

2021-2022 State Assessments Review for 2023-2024 Budget Considerations

District: 225 Fowler	Bldg #	Grades Served:
School: Fowler Elem	0684	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

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

There is a discrepancy between FastBridge math data and state assessment math data. FastBridge indicates very few students needing math intervention. However, the state assessment indicates a high percentage of students in Level 2 for the past two years. We need to identify and address this discrepancy so that we are identifying ways to intervene with the students who are scoring in Level 2. We also need to finish the math curriculum review process and make an adoption for school year 2024-2025.

ELA assessment data indicates adequate progress toward proficiency. However, our tiered reading intervention is highly dependent upon an employee currently paid with ESSER funds. Continuation of this position past 2023-24 would require a different source of funds.

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

Addressing the discrepancy will require team collaboration which can be completed during inservice days and/or after school meetings paid with ESSER funds. Budget will need to be available for math curriculum adoption and training.

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(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.

Goals for both ELA and Math
 15% and Level 2- 35%
 30%
 2027: Level 1- 0% and Level 2- 20%

2024: Level 1-
 2025: Level 1- 10% and Level 2-
 2026: Level 1- 5% and Level 2- 25%