

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

District:	248	Bldg #	1260	Grades Served:	6-8
School:	Girard Middle School				

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

Barriers for each student include many different things, and can not be narrowed down to just one simple solution. Each student has different needs and abilities. Some factors that make it hard for students to achieve at grade level include socioeconomic status, mental health concerns, home life, anxiety, stress, test anxiety, lack of academic abilities, lack of motivation, lack of focus. These are a few factors that may make it hard for students to achieve. Many of the reasons that students are not proficient are not school related. In order for a student to be successful at school, there needs must be met at home. Most students who do not see improvement or are not proficient have dysfunction at home, there needs are not met at home, or have had trauma that get in the way of them being successful at school.

(B) Identify the budget actions that should be taken to address and remove those barriers.

(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

I would anticipate that it will be a continued work in progress to see that all students achieve at grade level proficiency. Many factors can contribute to a poor test score, including having a bad morning before school, not getting enough sleep at home, as well as other factors beyond the scope of school. Because of so many factors, many outside the control of school I do not know how long it would take for all students to achieve grade level proficiency. It is difficult to place a timeline on achieving grade level proficiency. Students learn differently from one another, the way they respond to interventions varies, it takes a lot of time and dedication to discover the best support for each individual child. Our goal is monitor data closely and ensure student trend lines continue to move forward and toward the benchmark. With each new data point, we evaluate and review student growth, making adjustments as needed. I cannot put a definite timeframe into this process, each child is different and, as educators, we have to be reflective and adjust our instruction daily. Students need to conference with their teacher often to reflect on their progress toward the goal, discussing their role as the student and what they need to also be doing to continue growth. We, as educators, can determine what is needed for each child to be successful and work toward proficiency. However, it is difficult to place a specific amount of time on reaching proficiency for each child, many factors play a part on student success, we need to focus on differentiating to meet their needs, support them in all areas (academic, mental health, behavior) and ensure students are moving toward the goal.