



**Board of Education State Assessment Review for Budget Consideration
Approved by the BOE on March 11, 2025**

(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 that the school has the ability to influence include the following:

- Social-emotional needs
- Lack of kindergarten readiness
- Lack of transportation
- Need for intensive instruction to master content
- Chronic absenteeism
- Communication skills
- Failure to persevere when challenges arise
- Varying levels of family engagement
- Language barriers (Spanish and multiple other languages)
- Individual learning challenges

System-wide barriers exist that we are able to influence.

- Difficulty finding qualified teachers and staff
- Lack of substitutes
- Limited professional learning opportunities
- Availability of timely mental health services
- Affordable early childhood care/education
- Lack of year-round employment for classified staff

Some students come to us with other barriers that can influence student outcomes. Although the elimination of these factors is not within our control, they do inform the work we are doing. These barriers can include:

- Poverty
- Family instability
- Trauma
- Mobility
- Family substance use
- Student work obligations

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

SPS should

- Commit resources to increase pay for all staff
- 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.
- Sustain support staff (counselors, social workers, academic interventionists, behavior interventionists, roving teachers)
- Expand academic, behavior and social-emotional tiered supports for students
- Invest in professional development (behavior-related, mental health-related, academic)
- Prioritize staff recruitment, including substitutes and paraeducators
- Expand kindergarten readiness initiatives

(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-old children,
- 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 2043. 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.