



Mulvane Public Schools

Empowering Beyond Graduation



USD 263



Building Needs Assessment & State Assessment Review

2025-2026 Review for 2026-2027 Budget Considerations

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



(A) Barriers

The barriers that must be overcome for each student to achieve grade level proficiency on assessments.



(B) Budget Actions

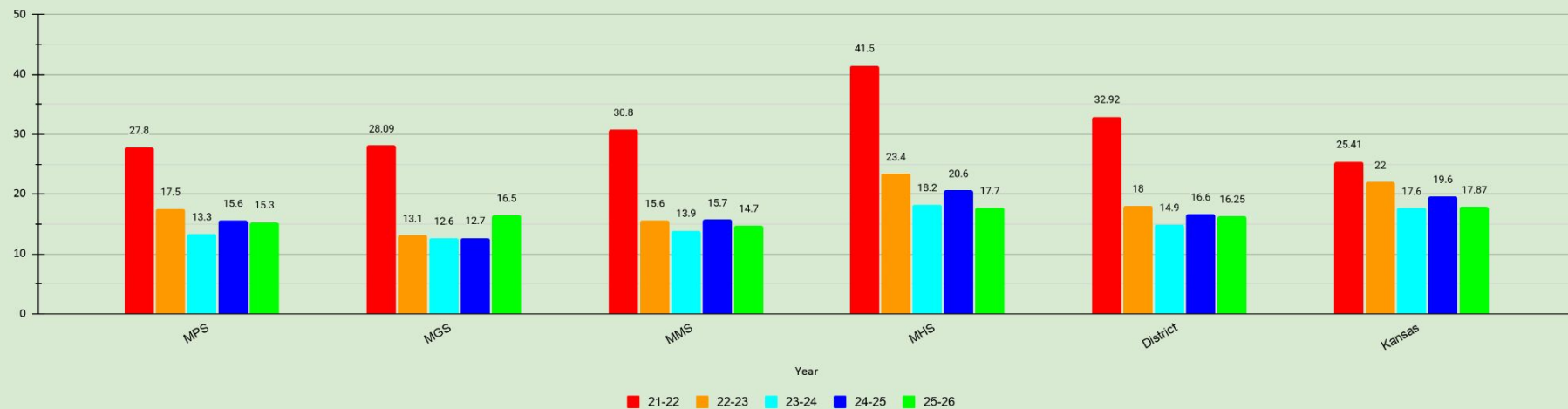
The budget actions that should be taken to address and remove those barriers.



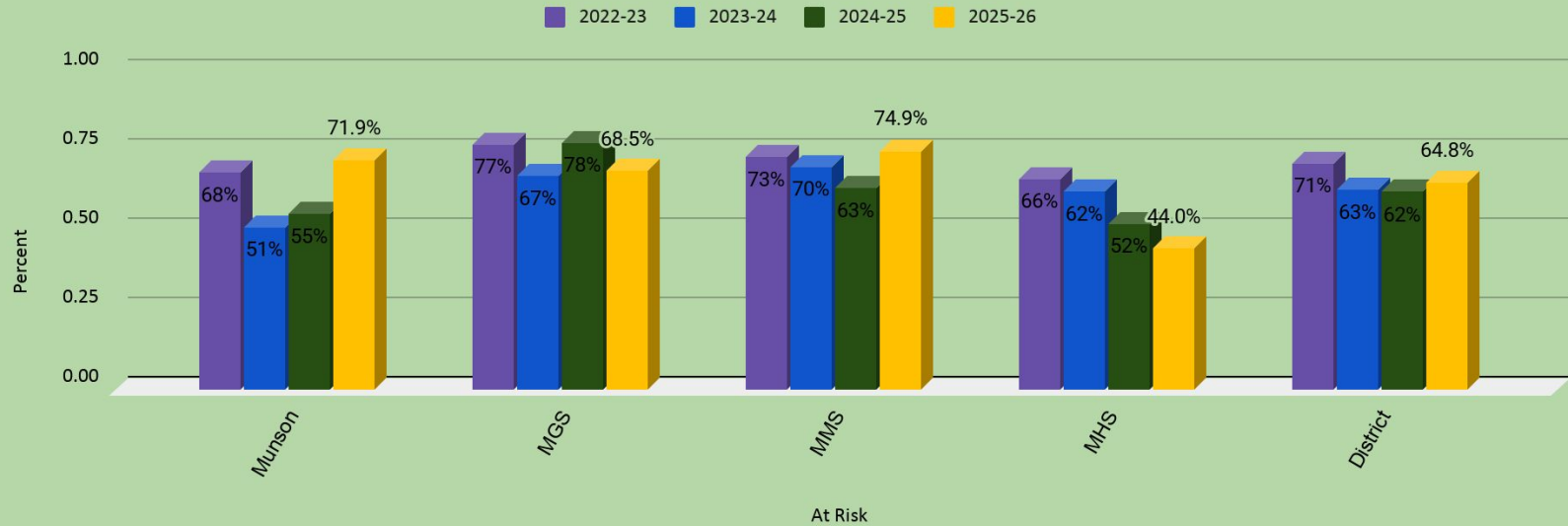
(C) Estimated Time

The estimated time to achieve grade level proficiency if the budget actions are implemented.

