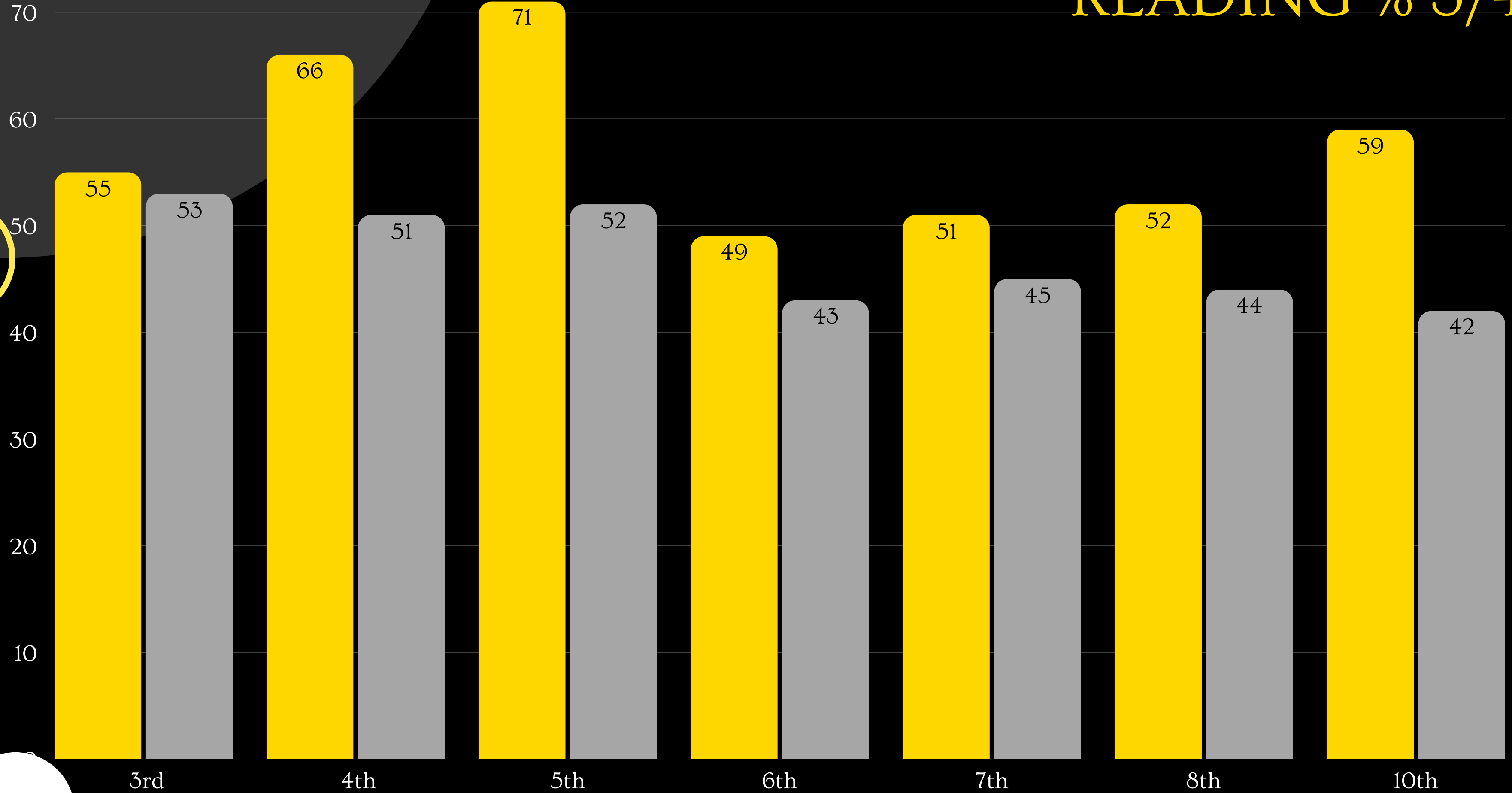
ELA

AT OR
ABOVE
STATE
AVERAGE IN
ALL GRADE
LEVELS

● Paola ● State

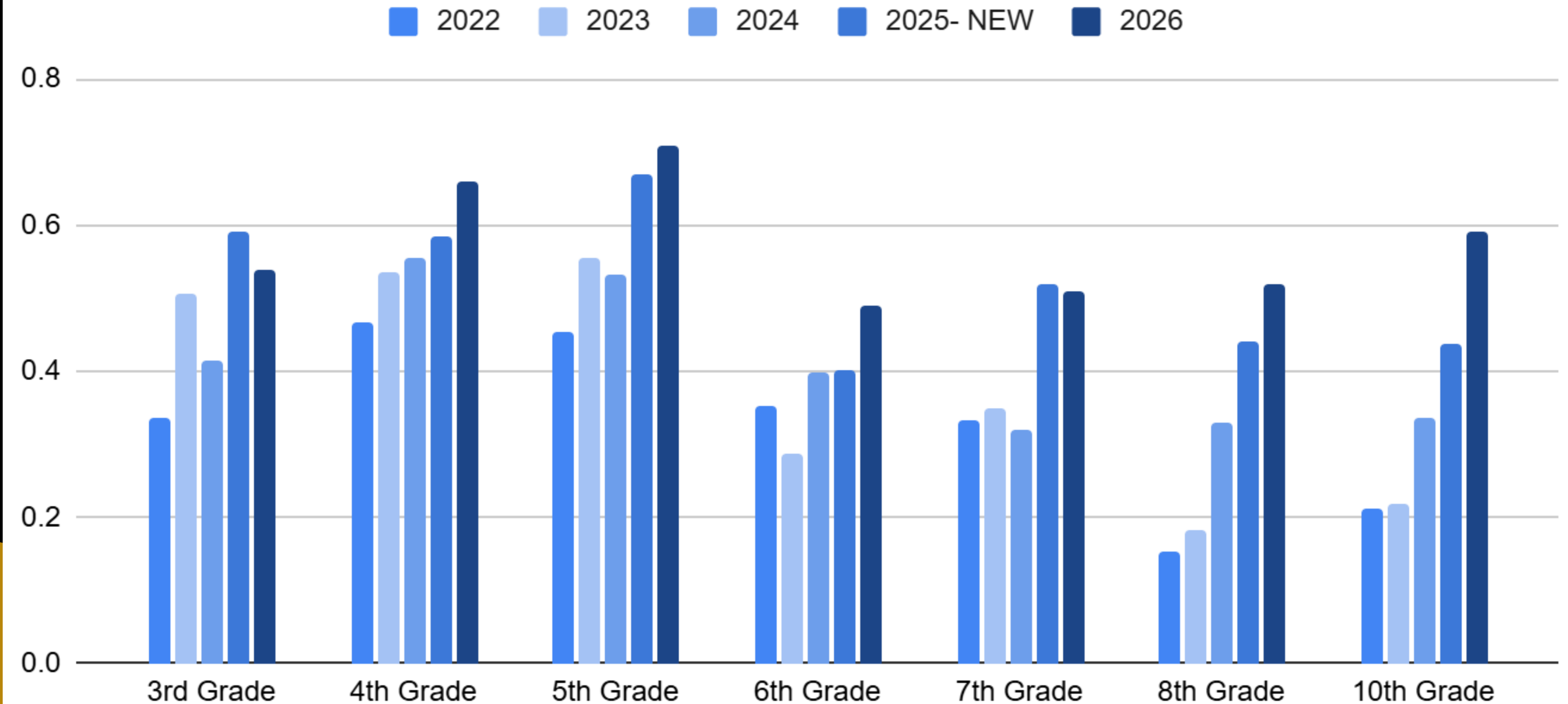
SUBJECT PROFICIENCY BREAKDOWN

READING % 3/4



GRADE LEVEL 5 YEAR PERFORMANCE %3/4

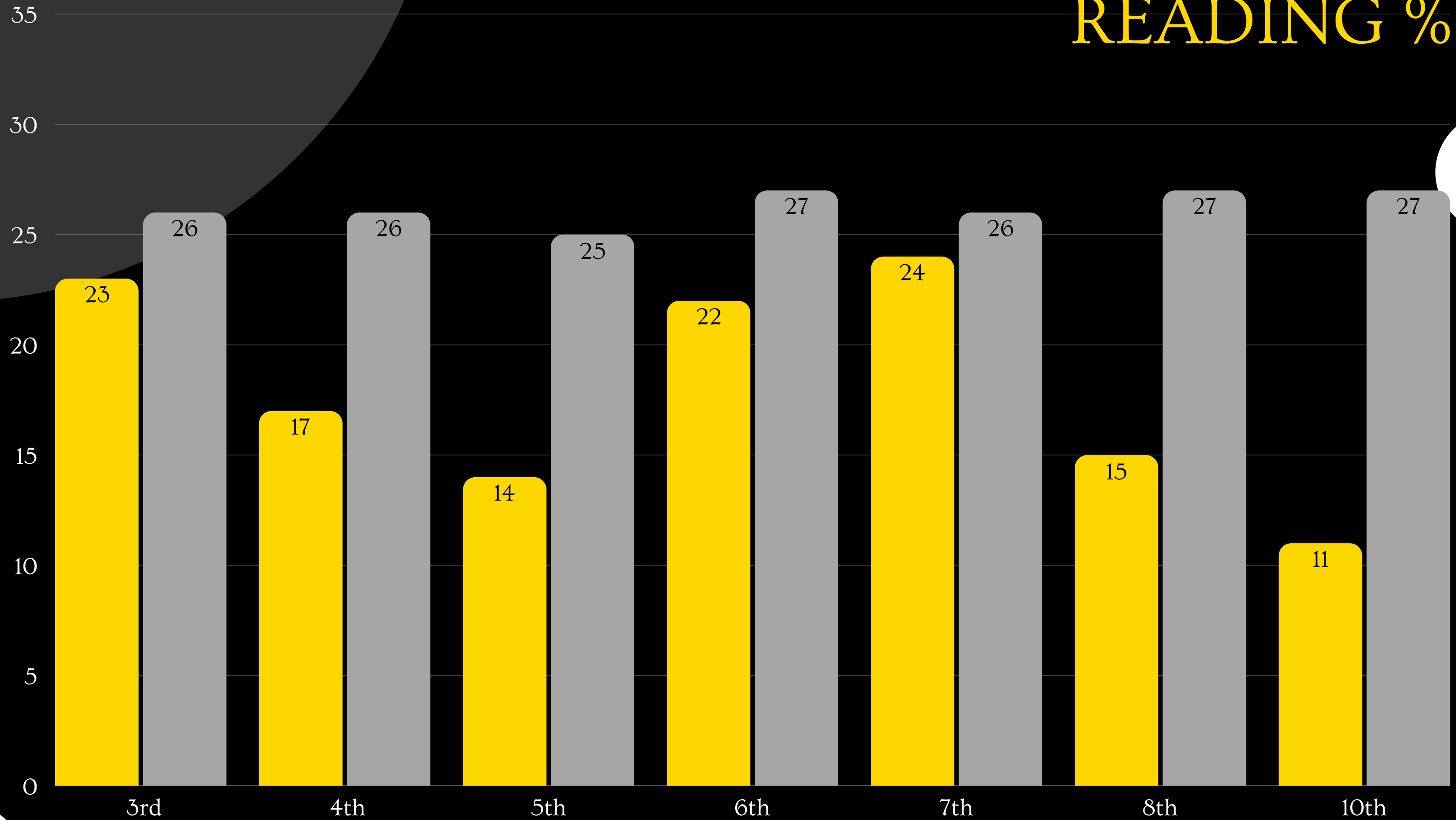
2022-2026 Reading % Level 3/4



SUBJECT PROFICIENCY BREAKDOWN

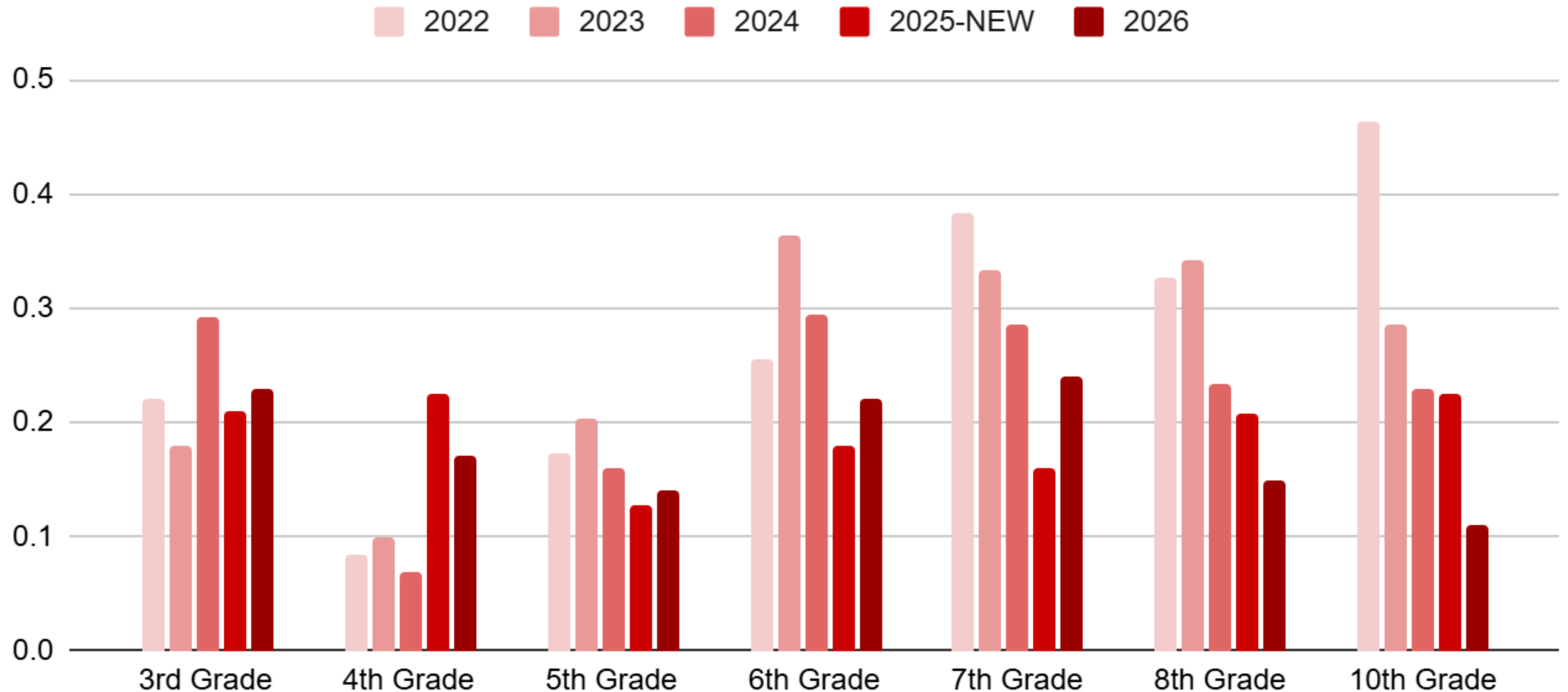
READING % 1

● Paola ● State



GRADE LEVEL 5 YEAR PERFORMANCE %1

2022-2026 Reading % Level 1



BENCHMARK 2: MINIMIZING LEVEL 1 PERFORMANCE

A primary systemic goal is reducing the percentage of students scoring in Level 1. Lower percentages represent stronger foundational support and minimal learning gaps.

Grade Level	USD 368 Level 1 %	Kansas State Level 1 %	District vs. State
Grade 3	23%	26%	-3% Fewer
Grade 4	17%	26%	-9% Fewer
Grade 5	14%	25%	-11% Fewer
Grade 6	22%	27%	-5% Fewer
Grade 7	24%	26%	-2% Fewer
Grade 8	15%	27%	-12% Fewer
Grade 10	11%	27%	-16% Fewer

SYSTEM WIDE ALIGNMENT: Across every grade level, our students are successfully moving out of level 1 and shifting into advanced performance categories, reinforcing the efficacy of aligning our ELA curriculum frameworks.

