



**Board of Education State Assessment Review for Budget Consideration
Approved by BOE March 5, 2024**

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

Barriers vary widely and differ by student. The most prevalent barriers that our students face include the following:

- Social-emotional needs
- Lack of kindergarten readiness
- Lack of transportation
- Need for intensive instruction to master content
- Chronic absenteeism
- Poverty
- Family instability
- Significant individual learning challenges
- Trauma
- Communication skills
- Failure to persevere when challenges arise
- Varying levels of family engagement
- Language barriers (Spanish and multiple other languages)
- Mobility
- Family substance use
- Student work obligations

Some system-wide barriers also exist.

- Difficulty finding qualified teachers and staff
- Lack of substitutes
- Limited professional learning opportunities due to lack of substitutes
- Administrative time spent on non-instructional requirements
- Inadequate funding for specialized services (special education, social-emotional needs)
- Need for extended instruction
- Amount of required testing
- Non-academic demands placed on public education
- Availability of timely mental health services
- Affordable early childhood care/education
- Lack of year-round employment for classified staff

- Highly Qualified (HQ) testing/education requirement for classified staff
- School calendar length – summer slide
- Bus driver availability

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

SPS should

- Continue Visible Learning training to develop the following characteristics in students:
 - Students **KNOW** their current level of understanding.
 - Students **KNOW** their learning expectations and feel confident to take on learning challenges.
 - Students will be able to **SELECT** tools that guide their learning.
 - Students will **SEEK** feedback and recognize that errors are opportunities for them to learn.
 - Students will be able to **MONITOR** their progress and adjust their learning.
 - Students will be able to **RECOGNIZE** their learning and teach others.
- Commit resources to increase pay for all staff
- Increase support for student civic engagement
- Expand work-based career and technical education opportunities
- Sustain support staff (counselors, social workers, academic interventionists, behavior interventionists, roving teachers)
- Expand services to meet our increasing non-English speaking population
- Develop a long-range plan to ensure new staff is trained in district-wide initiatives
- Expand academic, behavior and social-emotional tiered supports for students
- Invest in professional development (behavior-related, mental health-related, academic)
- Continue to provide technology resources to all students
- Prioritize staff recruitment, including substitutes
- Provide extended learning time
- Expand kindergarten readiness initiatives
- Purchase Spanish versions of textbooks and instructional materials
- Continue iReady to provide individualized support for student learning
- Expand elementary social studies and science instruction

(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.

The goal of having all students on or above grade level is one we already pursue. We recognize that students have individual needs and will require varying levels of support and time to master academic standards. Students who require more instruction and individualized support to master standards benefit from extended learning time and opportunities.

Not every child progresses academically at the same rate and time. All students can and do learn when learning experiences are respectful of their individual needs. We anticipate that with access to

- highly qualified staff,
- full staffing,
- full funding for special education,
- universal transportation,
- high quality accessible mental health supports,
- extended learning opportunities,
- universal full-day preschool for 3 and 4 year olds,
- early childhood learning experiences for children birth to age 3, and
- supports for families,

we will have all students meeting or exceeding grade level expectations or special education Individual Education Plan goals by 2042. This timeline would provide every child in our schools access to the educational opportunities needed to overcome learning barriers for the duration of their K-12 schooling. Additional resources will be required to meet these goals.