Percent of Students Chronically Absent



Percent of Students At Risk



2025-2026 State Assessments Review for 2026-2027 Budget Considerations



26-27 KAP Assessment Action Steps:

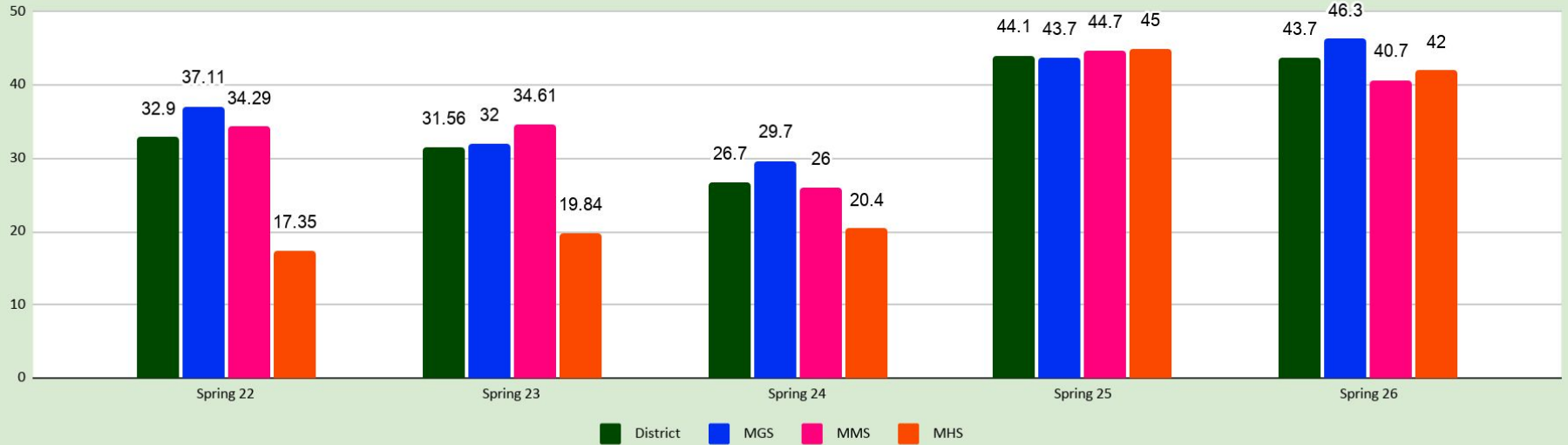
- Increased Interim Participation
- Increase the Utilization of Mini-Assessments
- Intentional Focused Communication with Students



Key Focus Area:

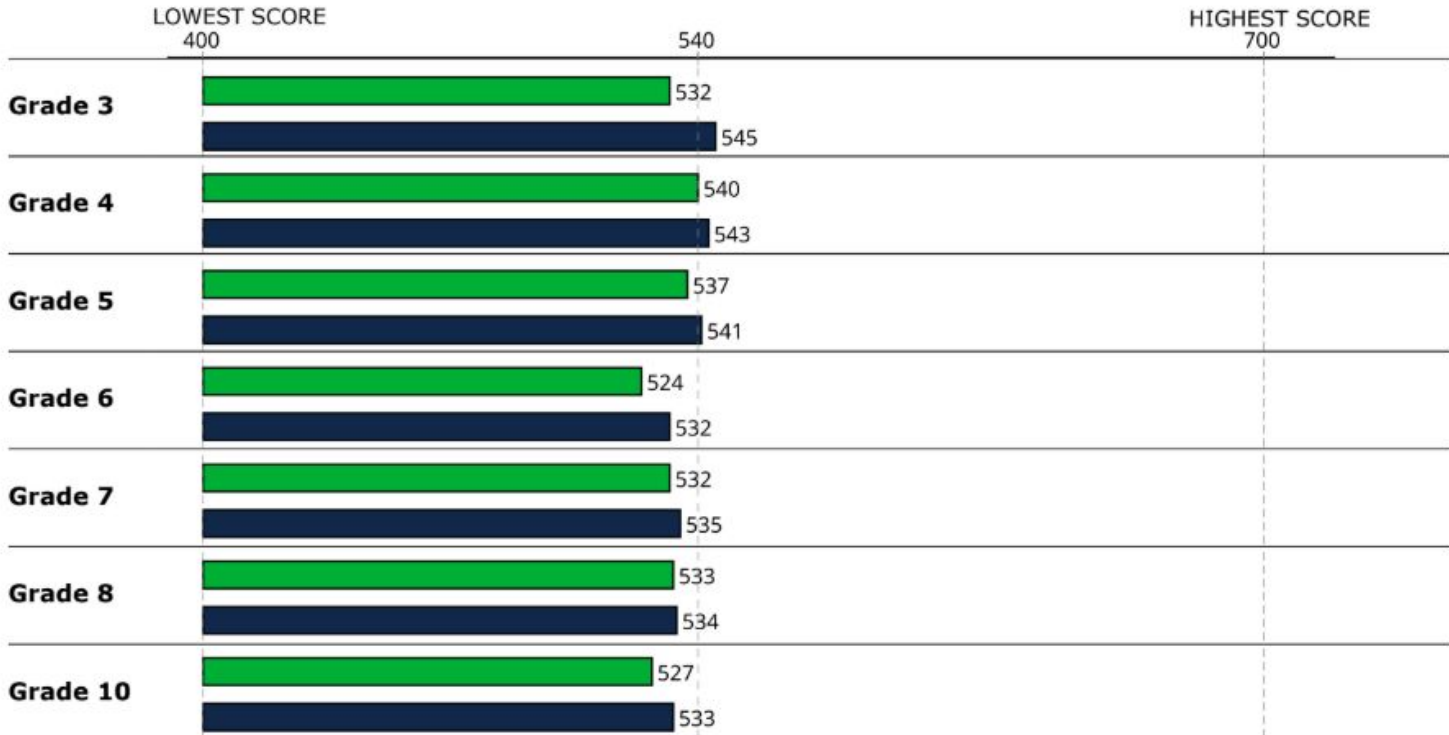
Emphasis on **Testing Environments** to elevate importance of best performance on test.

