

BOE STATE ASSESSMENTS REVIEW



USD 374 – Sublette Schools

2022-2023 STATE ASSESSMENTS REVIEW FOR 2023-2024 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Sublette Elementary	Kindergarten – 6 th Grade	<p>1. Our school has a 37% enrollment of English as a second language learners. As we begin our 5 year accreditation cycle, this demographic will remain an impetus for targeted strategies to increase assessment achievement.</p> <p>2. The second barrier is a 90% at-risk demographic, state qualifying identifiers, as well as free lunch designation. As with our English learners, this is the other demographic which will receive targeted strategies for increased assessment achievement. These are the primary barriers which must be overcome, in order to ensure students achieve proficiency on assessments.</p>	<p>Ensure that curriculum, and related materials, are purchased, implemented and utilized for both identified demographic groups. Additionally, we would like to have an impetus placed on, and money used in equipping them for success, for teachers to earn an English to Speakers of Other Languages endorsement for their teaching licenses. All will further the district's commitment to support at-risk students with research based curriculum, faculty, support staff and strategies.</p>	<p>Given that our district began a new 5-Year KESA cycle, we will would like our expectations, for all students to achieve proficiency on all subject areas which are assessed, to align with our building goals. We will request an annual progress report, but believe 5 years is the prudent amount of time.</p>	<p>The Board recognizes our Curriculum Director, in conjunction with our principals and steering curriculum committees, has given honest and forthright reports on USD #374 student achievement annually. The barriers, steps taken and strategies put into place, have always been reported to this body. All information, including strategies implemented, which were not as successful as thought, have been disclosed to this board as well. We stand firm in our belief that our district leaders will continue to strive for the goal of all students to meet proficiency on assessments.</p>

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Sublette Middle School	7 th – 8 th Grades	<p>1. Our school has an 11% enrollment of English as a second language learners. As we enter a new accreditation cycle, this demographic will remain an impetus for targeted strategies, to increase assessment achievement.</p> <p>2. The second barrier is a 58% at-risk demographic, using state qualifying identifiers, as well as free lunch designation. As with our English learners, and our 18% special needs students are the other demographics which will receive targeted strategies for increased assessment achievement. These are the primary barriers which must be overcome, in order to ensure students achieve proficiency on assessments.</p>	<p>Ensure that curriculum, and related materials, are purchased, implemented and utilized for both identified demographic groups. Additionally, we would like to have an impetus placed on, and money used in equipping them for success, for teachers to earn an English to Speakers of Other Languages endorsement for their teaching licenses. All will further the district's commitment to support at-risk students with research based curriculum, faculty, support staff and strategies.</p>	<p>Given that our district began a new 5-Year KESA cycle, we would like our expectations, for all students to achieve proficiency on all subject areas which are assessed, to align with our building goals. We will request an annual progress report, but believe 5 years is the prudent amount of time.</p>	<p>The Board recognizes our Curriculum Director, in conjunction with our principals and steering curriculum committees, has given honest and forthright reports on USD #374 student achievement annually. The barriers, steps taken and strategies put into place, have always been reported to this body. All information, including strategies implemented, which were not as successful as thought, have been disclosed to this board as well. We stand firm in our belief that our district leaders will continue to strive for the goal of all students to meet proficiency on assessments.</p>

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Sublette High School	9 th -12 th Grades	<p>1. Our school has a 18% enrollment of English as a second language learners. As we enter a new accreditation cycle, this demographic will remain an impetus for targeted strategies, to increase assessment achievement.</p> <p>2. The second barrier is a 48% at-risk demographic. As with our English learners, this demographic will receive targeted strategies for increased assessment achievement.</p> <p>3. The third barrier is an 8% special needs demographic; they, too, will receive targeted strategies for increased assessment achievement.</p> <p>These are the primary barriers which must be overcome, in order to ensure students achieve proficiency on assessments.</p>	<p>Ensure that curriculum, and related materials, are purchased, implemented and utilized for both identified demographic groups. Additionally, we would like to have an impetus placed on, and money used in equipping them for success, for teachers to earn an English to Speakers of Other Languages endorsement for their teaching licenses. All will further the district's commitment to support at-risk students with research based curriculum, faculty, support staff and strategies.</p>	<p>Given that our district began a new 5-Year KESA cycle, we will would like our expectations, for all students to achieve proficiency on all subject areas which are assessed, to align with our building goals. We will request an annual progress report, but believe 5 years is the prudent amount of time.</p>	<p>The Board recognizes our Curriculum Director, in conjunction with our principals and steering curriculum committees, has given honest and forthright reports on USD #374 student achievement annually. The barriers, steps taken and strategies put into place, have always been reported to this body. All information, including strategies implemented, which were not as successful as thought, have been disclosed to this board as well. We stand firm in our belief that our district leaders will continue to strive for the goal of all students to meet proficiency on assessments.</p>