

## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

**District: 214 Ulysses**

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.

  
Clay Scott  
Board President

8/8/22  
Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Building 1- UHS	9-12	Attendance and Chronic Absenteeism, Recruitment and retention of highly qualified certified staff, Alignment of student learning outcomes with state standards	Decrease student to staff ratio by increasing certified and classified staff, Alllocate money for resources (digital resources, technology, tools, etc.)	Although I believe it is unrealistic to believe that each student will achieve grade level proficiency, I believe it will take 10-15 years for these budget considerations to sufficiently impact student learning and achievement. Poverty and English Language Learning has a significant impact on student performance. These obstacles are incredibly difficult to overcome and sometimes outside of the scope of our educational systems.	Board revised on August 8, 2022.
Building 2- KMS	6-8	Attendance, Chronic Absenteeism, Generational Poverty, ELL, Recruitment and Retention of highly qualified certified staff. Alignment of student learning outcomes with state standards	"Fully funding Special Education to allow for local allotment of funds to address local needs. Allocating more money towards bus transportation for in town to increase attendance."	This is an unrealistic goal. Never will each student achieve a 3 proficiency on state assessments. For tier 2 students and the above actions implemented, a building might see the impact in 3-5 years.	Board revised on August 8, 2022.
Building 3- Sullivan	3-5	Attendance, parent engagement, trained-certified staff, recruitment and retention. Improved standards based instruction using effective instructional strategies.	Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or resources	(K-12) Full educational cycle per student.	Board revised on August 8, 2022.
Building 4- Hickok	PK-2	Attendance and parent engagement and trained/certified staff. Recruitment and retention. Improved standards based instruction using effective instructional strategies	Fully fund SPED (state); allocate more money to bus routes; decrease student to teacher ratio; analyze use and effectiveness of purchased resources	This is an unrealistic goal. Never will EACH student achieve grade level proficiency. For tier 2 students and the above actions implemented, a building might see the impact in 3-5 years.	Board revised on August 8, 2022.