Percent of Students at Levels 3 & 4 on ELA State Assessment



Average District and State Performance

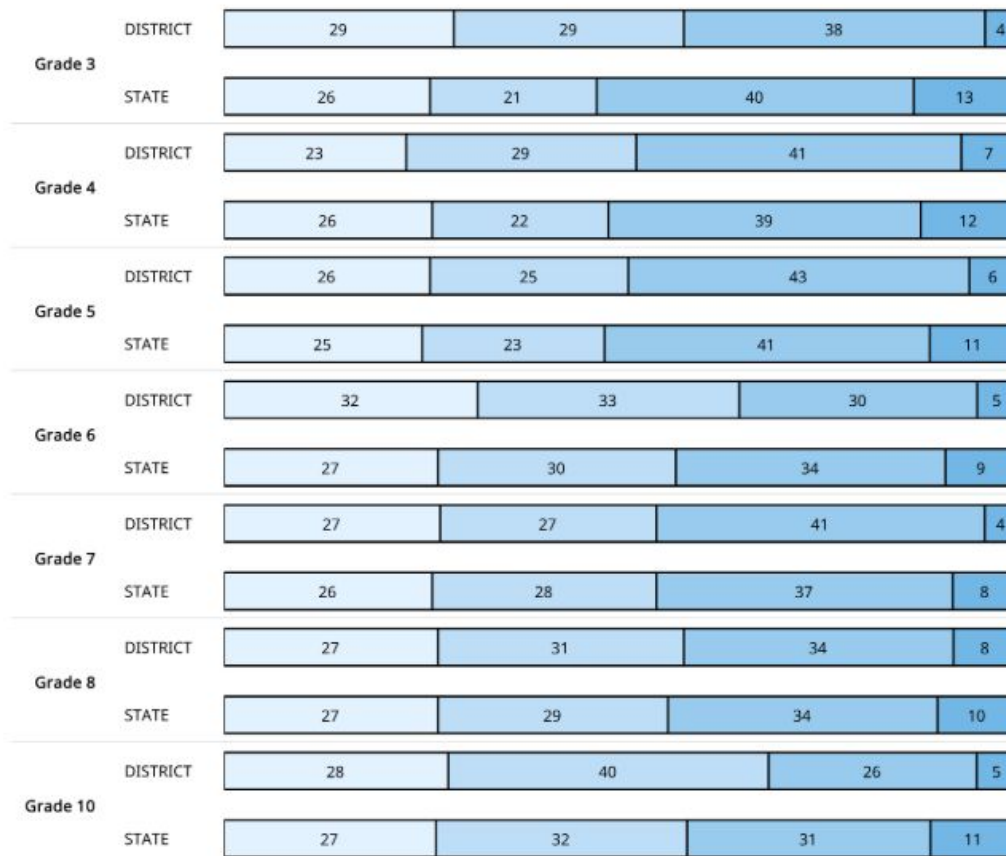
■ DISTRICT ■ STATE



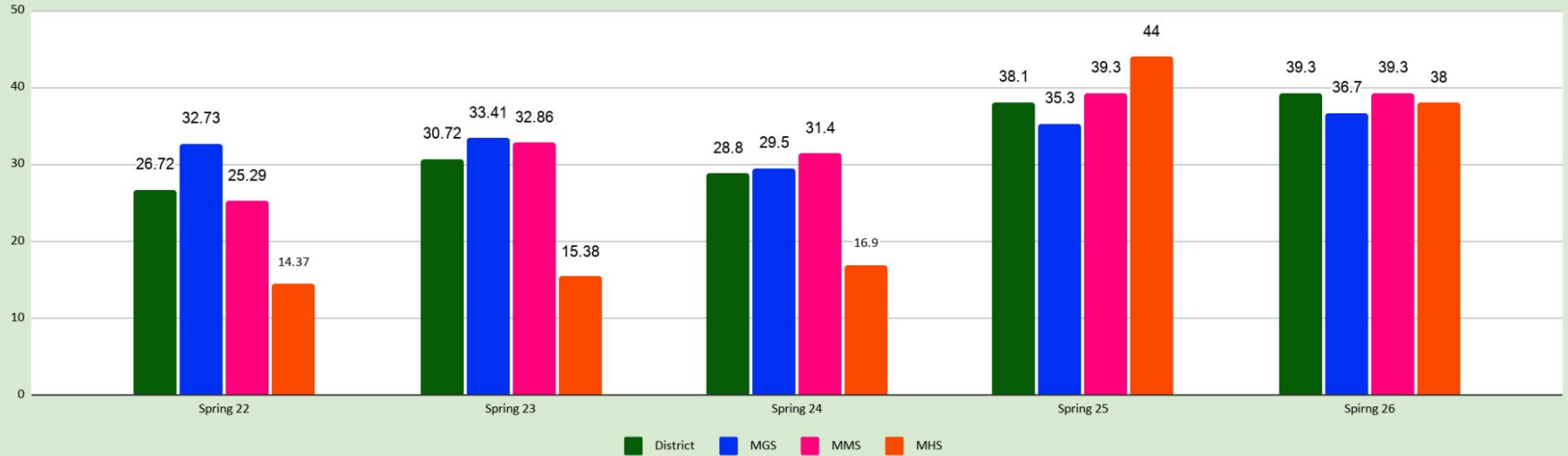
Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.

