

2021-22 State Assessment Review for 2023-24 Budget Considerations

District: <u>USD 249 District</u>	Bldg #	Grades Served:
School: <u>Frontenac Sr. High School</u>	1293	9-12,NG

(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:

- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- 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
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- 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
- High levels or an increase in absenteeism among our student population
- 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.

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

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increase funding for Pre-K programs

(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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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:

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.

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District: <u>249 Frontenac Public Schools</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 continue to provide students with support in the areas where they show weakness academically and Socially/Emotionally. We did hire an interventionist to work with students and we structured our MTSS program better for each grade level. Having more aides to work with students in small groups or individually on skills would be a benefit for our struggling students.

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

When possible, we need to hire more people to work with students who have learning gaps that need to be addressed. These interventionists would have the time to work individually with students, or in small groups. We could also use another school based therapist. This would assist with the larger number of students who are presenting more mental health needs.

(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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District: 249 Frontenac Public Schools	Bldg #	Grades Served:
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Our goal over the next two years is to reduce the number of students in level one and move more students into levels three and four. We are seeing academic gaps filled with our new programs, and improvement on grades with students. We are using more assessments that can help monitor student progress and areas for improvement. IXL, FastBridge, Brain Pop, and others help our teachers monitor the improvement in student growth. Reaching proficiency on state assessments is also a product of the home environment. We appreciate our parent partners, but we can't control that aspect of the testing process.

2021-22 State Assessment Review for 2023-24 Budget Considerations

District: 249 Frontenac Public Schools	Bldg #	Grades Served:
School: Frank Layden Elem	1287	K-5,PK (w/IEP),PK,DC,PKA R (4 YO)

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

We continue to strive to bridge the gaps for our students who are at disadvantages whether due to economic disadvantages or disabilities. To bridge the gaps using resources that target specific skills is needed for interventions. We are working on using resources that are research based as well as meet the needs of our students. Data collaboration days continue to help drive the conversation of what gaps we see and what resources we need.

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

To address and remove the barriers we would need to provide more professional development that is specific to our teachers needs (not just as a whole building but what do individual teachers need). We need to also continue to monitor and analyze current practices to see what is working and what needs to stop. With additional funding we can bring in more staff (keep class sizes low and work with smaller groups), purchase programs and resources that are specific to our students' needs.

(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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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. The reality is that 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.