GRADE 5 PEAK GROWTH: GRADE 5 STUDENTS RECORDED A PHENOMENAL 71% PROFICIENCY RATE, CLEARING THE STATE PROFICIENCY MARK BY 19 PERCENTAGE POINTS AND ACHIEVING THE HIGHEST MEAN SCALE SCORE IN THE DISTRICT (558).

BENCHMARK 3: ACADEMIC EXCELLENCE (LEVELS 3 & 4 COMBINED)

Levels 3 and 4 signify strong academic proficiency and advanced command of the standards. USD 368 significantly outpaced state averages, showing massive double-digit leads in Grades 4, 5, and 10.

Grade Level	USD 368 (L3 + L4)	Kansas State (L3 + L4)	District Advantage
Grade 3	55% (43% + 12%)	53% (40% + 13%)	+2%
Grade 4	66% (53% + 13%)	51% (39% + 12%)	+15%
Grade 5	71% (49% + 22%)	52% (41% + 11%)	+19%
Grade 6	49% (42% + 7%)	43% (34% + 9%)	+6%
Grade 7	51% (43% + 8%)	45% (37% + 8%)	+6%
Grade 8	52% (42% + 10%)	44% (34% + 10%)	+8%
Grade 10	59% (42% + 17%)	42% (31% + 11%)	+17%

High School Momentun: Grade 10 students outscored the state mean by 18 points, while simultaneously driving the Level 1 cohort down to just 11% (16% lower than the state baseline of 27%)

GRADE LEVEL STUDENT PERFORMANCE

MATH

BENCHMARK 1: AVERAGE SCALE SCORE COMPARISON

KAP scale scores reflect broad performance relative to grade standards. USD 368 outpaced the state average mean score in 6 out of 7 grade cohorts, trailing slightly by just 2 points in Grade 7.

GRADE LEVEL	USD 368 DISTRICT MEAN	KANSAS STATE MEAN	PERFORMANCE MARGIN
Grade 3	539	536	+3
Grade 4	552	539	+13
Grade 5	554	542	+12
Grade 6	540	537	+3
Grade 7	533	535	-2
Grade 8	543	538	+5
Grade 10	537	532	+5

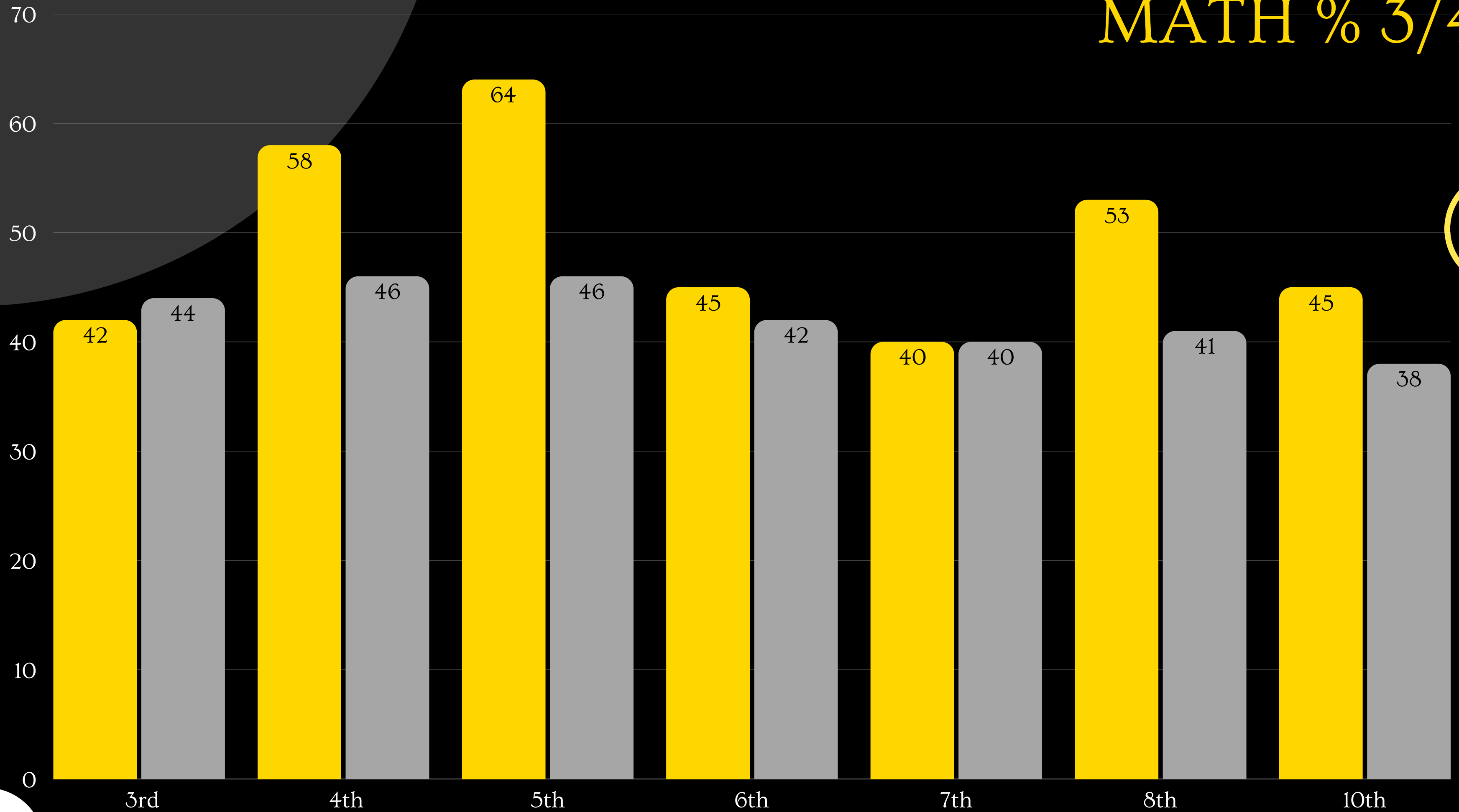
6 out of the 7
grade levels were
higher than the
state average!