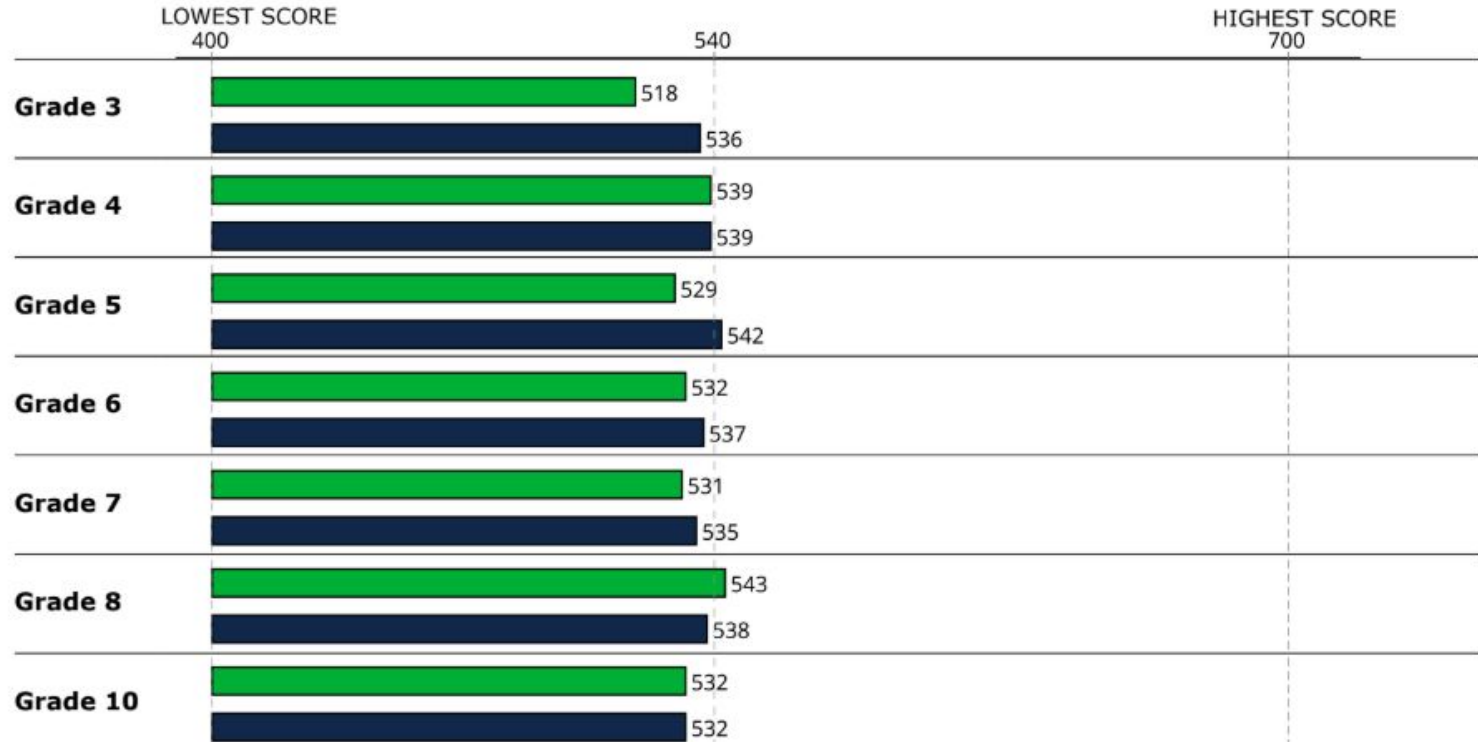


Percent of Students at Levels 3 & 4 on Math State Assessment



Average District and State Performance

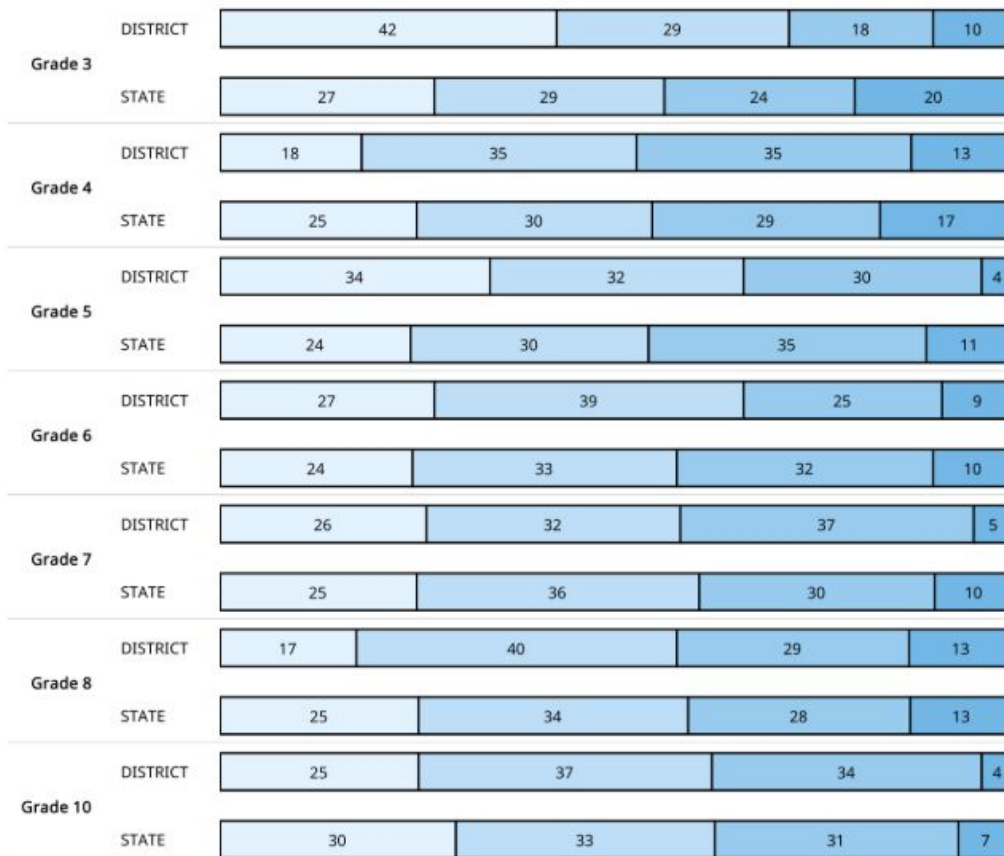
■ DISTRICT ■ STATE



