

2024-2025 State Assessments Review for 2025-2026 Budget Considerations

District: 248

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

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments	
USD 248 - District State Assessment Review	District PreK-12	<p>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:</p> <ul style="list-style-type: none"> • 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 • 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 • Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss • High numbers or increasing numbers of single parent families • 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 • Diminishing local control limits our ability to provides supports and services specific to our student and community population • 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, especially because assessments are written in a way to avoid 100% success for every assessment participant. 	<p>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:</p> <ul style="list-style-type: none"> • Increased salary to recruit and retain high quality certified and classified staff • Increased funding to expand extended school year and summer school programs for students • Maintain low teacher/pupil ratio for greater individualized instruction • Increase funding for Pre-K programs • Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues 	<p>While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:</p> <ul style="list-style-type: none"> • 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. • The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. • 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 • Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% 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. 		
RVH Elementary School	PreK-5					
Girard Middle School	6-8					
Girard High School	9-12					