

492 Flinthills State Assessment Review for Budget Considerations

492 Flinthills District Summary

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

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

- High percentage/number of free and reduced students and increased poverty rate
- 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)
- Lack of or limited access to community health services and mental health services
- 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
- 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.
- Lack of, limited, or difficulties in engaging parents in the educational process
- 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 School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

- 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
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- 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:

- 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.

Flinthills Primary School Building State Assessment Review

District: 492 Flinthills

School: Flinthills Primary School

Building Number: 8038

Grades Served: Pk-2

(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 this school include, but are not limited to:

- High percentage/number of free and reduced students and increased poverty rate
- 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)
- Lack of or limited access to community health services and mental health services
- 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
- An increasing level of social emotional challenges and needs of students

(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 this school 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
- Increased funding and time for staff development
- Increased funding to expand extended school year and summer school programs for students
- 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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- 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.

Flinthills Intermediate School Building State Assessment Review

District: 492 Flinthills

School: Flinthills Intermediate School

Building Number: 8046

Grades Served: 3-5

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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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- 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)
- 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
- 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
- An increasing level of social emotional challenges and needs of students
- 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.

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:

- 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
- Increase paraeducator support in special education classrooms
- 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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Flinthills Middle School Building State Assessment Review

District: 492 Flinthills

School: Flinthills Middle School

Building Number: 8050

Grades Served: 6-8

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- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- 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)
- Lack of or limited access to quality Pre-K education
- 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
- 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.
- Lack of, limited, or difficulties in engaging parents in the educational process
- 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.

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- 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

- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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Flinthills High School Building State Assessment Review

District: 492 Flinthills

School: Flinthills High School

Building Number: 8051

Grades Served: 9-12

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- High percentage/number of free and reduced students and increased poverty rate
- 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)
- 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
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Lack of, limited, or difficulties in engaging parents in the educational process
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