Percentage of Students in Each Performance Level, by Grade

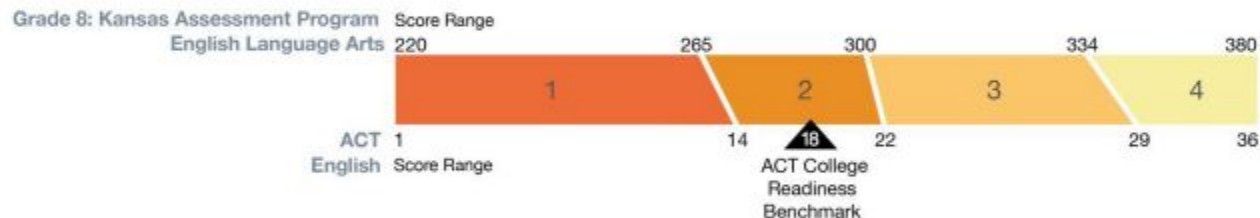
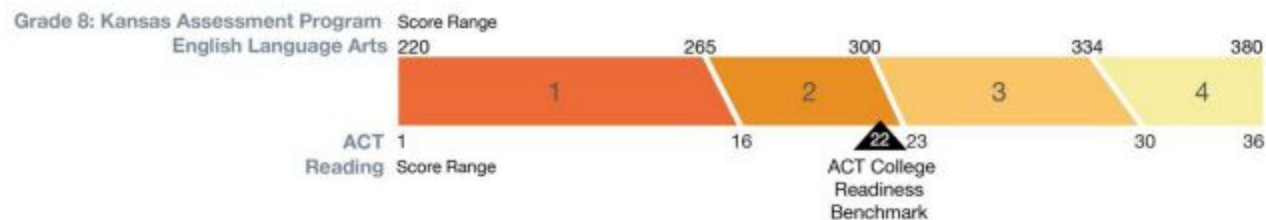
Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.