Only 7th GRADE was slightly
lower than the state average.

● Paola ● State

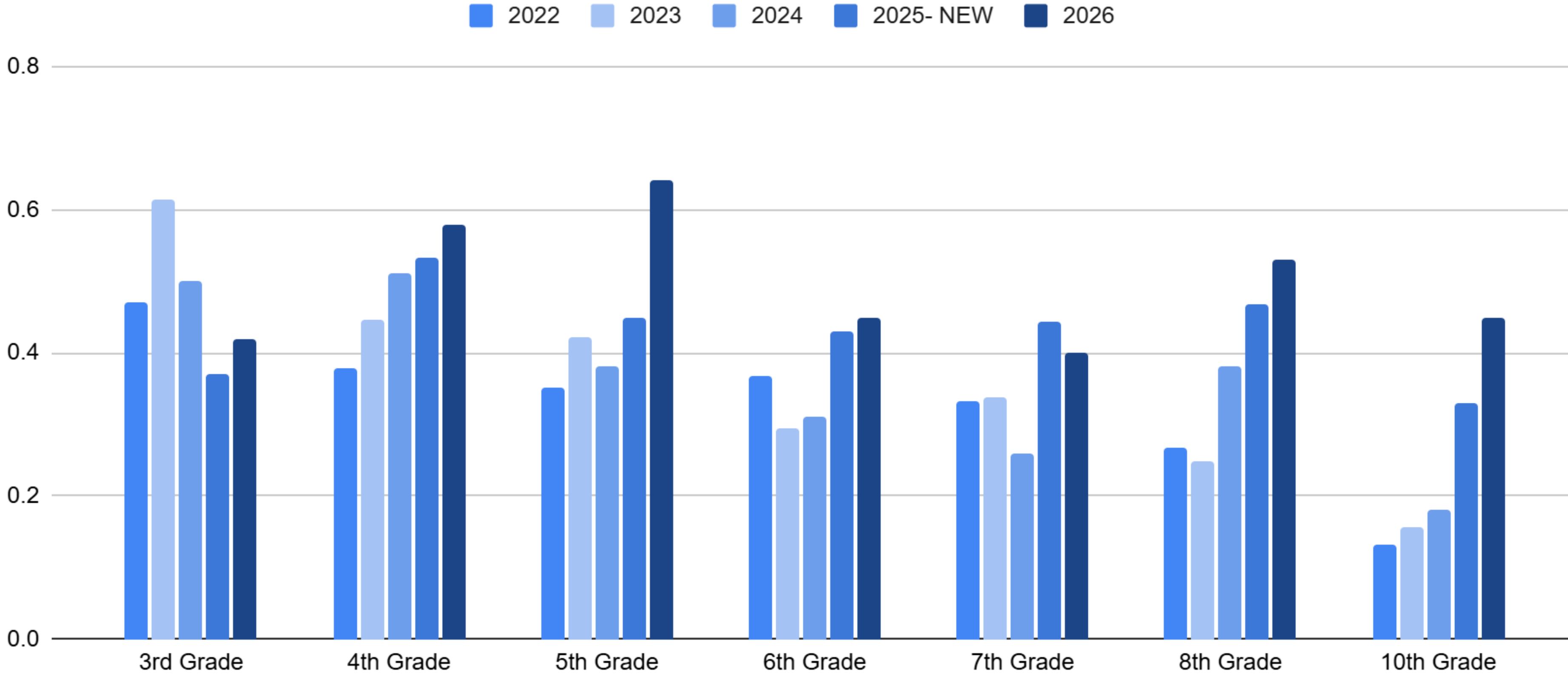
SUBJECT PROFICIENCY BREAKDOWN

MATH % 3/4



GRADE LEVEL 5 YEAR PERFORMANCE %3/4

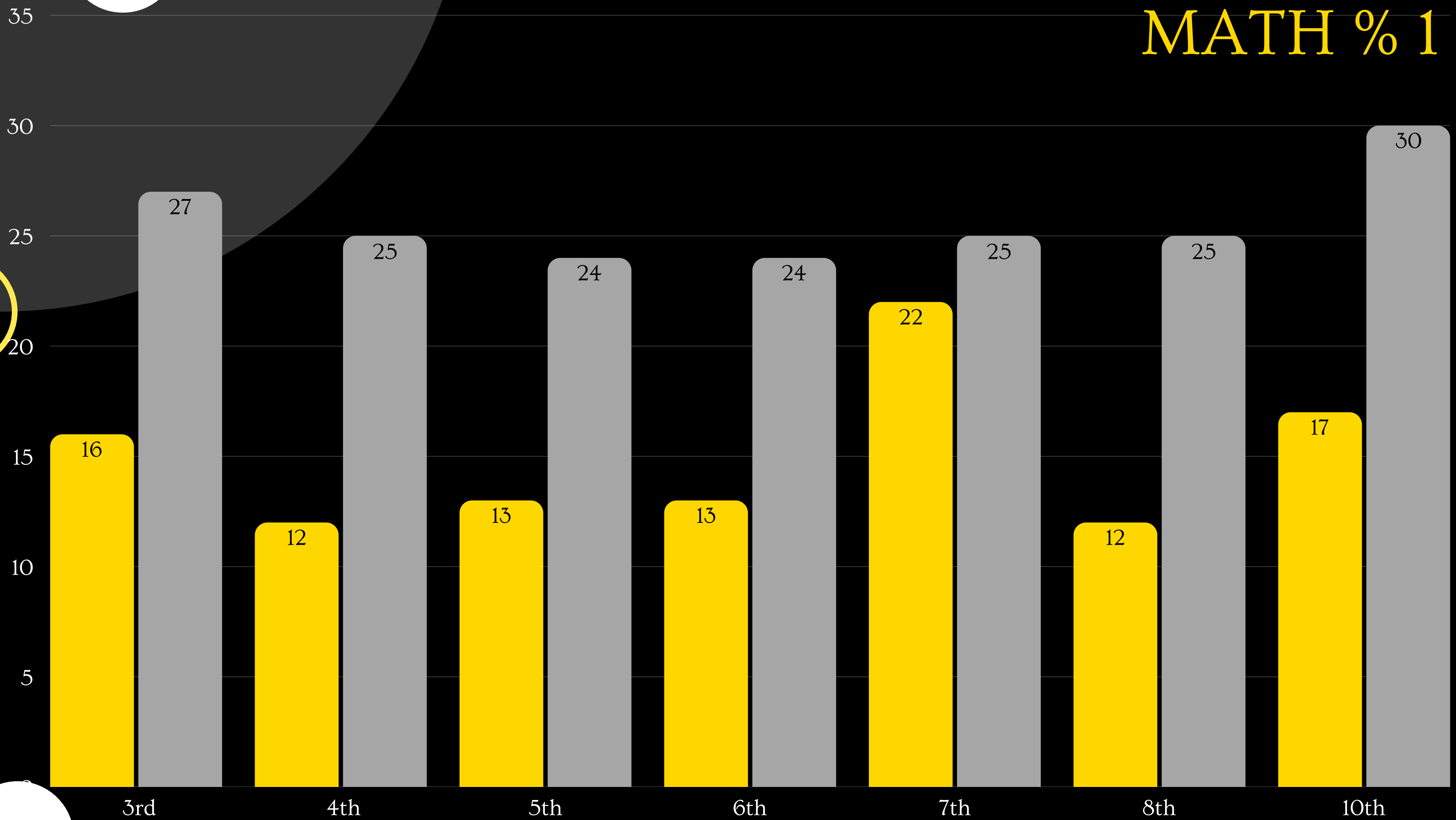
2022-2026 Math % Level 3/4



● Paola ● State

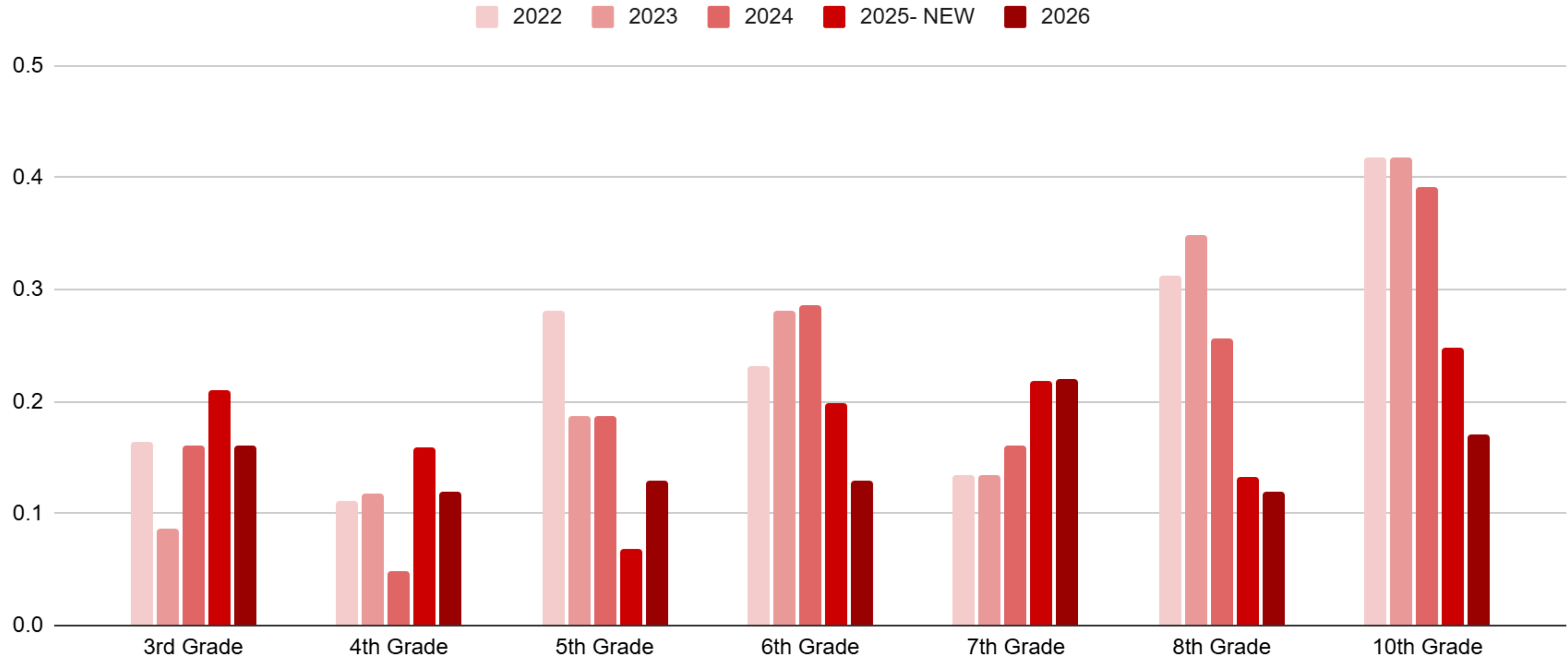
SUBJECT PROFICIENCY BREAKDOWN

MATH % 1



GRADE LEVEL 5 YEAR PERFORMANCE %1

2022-2026 Math % Level 1



BENCHMARK 2: MINIMIZING LEVEL 1 PERFORMANCE A primary systemic goal is reducing the percentage of students scoring in Level 1. Lower percentages represent stronger foundational support and minimal learning gaps.				GRADE 4 & 5 STUDENT COHORTS BOTH DEMONSTRATED OUTSTANDING PERFORMANCE, OUTPACING STATE MASTERY BY 12% AND 18% RESPECTIVELY			
Grade Level	USD 368 Level 1 %	Kansas State Level 1 %	District vs. State Change	BENCHMARK 3: ACADEMIC EXCELLENCE (LEVELS 3 & 4 COMBINED) Levels 3 and 4 indicate strong or excellent command of mathematics standards. USD 368 established commanding double-digit advantages in Grades 4 and 5.			
