

308 Hutchinson State Assessment Review for Budget Considerations

308 Hutchinson District Summary

(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 in our School District include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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
- Increased instructional support
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increased funding for excess costs of Special Education
- Allocating budget to focus on prevention, identification, 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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 district does not believe that student assessment scores should be the sole measure of student proficiency.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Hutchinson Magnet School at Allen Building State Assessment Review

District: 308 Hutchinson

School: Hutchinson Magnet School at Allen

Building Number: 3101

Grades Served: K-6, PK (w/IEP)

(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
- High percentage/number of free and reduced students and increased poverty rate
- High percentage of EL students receiving ESL/ESOL supports and services
- An increasing level of social emotional challenges and needs of students
- 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.

(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 instructional support
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Faris Elementary Building State Assessment Review

District: 308 Hutchinson

School: Faris Elementary

Building Number: 3106

Grades Served: K-8,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- High or increased levels of homeless students and families and foster care families
- 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
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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
- Increased instructional support
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Graber Elementary Building State Assessment Review

District: 308 Hutchinson

School: Graber Elementary

Building Number: 3108

Grades Served: K-6,PK (w/IEP),PK,PKAR (3 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- Special Education funding shortfall has limited supports of our highest need students
- 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
- 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.

(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
- Increased funding to expand extended school year and summer school programs for students
- 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Lincoln Elementary Building State Assessment Review

District: 308 Hutchinson

School: Lincoln Elementary

Building Number: 3114

Grades Served: K-6,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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 instructional support
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

District: 308 Hutchinson

School: McCandless Elementary

Building Number: 3116

Grades Served: K-6,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- High or increased levels of homeless students and families and foster care families
- 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
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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 instructional support
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students
- 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Morgan Elementary Building State Assessment Review

District: 308 Hutchinson

School: Morgan Elementary

Building Number: 3118

Grades Served: K-6,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- Special Education funding shortfall has limited supports of our highest need students
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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 instructional support
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Wiley Elementary Building State Assessment Review

District: 308 Hutchinson

School: Wiley Elementary

Building Number: 3124

Grades Served: K-6,PK (w/IEP),PKAR (3 YO)

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- Special Education funding shortfall has limited supports of our highest need students
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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 instructional support
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Hutchinson Middle School 7 Building State Assessment Review

District: 308 Hutchinson

School: Hutchinson Middle School 7

Building Number: 3139

Grades Served: 7-8

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- Special Education funding shortfall has limited supports of our highest need students
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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
- Increased instructional support
- Additional substitute teachers for teacher release time
- 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Hutchinson Middle School 8 Building State Assessment Review

District: 308 Hutchinson

School: Hutchinson Middle School 8

Building Number: 3130

Grades Served: 7-8

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- 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
- High levels or an increase in absenteeism among our student population
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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
- Increased instructional support
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Hutchinson High School Building State Assessment Review

District: 308 Hutchinson

School: Hutchinson High School

Building Number: 3134

Grades Served: 7-12,PK (w/IEP),PK,DC

(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
- High percentage/number of free and reduced students and increased poverty rate
- 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
- High or increased levels of homeless students and families and foster care families
- 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
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- High levels or an increase in absenteeism among our student population
- 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
- 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.

(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
- Increased instructional support
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students
- 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.

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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.

Hutchinson Virtual School Building State Assessment Review

District: 308 Hutchinson

School: Hutchinson Virtual School

Building Number: 3149

Grades Served: K-12,NG

(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:

- High percentage/number of free and reduced students and increased poverty rate
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of or limited access to community health services and mental health services
- 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
- We believe using one assessment score is not an accurate measure of student success.

(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

(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 prevents us from being able to guarantee a date when all students will meet a single level of proficiency.
- 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.
- There are many factors that affect student success, such as trauma, poverty, mental health and student disabilities, so giving a time estimate on things that consistently change, is not a realistic practice of our district.