

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 466 Scott County

Based upon your school's Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) 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.

Scott Hall
Board President

9-19-22
Date

School	Grades	(A) Barriers Related to Student	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Scott City Elementary	PreK-2nd	1) Students must have a strong foundation of skills entering kindergarten to build on to be successful on the state assessment. Some students enter kindergarten without any preschool participation. Students that do not have any preschool exposure may have more to learn than their peers that attending preschool to be on grade level. 2) Students that are non-English speakers or limited English speakers may have a barrier to being on grade level proficiency if they have not mastered those skills in their native language. 3) Students that have social-emotional needs that prevent them from learning presents a barrier. 4) Poor attendance is a barrier that may prevent students from being on grade level.	1) Funding preschool for all students would remove a barrier. 2) Additional funding to support ESOL students would help remove a barrier. 3) Additional funding to support students and families with SEL needs would help remove a barrier. 4) Funding to support an SRO would help investigate why students are missing school would be beneficial	This depends on the individual needs of the student. A student may have multiple barriers to overcome and will need more time than a student that is in tier 2 (needs some support) in order to move to tier 1 (on or above grade level).	Although Scott City Elementary School does not take state assessments, they provide foundational supports to impact test scores. Barriers are consistent district-wide in that our students have needs related to pre-school access, poverty, language learning, social-emotional needs, and attendance issues. The USD 466 budget includes salaries and resources for intervention staff to help students reach grade level in core subjects. Timeframe at the elementary school are related to growth in reading and math skills from the beginning to the end of the school year.

Scott City Middle School	3rd - 8th	ESL students are expected to take assessments, even when they are nowhere close to proficient in the language. We have students who move into our district from another country and a few weeks or months later, they are expected to take state assessments.	Exempt these students from taking state assessments until they test proficient on the KETPA.	Timelines for struggling students are impossible to to predict.	Scott City Middle School has the grade levels where state assessments are introduced. Barriers are consistent district-wide in that our students have needs related to pre-school access, poverty, language learning, social-emotional needs, and attendance issues. We tend to see more non-English speakers in this building. The USD 466 budget includes salaries and resources for intervention staff to help student reach grade level. There are limits to funding and adequate amount of staff at a reasonable pay rate for the importance of their expectations. We believe we can reach 100% proficiency within 10 years if more financial support is provided for intervention staff, and family supports are in place for pre-school options, language learning, and At-Risk needs (poverty, truancy, post-secondary planning).
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Scott Community High School	9th - 12th	<p>We have a few barriers that stick out at SCHS. The first is we have a number of students who do not read at grade level. We also have several ESL students with language barriers who have to take the test despite those deficiencies. The last thing that sticks out is student attendance with some students. These students missing school puts them behind in school and when it comes to testing. Funding for education being cut at the state level.</p>	<p>This past year we hired a full time at risk coordinator who is implementing reading/math interventions that target those students struggling with reading or math. It would be very beneficial if we could hire a few more ESL and at risk paras in our building to provide additional support for our students who struggle with math/reading and language barriers in the classroom. We are also hopeful that our resilience training program that we are implementing will help with attendance issues and those students who may not be motivated or try their best on the test. More funding is probably the most important thing. Education is falling behind when it comes to paying teachers and staff. There are other opportunities out there for teachers and staff to make more money and they are leaving education to pursue those options.</p>	<p>It is impossible to put a timeline on struggling students. Some will improve faster than others. They all have their own individual needs. Some may need months, others may take years.</p>	<p>At Scott Community High School, much of our work with students revolves around plans after graduation. Many of our students are honing their post-secondary plans, and their coursework prepares them for their futures. Barriers are consistent district-wide in that our students have needs related to pre-school access, poverty, language learning, social-emotional needs, and attendance issues. Budget supports are in place to provide salaries and resources to intervene with students in need. The budget also supports the work our staff does to create plans for post-secondary options. We believe we can reach 100% proficiency within 10 years if more financial support is provided for intervention staff, and family supports are in place for pre-school options, language learning, and At-Risk needs (poverty, truancy, post-secondary planning).</p>
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