



Glen Rose School District

Report to the Public
October 17, 2022

Topics of Presentation

- District Act Aspire Test Data from 2019-2022
- Mission Statement/Goals
- District Improvement Plans
- Federal Funds/Planned Expenditures
- Testing Dates
- Children's Internet Protection Act

District ACT Aspire Data (Grades 3-10)

MATH (2022)

Percentage of students who scored Ready and Exceeding

Combined Population

46.46%

State Percentage = 38.52%

MATH (2021)

Percentage of students who scored Ready and Exceeding

Combined Population

41.87%

State Percentage = 37%

**No scores in
2020 due to
COVID-19**

District ACT Aspire Data (Grades 3-10)

SCIENCE (2022)

Percentage of students who scored Ready and Exceeding

Combined Population

33.84%

State Percentage = 35.71%

SCIENCE (2021)

Percentage of students who scored Ready and Exceeding

Combined Population

35.32%

State Percentage = 35%

**No scores in
2020 due to
COVID-19**

District ACT Aspire Data (Grades 3-10)

ENGLISH (2022)

Percentage of students who scored Ready and Exceeding

Combined Population

61.45%

State Percentage = 63.99%

ENGLISH (2021)

Percentage of students who scored Ready and Exceeding

Combined Population

66.72%

State Percentage = 65%

**No scores in
2020 due to
COVID-19**

District ACT Aspire Data (Grades 3-10)

READING (2022)

Percentage of students who scored Ready and Exceeding

Combined Population

32.32%

State Percentage = 38.45%

READING (2021)

Percentage of students who scored Ready and Exceeding

Combined Population

30.73%

State Percentage = 35%

**No scores in
2020 due to
COVID-19**

District ACT Aspire Data (Grades 3-10)

School Performance Adjusted ESSA School Index Score**

Elementary School

69.64

State Average = 67.28

2021

69.52

State Average = 66.93

Middle School

66.75

State Average = 66.88

2021

67.01

State Average = 65.87

High School

64.37

State Average = 64.02

2021

63

State Average = 63.25

99% or more of students
in all three schools were
tested in the spring of
2022.

Each of our schools were assigned
a letter grade of

C

All school data can be found at myschoolinfo.arkansas.gov.

****ESSA School Index Score information is located at the end of this presentation.**

Mission and Goals

Mission Statement

The Glen Rose School District is committed to providing a safe environment, teaming with parents and community, promoting academic excellence and empowering students with the tools, knowledge, technological skills and visions to prepare students to become contributing citizens in our society and the world...every day and in every classroom.

Vision Statement

The Glen Rose School District works to empower our students with skills needed to be successful at each stage in their educational careers and beyond. The students will be able to be productive citizens in their communities.

Goals

The Glen Rose School District will work to provide early and intensive intervention for students not making progress or demonstrating loss of learning due to the pandemic.

The Glen Rose School District will work with all students to prepare them for post-secondary opportunities in the college and/or career paths.

The Glen Rose School District will work to provide opportunities for parents, families and community to work together to support and help educate students.

A guaranteed and viable curriculum will be aligned to the Arkansas Academic Standards for all Glen Rose School District students in grades K – 12. Multiple methods of instruction will be used in a face-to-face learning environment to provide our students with equitable opportunities to prepare them to be successful.

District Improvement Plan

Improving Schools in the District

The district will support each school by reallocating resources to support school, staff, and instructional improvement. This will be done through needs assessment, recommendations and evaluations.



District Improvement Plan

Face-to-Face Instruction

Glen Rose School District will focus on face-to-face instruction with teacher/student interaction to provide an equitable learning environment for all students. Educators will utilize a variety of instructional techniques to support all types of learners.



Enhanced Literacy Instruction

All teachers will continue to implement strategies learned in the Science of Reading professional development to help increase student achievement in literacy. Student data from a variety of assessments will be analyzed to determine areas of weakness. Teachers in all subject areas will help increase literacy achievement by using a variety of techniques.

District Improvement Plan

Professional Learning Communities

Glen Rose Schools will continue to work in professional learning communities (PLCs) to share ideas to enhance student learning, work together to implement new teaching strategies, and collaborate to determine curriculum and instructional changes needed to help increase student achievement.

Data Analysis

Glen Rose teachers and staff will analyze periodic and summative assessments such as Renaissance STAR, NWEA Map Growth, and ACT Aspire to determine strengths and weaknesses in the curriculum. Staff and administration will use the data to determine what new programs and strategies need to be implemented to increase student learning.



FEDERAL FUNDING CATEGORIES

- Title I, Part A
- Title II, A
- Title IV - Student Support and Academic Achievement
- Title V - Rural Education Achievement Program
- ESSER I & II
- ARP ESSER

FEDERAL FUNDING - Title I

Title I

2022-2023 Allocation with transfers	\$ 339,054.55
Carryover	\$ 145.64

Planned Expenditures

Salaries and Benefits for:

- ❖ Two (2) Elementary Instructional Interventionists (Math & Literacy)
1 @ Full Time Equivalence and 1 @ 0.89 Full Time Equivalence
- ❖ Seven (7) Elementary Paraprofessionals
7.00 @ Full Time Equivalence

FEDERAL FUNDING - Title I

Title I, continued

Welfare (Homeless) \$ 2,501.57

Purchase I-Station software \$ 7,095.00

- For working with students in Grades K-4 on RTI and Haggerty Phonemic Awareness

Promethean ACTIVpanel Titanium Boards (6) \$ 26,645.00

- Interactive whiteboards to replace the outdated Smartboards and projectors. Allows teachers and students to project from computer/chromebook and interact using touch or specialized pens.

