



**Board of Education State Assessment Review for Budget Consideration
June 23, 2022**

(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 learning challenges that make individual education plans necessary

Some system-wide barriers also exist:

- Inadequate staffing
- Difficulty securing highly-qualified teaching candidates
- Lack of substitutes
- Professional learning cancellations due to lack of substitutes
- Administrative time spent on non-instructional requirements
- Inadequate funding for specialized services (special education, social-emotional needs)

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

SPS should continue to

- Monitor class size to reduce administrative burden on teachers
- Focus on staff recruitment, including substitutes
- Identify ways to provide support to teachers to help with paperwork so time can be spent teaching
- Explore ways to increase access to transportation
- Expand academic, behavior and social-emotional supports for students
- Expand behavior training for staff
- Provide parent education
- Provide family engagement opportunities
- Provide extended learning time
- 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 special education funding,
- universal transportation,
- strong mental health supports,
- universal full-day preschool for 3 and 4 year olds,
- early childhood learning experiences for children birth to age 3,
- supports for families, and
- funding to provide extended academic learning time,

we will have all students meeting or exceeding grade-level expectations or special education Individual Education Plan goals by 2040. This timeline would provide every child in our schools access to the educational opportunities needed to overcome learning barriers. Additional resources will be required to meet these goals.