

351 Macksville State Assessment Review for Budget Considerations

351 Macksville District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- High percentage/number of free and reduced students and increased poverty rate
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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)
- Lack of or limited access to community health services and mental health services
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- 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

(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 our district 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
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Increase funding for Pre-K programs

(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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our district 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.

Macksville High School Building State Assessment Review

District: 351 Macksville

School: Macksville High School

Building Number: 4200

Grades Served: 7-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- High percentage/number of free and reduced students and increased poverty rate
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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)
- Lack of or limited access to community health services and mental health services
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
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- 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

(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
- Increase funding for Pre-K programs

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Macksville Grade School Building State Assessment Review

District: 351 Macksville

School: Macksville Grade School

Building Number: 4196

Grades Served: PreK-6

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- High percentage/number of free and reduced students and increased poverty rate
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- 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

(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
- Increase funding for Pre-K programs

(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.

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