

# Beloit Jr./Sr. High Building State Assessment Review

**District:** 273 Beloit

**School:** Beloit Jr./Sr. High

**Building Number:** 2218

**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

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

Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss

An increasing level of social emotional challenges and needs of students

High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year

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 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 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

**(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:

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

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.