

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>USD 249</u>	Bldg #	Grades Served:
School: <u>Frontenac Jr. High</u>	1291	6-8

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

We need to provide students with supports in areas where they show weakness academically. Having more interventionists, aides and others who can work individually and in small groups would be a big help to meet the needs of students and bringing them closer to grade level.

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

When possible, we need to hire more people who work on skill gaps with students. These interventionists would have the time to work one on one or in small groups, so students can gain a better understanding of the skills they need to be successful. We do have plans for this school year to work with students in small groups for math and reading. This is an extra time that our students will receive to help them improve.

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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.

If a student is capable of reaching grade level proficiency, it would take approximately three years to see the growth we want to be at grade level. It will take a partnership between school and parents to help get to and maintain grade level growth. The reality is that the state assessment is a one time test, given in the spring is not going to determine if a student is at grade level. We can measure growth by looking at a variety of testing and progress monitoring done over a school year.