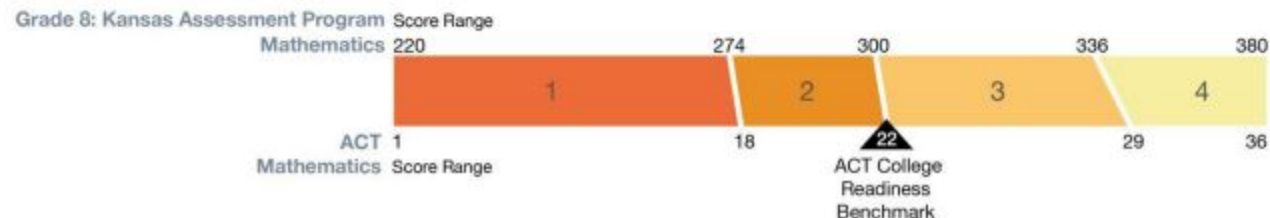


MATH

Grade 8 KAP English Language Arts Assessment – ACT Reading and ACT English

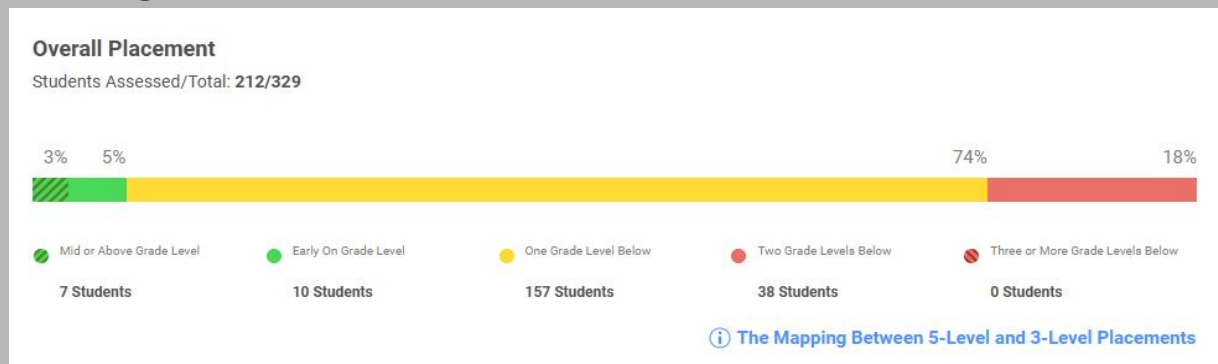


Grade 8 KAP Math Assessment – ACT Math



MPS Math iReady Data

Fall Diagnostic



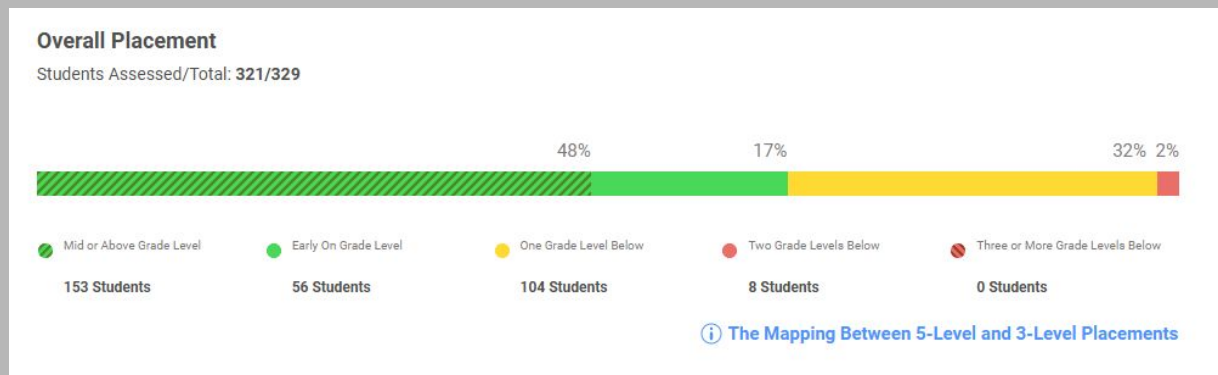
Fall

8% Mid or Above
& Early on Grade
Level

74% One Grade
Level Below

18% 2-3 Grade
Level Below

Spring Diagnostic



Spring

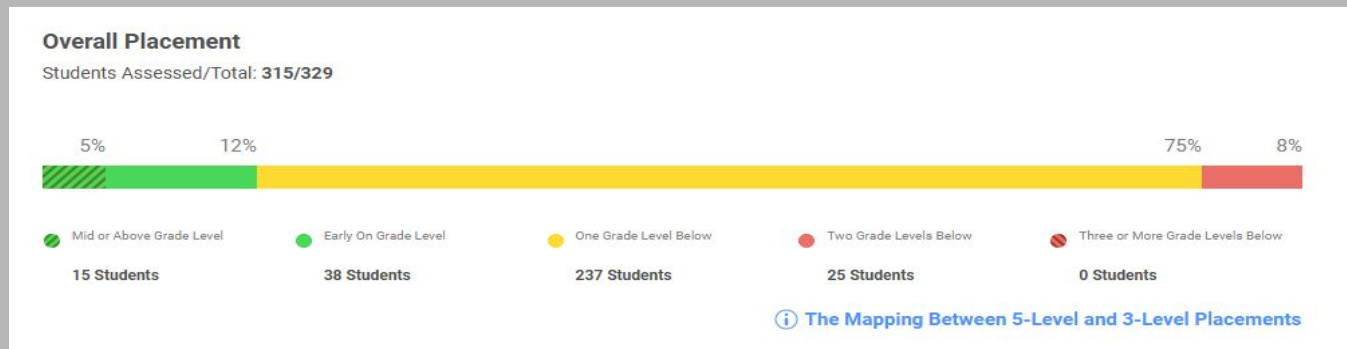
65% Mid or Above
& Early on Grade
Level

32% One Grade
Level Below

2% 2-3 Grade
Level Below

MPS ELA iReady Data

Fall Diagnostic



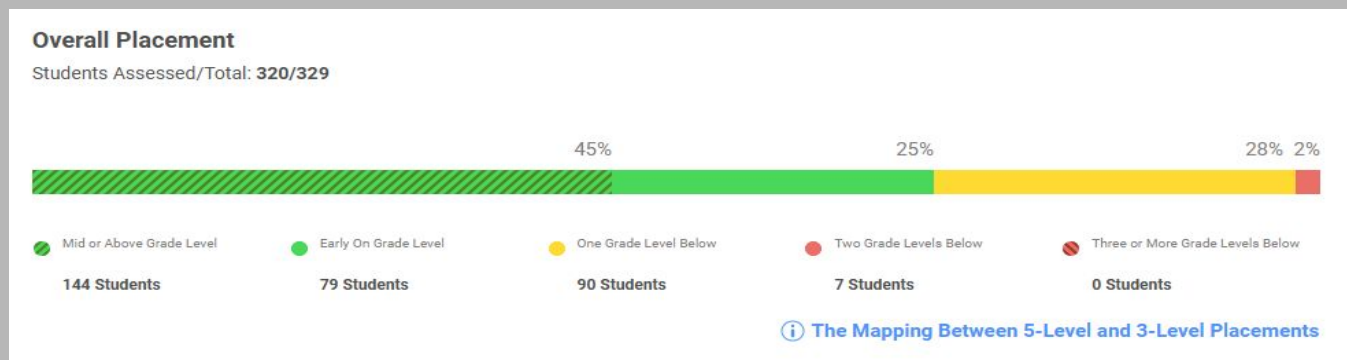
Fall

17% Mid or Above
& Early on Grade
Level

75% One Grade
Level Below

8% 2-3 Grade
Level Below

Spring Diagnostic



Spring

