

250 Pittsburg State Assessment Review for Budget Considerations

250 Pittsburg District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning

High percentage/number of free and reduced students and increased poverty rate

High percentage of EL students receiving ESL/ESOL supports and services

Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire

High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)

Lack of or limited access to quality Pre-K education

Lack of or limited access to community health services and mental health services

Special Education funding shortfall has limited supports of our highest need students

Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions

Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss

High numbers or increasing numbers of single parent families

High levels or an increase in absenteeism among our student population

An increasing level of social emotional challenges and needs of students

It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

Lack of, limited, or difficulties in engaging parents in the educational process

Diminishing local control limits our ability to provide supports and services specific to our student and community population

We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

Increased salary to recruit and retain high quality certified and classified staff

Additional staff members hired to meet the individual learning and SEL needs of all students

Increased funding and time for staff development

Increase paraeducator support in special education classrooms

Increased funding to expand extended school year and summer school programs for students

Maintain low teacher/pupil ratio for greater individualized instruction

Additional ESOL teaching staff for bilingual students

Increase funding for Pre-K programs

Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.

The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.

Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students

While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency

Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency

Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

***Note: Rather than providing a specific date, we will hold ourselves accountable for continuous, measurable, and appropriate improvment in key metrics of student learning. USD 250 Board of Education.**