Transferred Into Title I from:

Title IV-A \$17,551.68

FEDERAL FUNDING - Title II, A

Title II funds are to be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

Title II, A

2022-2023 Allocation \$40,330.86

Carryover \$ -0-

Transfer in from Title IV \$10,400.09

Planned Expenditures

Funds will be used to pay for 1.0 FTE teacher for 2nd grade class size reduction (includes salary and benefits).

FEDERAL FUNDING - Title IV, A

Student Support and Academic Enrichment (SSAE) – These funds are to 1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV-A

2022-2023 Allocation

\$27,244.78

Carryover

\$ 706.99

Transfer out \$17,551.68 to Title I

Transfer out \$10,400.09 to Title IIA

These funds will be transferred to Title I and Title V to help pay literacy and math interventionists, technology and supplies to support a well-rounded education for all Elementary and Middle school students.

FEDERAL FUNDING - Title V (REAP)

The Title V Rural Education Achievement Program (REAP)/Rural Low Income Schools (RLIS) is designed to assist rural school districts in using federal resources to improve the quality of instruction and student academic achievement.

Title V

2022-2023 Allocation with Transfer	\$28,330.61
Carryover	\$ -0-

These funds will be used to pay an instructional assistant at Glen Rose Middle School to support the dyslexia intervention program and the Middle School Literacy Interventionist in providing intervention strategies with children for specified areas of weakness in literacy. Title V funds will also be used to purchase needed supplies to support this literacy support program.

FEDERAL FUNDING - ESSER Funds

Elementary and Secondary School Emergency Relief (ESSER)

DEADLINES:

ESSER I funds must be spent by September 30, 2022.

ESSER II funds must be spent by September 30, 2023.

ESSER I & ESSER II

These funds were spent in the school years 2020-2021 and 2021-2022

FEDERAL FUNDING - ESSER Funds

Elementary and Secondary School Emergency Relief (ESSER)

Funds must be spent by September 30, 2024

ARP ESSER

Glen Rose Allocation \$2,687,894.51

Requirement: 20% set aside to address loss of learning \$537,578.90

These funds will be used for:

- School facility repairs and improvements to reduce risk of COVID-19 transmission and exposure and support student health needs.
- Accelerate learning: Literacy and Math Coaches and before/after school programs
- Technology that support learning
- Additional pay to support recruitment and retention of of a diverse and qualified educator workforce.
- Continue operations without disruption including employment, programs and addressing budget shortfalls.

Testing Dates for 2022-2023

Renaissance STAR (Grades K-2)	FALL	September 6 - September 30
	WINTER	January 2 - January 27
	SPRING	April 17 - May 12
NWEA Map Growth (Grades 3-10)	FALL	August 30 - September 16
	WINTER	January 23 - February 17
DLM (Dynamic Learning Maps) Alternate Assessment (Grades 3-11)	FALL	September 12 - December 16
	SPRING	February 6 - May 19
ACT Aspire Summative (Grades 3-10)	April 17 - May 19	
ACT (Grade 11)	February 28	
ELPA21 Summative	March 6 - April 14	
Arkansas Civics Exam	November 15 & April 11	
WorkKeys	Fall	September 12 - December 15
	Spring	February 21 - May 19

**Students in Grades 10-12 shall be given the opportunity to take a single administration before they graduate of the WorkKeys assessment which consists of Applied Math, Graphic Literacy, and Workplace Documents.*

Children's Internet Protection Act

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Children's Internet Protection Act, cont.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.
- Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.
- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

**ESSA School Index (provided by DESE)

The ESSA School Index is made up of multiple, robust indicators which are outlined in detail below. These indicators are weighted according to the grade span of the school and are available for seven reporting subgroups of students. Arkansas tested 98.84% of students in ELA and 99.03% of student in Mathematics in 2022 which indicates a participation rate similar to that of pre-pandemic year. 59.40% of schools improved their ESSA School Index score in 2022.

ESSA School Indicators

Achievement is a measure of what the students at a school know and are able to do in ELA and Math. Weighted Achievement counts for 35% of the ESSA School Index regardless of the grade span of the school.

Value-Added Growth is made up of Content Growth and English Language Proficiency Growth and is proportional to the number of English Learners enrolled in the school. 1) Content Growth is a measure of a student's progress in ELA and Math over time. 2) English Language Proficiency Growth is a measure of an English Learner's progress towards proficiency in the use of the English Language over time. 3) If there are zero English Learners in the school, the Value-Added Growth score comes strictly from the Content Growth Score. 4) If all the students in your school are English Learners, then the Content Growth is averaged equally with the English Language Proficiency Growth score. 5) Value-Added Growth counts for 50% of the ESSA School Index for Elementary and Middle School grade spans and for 35% of the ESSA School Index for High School grade spans.

School Quality and Student Success indicator focuses on student access, readiness, and success in college, career, and life. The eleven components within this indicator vary by grade span but may include: Student Engagement, Reading at Grade Level, Science Achievement, Growth in Science Achievement, On-Time Credits, GPA, Computer Science Credits, Community Service Learning. 1) The School Quality and Student Success indicator counts for 15% of the ESSA School Index regardless of the grade span of the school.

Graduation Rates are calculated for 4-Year and 5-Year Cohorts. 1) 4-Year graduation rates count for 10% of the ESSA School Index for High School grade span ONLY. 2) 5-Year graduation rates count for 5% of the ESSA School Index for High School grade span ONLY.

Family and Community Input

Open for questions or comments concerning topics in this presentation.

- Federal budgets and expenditures
- Testing data
- School Improvement
- Family school engagement



Parents, family and community are welcome to view all school data at
myschoolinfo.arkansas.gov.



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