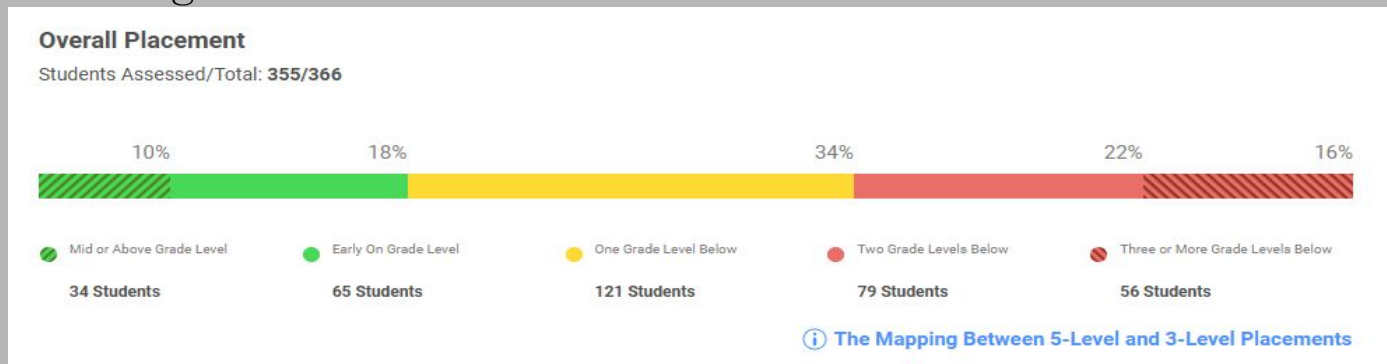
70% Mid or Above
& Early on Grade
Level

28% One Grade
Level Below

2% 2-3 Grade
Level Below

MGS Math iReady Data

Fall Diagnostic



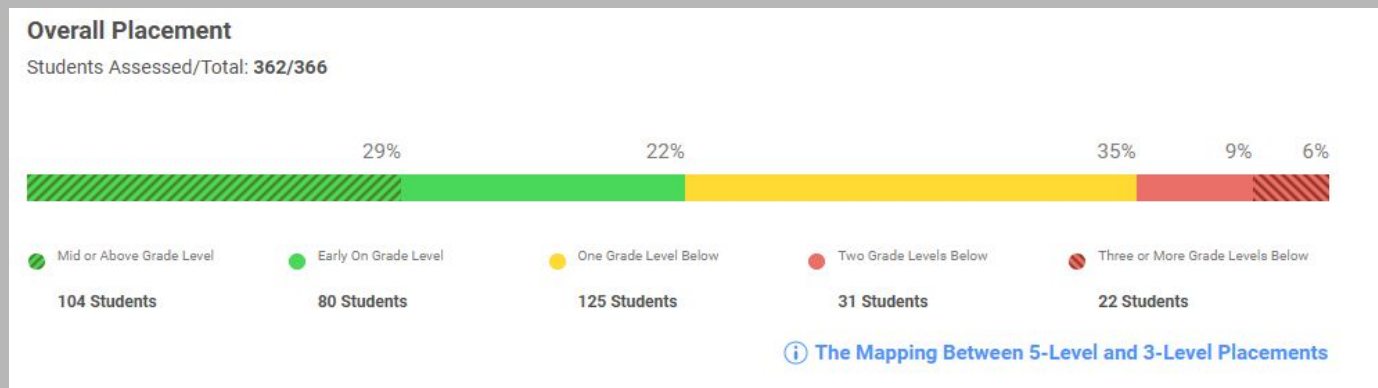
Fall

28% Mid or Above
& Early on Grade
Level

34% One Grade
Level Below

38% 2-3 Grade
Level Below

Spring Diagnostic



Spring

51% Mid or Above
& Early on Grade
Level

53% One Grade
Level Below

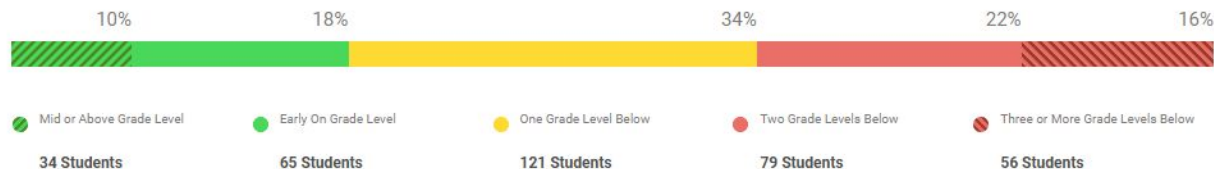
15% 2-3 Grade
Level Below

MGS ELA iReady Data

Fall Diagnostic

Overall Placement

Students Assessed/Total: 355/366

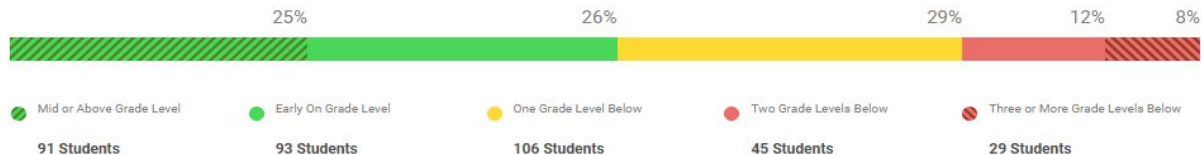


[The Mapping Between 5-Level and 3-Level Placements](#)

Spring Diagnostic

Overall Placement

Students Assessed/Total: 364/366



[The Mapping Between 5-Level and 3-Level Placements](#)