Grade 3	16%	27%	-11% Fewer	Grade Level	USD 368 (L3 + L4)	Kansas State (L3 + L4)	District Advantage
Grade 4	12%	25%	-13% Fewer	Grade 3	42% (22% + 20%)	44% (24% + 20%)	-2%
Grade 5	13%	24%	-11% Fewer	Grade 4	58% (34% + 24%)	46% (29% + 17%)	+12%
Grade 6	13%	24%	-11% Fewer	Grade 5	64% (50% + 14%)	46% (35% + 11%)	+18%
Grade 7	22%	25%	-3% Fewer	Grade 6	45% (35% + 10%)	42% (32% + 10%)	+3%
Grade 8	12%	25%	-13% Fewer	Grade 7	40% (34% + 6%)	40% (30% + 10%)	0%
Grade 10	17%	30%	-13% Fewer	Grade 8	53% (45% + 8%)	41% (28% + 13%)	+12%
UNIVERSAL TIERS-OF-INTERVENTION: OUTPERFORMING THE STATE IN LEVEL 1 MINIMIZATION ACROSS 100% OF COHORTS REVEALS THAT DISTRICT SYSTEMS ARE RAISING THE LEVEL OF STUDENT ACHIEVEMENT.				Grade 10	45% (42% + 3%)	38% (31% + 7%)	+7%
				PREPARED FOR HIGH SCHOOL: THE 8 TH GRADE COHORT OUTPERFORMED THE STATE LEVEL 3/4 BY 12% AND HAD 13% FEWER STUDENTS IN LEVEL 1!			

GRADE LEVEL STUDENT PERFORMANCE

SCIENCE

BENCHMARK 1: AVERAGE SCALE SCORE COMPARISON

