

# BOE STATE ASSESSMENTS REVIEW

2023-2024 STATE ASSESSMENTS REVIEW FOR 2024-2025 BUDGET CONSIDERATIONS



## USD 374 – Sublette Schools

Based upon your schools 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.

Board President

9-9-24

Date

# BOE STATE ASSESSMENTS REVIEW

USD 374 – Sublette Schools



2023-2024 STATE ASSESSMENTS REVIEW FOR 2024-2025 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	Pre-Kindergarten – 6 <sup>th</sup> Grade	<p>1. Our school has a 40% enrollment of English as a second language learners. As we begin the 2<sup>nd</sup> year of 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 91.7% 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 is now in the 2<sup>nd</sup> year of a 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 Directors, in conjunction with our principals and steering curriculum committees, have 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>

# BOE STATE ASSESSMENTS REVIEW



USD 374 – Sublette Schools

2023-2024 STATE ASSESSMENTS REVIEW FOR 2024-2025 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Sublette Middle School	7 <sup>th</sup> – 8 <sup>th</sup> Grades	<p>1. Our school has a 14% enrollment of English as a second language learners. As we begin the 2<sup>nd</sup> year of 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 61% at-risk demographic, using state qualifying identifiers, as well as free lunch designation. As with our English learners, and our 22% 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 is now in the 2<sup>nd</sup> year of a 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 Directors, in conjunction with our principals and steering curriculum committees, have 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>

# BOE STATE ASSESSMENTS REVIEW



USD 374 – Sublette Schools

2023-2024 STATE ASSESSMENTS REVIEW FOR 2024-2025 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Sublette High School	9 <sup>th</sup> -12 <sup>th</sup> Grades	<p>1. Our school has a 16% enrollment of English as a second language learners. As we enter our 2<sup>nd</sup> year of a 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 53% 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 9% 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 is now in the 2<sup>nd</sup> year of a 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, have 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>