

BOE STATE ASSESSMENTS REVIEW

2024-2025 STATE ASSESSMENTS REVIEW FOR 2026-2027 BUDGET CONSIDERATIONS



USD 110 Thunder Ridge 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.

The amount of time the board estimates it will take for each student to achieve staff, align curriculum, and address scheduling and redirecting support positions and programs.

After a year should see noticeable operational and instructional improvements.

- (A) Years 2-3 we expect to begin to see clear evidence of academic impact. The plan is to reinvest the savings from the consolidation to meet student needs and could expect to see improvements in reading and math proficiency. Better behavior and attendance. grade level proficiency on the state assessments if the budget actions would be implemented.

Staci Foreman

9-14-2026

Board President Signature

Date

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School	Grade s Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Thunder Ridge ElemenTary	K-3	Staffing is becoming an increasing problem for our district. Socio-economic needs are increasing, there has been a significant decline in student population, and a high percentage of students come from low income families. Budget constraints caused by occupying 3 buildings reduces the money available to provide the necessary programs and personnel that directly impact students. Finding qualified teachers and staff is very difficult.	Consolidating the K-3 and 4-6 grades will allow the district ot reduce costs associated with operating and staffing multiple elementary buildings. The resulting savings can be redirected toward the staffing and student support services needed to help students grow academically, socially, and emotionally. This approach allows the district to move resources away from maintaining separate facilities and toward the people and programs that directly serve students.	First 6-12 months is a period of transition and stabilization. This time will allow for establishing new routines, and how to best use. How to best use staff and support personnel, address building and instructional expectations, and build relationships among staff. Begin directing any savings towards student support. Year 1 Indicators: Should start to see noticeable operational and instructional improvements in staff collaboration, student intervention, communication, scheduling, and consistency of expectations and instructional practices. Years 2-3 measurable outcomes.	

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Thunder Ridge Middle School	PrK/4-8	Staffing is becoming an increasing problem for our district. Socio-economic needs are increasing, there has been a significant decline in student population, and a high percentage of students come from low income families. Budget constraints caused by occupying 3 buildings reduces the money available to provide the necessary programs and personnel that directly impact students. Finding qualified teachers and staff is very difficult	Consolidating the K-3 and 4-6 grades will allow the district ot reduce costs associated with operating and staffing multiple elementary buildings. The resulting savings can be redirected toward the staffing and student support services needed to help students grow academically, socially, and emotionally. This approach allows the district to move resources away from maintaining separate facilities and toward the people and programs that directly serve students	First 6-12 months is a period of transition and stabilization. This time will allow for establishing new routines, adn how to best use How to best use staff and support personnel, address building and instructional expectations, and build relationships among staff. Begin directing any savings towards student support. Year 1 Indicators: Should start to see noticeable operational and instructional improvements in staff collaboration, student intervention, communication, scheduling, and consistency of expectations and instructional practices. Years 2-3 measurable outcomes.	

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Thunder Ridge High School	9-12	Student engagement, absenteeism, retention, and social-emotional issues are barriers to meeting student needs. Some students are becoming disconnected from school, and families are choosing homeschooling as an alternative to the traditional school setting. These concerns have a direct impact on student achievement, graduation rates, school culture, and the long-term enrollment of the school. The school should go beyond simply addressing individual attendance problems, and develop a comprehensive student engagement and retention system.	The district should use its resources to make school more relevant, connected, and responsive to individual student needs. Resources need to be directed towards programs and staff that ensure that every student has a reason to attend school, an adult who knows and supports them, a pathway to graduation, and a clear understanding of how their education connects to their future.	3 years. Success should be measured through attendance, student engagement, course completion, discipline, graduation rates, student surveys, participation in activities, and the number of students that remain enrolled in the district rather than leaving for alternative educational settings.	

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