KAP scale scores measure comprehensive knowledge of the Kansas Science Standards. USD 368 exceeded the state average mean score in both tested grade levels, highlighted by a massive 20-point lead in Grade 8.

GRADE LEVEL	USD 368 DISTRICT MEAN	KANSAS STATE MEAN	PERFORMANCE MARGIN
Grade 5	540	537	+3
Grade 8	546	526	+20 Points

ABOVE State
Average in
BOTH
GRADE
LEVELS

GRADE LEVEL STUDENT PERFORMANCE

Science

BENCHMARK 2: MINIMIZING LEVEL 1 PERFORMANCE (LOWEST TIER)

Minimizing the share of students performing at Level 1 indicates successful student tier-level support. In both grade levels, Paola effectively reduced the number of students falling into this category.

GRADE LEVEL	USD 368 LEVEL 1 %	KANSAS STATE LEVEL 1 %	DISTRICT ADVANTAGE (FEWER LEVEL 1)
Grade 5	17%	23%	-6% Fewer
Grade 8	16%	33%	-17% Fewer (Less than half!)

DRASTIC LEARNING GAP REDUCTION: GRADE 8 SUPPRESSED LEVEL 1 SCORES TO JUST 16% COMPARED TO THE STATE AVERAGE OF 33%. THIS MEANS PAOLA HAS CUT THE STATE'S LOW-PERFORMANCE BASELINE BY ****MORE THAN HALF****, ENSURING HIGHER EQUITY.