Fall

28% Mid or Above
& Early on Grade
Level

34% One Grade
Level Below

38% 2-3 Grade
Level Below

Spring

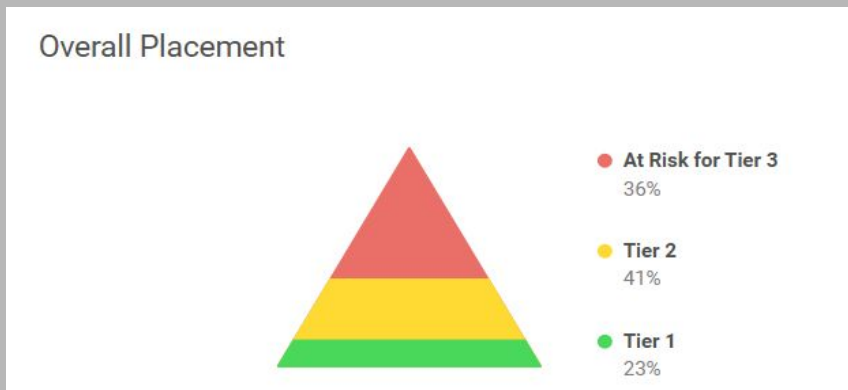
51% Mid or Above
& Early on Grade
Level

29% One Grade
Level Below

20% 2-3 Grade
Level Below

MMS Math iReady Data

Fall Diagnostic



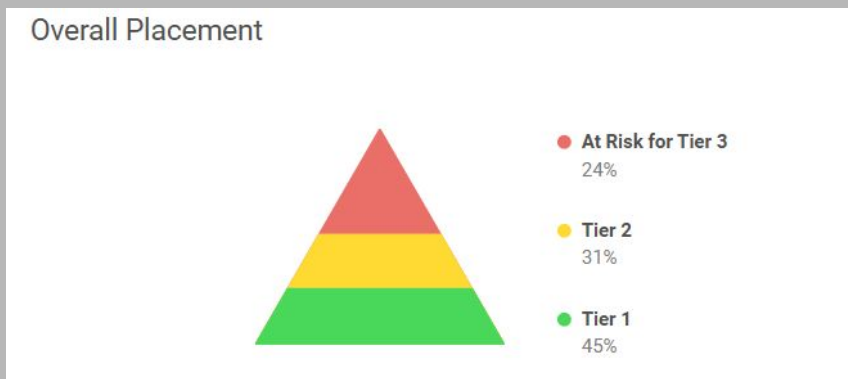
Fall

23% Mid or Above
& Early on Grade
Level

41% One Grade
Level Below

36% 2-3 Grade
Level Below

Spring Diagnostic



Spring

45% Mid or Above
& Early on Grade
Level

31% One Grade
Level Below

24% 2-3 Grade
Level Below

Munson Primary School

Staffing & Support

- Tiered Support Facilitator
- Reading Interventionist & strategic scheduling to allow for more intervention time.

WINN Time

- Tier Time (WINN) implemented across all grade levels.

PLC Effectiveness

Regular Personal Learning Communities (PLC's) facilitate maximum effectiveness of whole and small group instruction by reviewing data and creating targeted interventions.

Data-Driven Success

Use of targeted assessments to create diagnostic approaches to close learning gaps and increase student success and achievement. Beginning in 26-27 ALL students who flag high risk on Fastbridge will get additional Core Phonics screener.

Pre-K

Added all day Pre-K and increased the number of students served through Pre-K.

Attendance

- Updated family letters

Mulvane Grade School

Master Instructional Schedule

- Literacy block aligns with LETRS research (word recognition, comprehension, and writing).
- Creates consistency within core times
- 30 minute WINN time for Math and ELA 4 days a week

Teacher Intentional Planning

- Standards & Data focused
- Administration and TSF will guide this during PLCs and Late Start

Wildcat Notebooks

Individualized math and reading goals. Used by students and teachers to track progress and communicate with families.

Tiered Support & Testing

- Facilitator focuses on students and professional development.
- Structured testing with principal expectations and staff visibility

Assessment & Benchmark Administration

Administration is scheduling when grade levels administer assessments or benchmarks.

Attendance

- Updated Family Letters.
- SRO support
- Counselor and Social Worker family contact and support

Mulvane Middle School

Tiered Update

- GEI Process Implementation Year 2
- Adding MTSS para

Assessment Prep

- Standards Alignment
- KAP Mini Tests (3-4 times per Month)
- Interim Assessments
- Admin & Tiered Facilitator review with departments
- Teachers review results with students

WINN

- Tier 2/3 math & reading supports for identified students
- Tier 1 career exploration & enrichment
- Tiered interventions 4 days per week

IXL Reading & iReady Math

- Individualized course work 3 times per week
- Focus on deficiencies or enrichment (self-paced)

Mulvane High School

Tiered ELA classes

- Targeted intervention in both 9th and 10th grade
- ELA textbook adoption / supplemental materials for tiered students

Math Classes

- Support for students in math with adaptive/tiered classes
- iReady curriculum for Pre-Algebra and adaptive math
- Restructure how math state assessments are administered

Support Classes

- Hourly study skills intervention classes for students in need
- Continued support using co-teachers in math, ELA, and biology

2025-2026 State Assessments Review for 2026-2027 Budget Considerations

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	
Jeff Ellis				July 2026	
School	Grades Served	(A)	Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve
Munson Primary	Pre-K-2		Attendance, Mental Health, Data Tracking, Closing achievement gap, Safety/Facilities	Additional support staff (paras/aides), Additional nursing staff, Additional special education teacher, CKH Implementation & Sustainability Plan, LETRS and Pathways Training and Implementation Materials, iReady Math Curriculum and Implementation Training, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028
Mulvane Grade School	3-5		Attendance, Mental Health, Data Tracking, Closing achievement gap, Safety/Facilities	Additional support staff (paras/aides), Continued partnership with counselor and social worker, sustain CKH implementation, Implementation & Sustainability of LETRS and Pathways Training and Materials, iReady Math Curriculum and Implementation Training sustained, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction, train staff in Neurosequential Model of Education	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028
Mulvane Middle School	6-8		Attendance, Mental Health, Data Tracking, Closing achievement and behavior gaps, Safety/Facilities	Additional support staff (paras/aides), CKH Implementation & Sustainability Plan, XELLO & IPS Training, Continued iReady Math Curriculum Implementation and Training, Continued ELA Curriculum Support, Continued Curriculum Adoption Plan, Continued Training for Veteran and New Staff, On-going support and resources for eWalkthrough and High Impact Instruction. Continued focus on using KITE to prep students for the KAP	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028
Mulvane High School	9-12		Attendance, Mental Health, Data Tracking, Safety/Facilities, Continue closing gaps in student performance in Reading and Math	Additional support staff (paras/aides), Continued partnership with social worker and counselors, CKH Implementation & Sustainability Plan, XELLO & IPS Training, Continued iReady Curriculum and Implementation Training, Continued Curriculum ELA Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028