

# FY24: 499 Galena State Assessment Review for Budget Considerations

## 499 Galena District Summary

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

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:

- 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)
- Lack of or limited access to quality Pre-K education
- 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 numbers or increasing numbers of single parent families
- 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
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Diminishing local control limits our ability to provide 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.

**(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
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- 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

**(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 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.

# Spring Grove Primary Center Building State Assessment Review

**District:** 499 Galena

**School:** Spring Grove Primary Center

**Building Number:** 8268

**Grades Served:** PreK-2

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

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- 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
- 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)
- Lack of or limited access to quality Pre-K education
- 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 numbers or increasing numbers of single parent families
- 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
- Lack of, limited, or difficulties in engaging parents in the educational process
- Diminishing local control limits our ability to provide 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
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**(B) Identify the budget actions that should be taken to address and remove those barriers.**

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- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Increase paraeducator support in special education classrooms
- 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, 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.**

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- 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
- 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.

# Liberty Elementary Building State Assessment Review

**District:** 499 Galena

**School:** Liberty Elementary

**Building Number:** 8264

**Grades Served:** 3-5

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- Additional substitute teachers for teacher release time
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# Galena Middle School Building State Assessment Review

**District:** 499 Galena

**School:** Galena Middle School

**Building Number:** 8270

**Grades Served:** 6-8

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# Galena High School Building State Assessment Review

**District:** 499 Galena

**School:** Galena High School

**Building Number:** 8274

**Grades Served:** 9-12

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