

USD 273 - Beloit State Assessment Review for Budget Considerations

USD 273 District Summary

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

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

There is a difficulty in finding teachers, support staff, and substitutes as the workforce has declined over the past several years, and it is difficult for the school district to compete with wages of industrial companies in the area.

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

ELL students change rapidly. We have gone from 30 students to 5 back to a current level of 17. These 17 have more needs than in the past which creates different challenges and there is a need for more staffing. This looks to be a trend for the future.

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

Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss that has carried over.

An increasing level of social emotional challenges and needs of students

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

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 all +parents in the educational process

We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

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 students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

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

Additional substitute teachers for teacher release time

Increase paraeducator support in special education classrooms, ELL resources, and regular education aids for struggling learners that meet MTSS needs but not Special Education needs.

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.

Lack of funding in 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

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.