

# 432 Victoria State Assessment Review for Budget Considerations

## 432 Victoria District Summary

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

Some of the key barriers that must be overcome in our School District include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- 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.**

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them 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

### **(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.**

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- 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
- The teacher shortage has made it difficult to keep up with the growing demands to keep new staff and transition to teaching educators up-to-date with professional development on new curriculum resources, social emotional needs, and the demands of the state for postsecondary success.

# Victoria Elementary Building State Assessment Review

**District:** 432 Victoria

**School:** Victoria Elementary

**Building Number:** 6399

**Grades Served:** PK-6

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

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- 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
- 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
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Retaining high quality teachers in a smaller district with limited funding from at-risk dollars.

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

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them 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
- Increase funding for Pre-K programs

**(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:

- 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 school does not believe that student assessment scores should be the sole measure of student proficiency

# Victoria Jr. Sr. High School Building State Assessment Review

**District:** 432 Victoria

**School:** Victoria Jr. Sr. High School

**Building Number:** 6403

**Grades Served:** 7-12

## **(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 at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- 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
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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)
- Special Education funding shortfall has limited supports of our highest need 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
- 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.
- Disconnect between school and home; Lack of engagement from students.

## **(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 this school 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
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time

- Increase paraeducator support in special education classrooms
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Limiting measures of success for our postsecondary rate.

**(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.**

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- 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 school does not believe that student assessment scores should be the sole measure of student proficiency
- Small schools are stretched and feel it is putting undue pressure on staff and taking away from the importance of creating engaging hands-on programs (such as CTE coursework) to fully engage students on what they need.

# Building State Assessment Review

District: 432 Victoria

School:

Building Number:

Grades Served:

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

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

**(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.**

# Building State Assessment Review

District: 432 Victoria

School:

Building Number:

Grades Served:

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

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

**(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.**