EXCEPTIONAL GRADE 8 SURGE: GRADE 8 STUDENTS PERFORMED EXCEPTIONALLY WELL ACROSS THE BOARD, GENERATING A SPECTACULAR +20 POINT MARGIN OVER THE STATE MEAN SCALE SCORE AND CLEARING THE STATE PROFICIENCY MARK BY 16 PERCENTAGE POINTS

BENCHMARK 3: SCIENTIFIC MASTERY (LEVELS 3 & 4 COMBINED)

Levels 3 and 4 signify strong proficiency and advanced mastery of the curriculum. Paola students exceeded state proficiency averages in both cohorts, spearheaded by a significant double-digit lead in Grade 8.

GRADE LEVEL	USD 368 (L3 + L4)	KANSAS STATE (L3 + L4)	DISTRICT ADVANTAGE
Grade 5	51% (39% + 12%)	47% (34% + 13%)	+4%
Grade 8	56% (23% + 33%)	40% (19% + 21%)	+16% Mastery Lead

Building Needs/Barriers Identified

COTTONWOOD	SUNFLOWER	PMS	PHS
Emotional Regulation Concerns: Student social and emotional regulation issues pose a distinct threat to optimal learning environments.	Social-Emotional Demands: The school experiences pressure from the numerous and various social-emotional needs of its student population.	Staff Professional Development: Teachers need instructional support training focused on the Science of Reading, Standards Alignment, and building Professional Collaboration. Time is needed for collaboration.	Assessment Infrastructure: The high school currently lacks local assessments to adequately measure student growth in reading and math.
Staff Professional Development: Instructional staff require ongoing training centered on the Science of Reading (New Reading Curriculum), Standards Alignment, and Balanced Assessment. Time is needed.	Extracurricular Childcare: There is an unmet need for dedicated funding to establish and run before and after school care programs. Facility issues with before/after school pickup/dropoff- bottleneck.	Facility Modernization: The structure is in need of repair, specifically roofing and classroom modernizations.	Staff Professional Development: Instructors need targeted training in Curriculum Mapping, Essential Standards, and Balanced Assessment. Time is needed for collaboration.
Infrastructure Gaps for Behavior: Due to non-assessment behavioral strains, the school leadership team is forced to explore the creation and funding of an entirely new, dedicated behavior support room.	Staff Professional Development: Faculty require specialized training in the Science of Reading (New Reading Curriculum) and Standards Alignment with Professional Collaboration Time. Time is needed.	Social-Emotional Vulnerabilities: Students face significant hurdles regarding behavioral and social-emotional development.	Attendance Vulnerabilities: Building leadership has identified student chronic absenteeism as the primary non-assessment barrier hindering success.

Building Actions/Resources

COTTONWOOD	SUNFLOWER	PMS	PHS
ASQ Data Integration: Utilizing Ages & Stages Questionnaires (ASQ) to build targets explicitly for early letter/sound recognition, vocabulary extension, and language comprehension.Kindergarten Readiness Event: Hosting dedicated outreach events to transition incoming early learners into the school ecosystem.	Strategic Progress Monitoring: Running strict, high-frequency data actions consisting of weekly tracking for Tier 3 students and bi-weekly tracking for Tier 2 students. Interventionist Cross-Collaboration: Structuring grade-level operations so Title I and Special Education (SPED) personnel co-navigate learning needs with general classrooms.	Targeted Training: Prioritizing continuous teacher professional learning- specifically centered on the <i>LETRS Training</i>, Standards Alignment (KESA), and Professional Collaboration. Consistent use of Interims and Mini-Tests. Develop Common Assessments.	Math Curricular Re-sequencing: Modifying course pacing and structures to maximize student learning pathways.Focused Interim Testing: Implementing targeted Interim Assessments and Mini-Tests specifically engineered to advance students out of State Assessment Proficiency Levels 1 and 2.
Community Engagement Actions: Combating learning gaps by deploying a joint Family Reading and Math Night.Extension Resources: Running Lego League, Summer Tutoring, and a Summer Jump Start program to expand instructional contact hours.	Reading & Math Intervention: Utilizing dedicated reading & math specialist to guide individual student goal steering and growth curves- utilizing Fastbridge, and Mini-Tests/Interims. Continued training on implementation of High Quality Instructional Materials in new Reading Curriculum, standards alignment, and professional collaboration.	7 Mindsets Curriculum: Implemented school-wide to measure and support student social-emotional growth, focusing heavily on self-regulation training.	Fastbridge Assessment System: Deployed 26-27 to bridge the local growth data gap. Administered systematically in both ELA and Math during Fall and Spring windows for 9th and 10th graders.
Targeted Training: Prioritizing continuous teacher professional learning blocks specifically centered on Standards Alignment, Implementation of the new Reading Curriculum, and Professional Collaboration.	Extracurricular Frameworks: Hosting specialized programs to keep students engaged outside the standard day, including Girls on the Run, Running Club, Kid Wind, and the Summer Jump Start program.	Level Up Groups: Deploying specialized student configurations alongside Interim Assessments and Mini-Tests to maximize state exam metrics.Panther Power Hour: An extended learning resource alongside summer tutoring and before/after-school help blocks to provide out-of-classroom support.	Standards Alignment: (KESA Goal) Professional development focused on curriculum mapping and identification of essential standards- answering the question- what do we want students to learn.

Timeline for Students to Achieve

Yearly progress will continue.

When public education is fully funded according to both state
and federal statutes/guidelines for the entirety of all students'
educational career prek-12

QUESTIONS- COMMENTS- CELEBRATIONS- CONCERNS

