

Magazine Public Schools

Annual Report to the Public

February 9, 2023

Accreditation

Report Status:

- Fully Accredited
- No Exceptions

Facts & Figures

- **Current District enrollment: 439 students**
 - **73% qualify for free or reduced lunches**
 - **59% State average**
- **Certified employees (have a teaching license): 50**
- **Total Number Proficient or Above in TESS: 50**
- **Certified National Board Teachers: 0**
- **Beginning teacher salary: \$36,000 (FY 2023)**
- **Average teacher salary: \$43,596.83 (FY 2022)**
- **District's assessment: \$35,802,628**
 - **Up about \$1,729,255 from the previous year**
- **Annual Foundation Funding: \$5,349.82 per student**
- **Total per pupil spending: \$13,214.86**
- **Annual budget of approximately: \$5,077,411.84**
- **Value of facilities and contents: \$30,524,468.66**

Title Funds

<u>Fund Title</u>	<u>FY2122 Allocation</u>	<u>FY2223 Allocation</u>	<u>Increase/ (decrease)</u>
TITLE I	\$163,631.25	\$158,383.23	\$(5,248.02)
TITLE IIA, PART A	\$16,442.29	\$20,618.64	\$4176.35
TITLE IV	\$12,113.14	\$12,292.70	\$179.56
TITLE VIB (Special Education)	\$142,748.76	\$135,577.40	\$(7,171.36)

Transfers

2022-2023, 2021-2022 No students transferring under unsafe school provision

2022-2023: 26 students transferring into the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

2022-2023: 31 students that transferred out of the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act (**24 of these students have never attended Magazine Schools**)

2021-2022: 35 students transferring into the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

2021-2022: 17 students that transferred out of the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

Data with Comparisons to State

- School safety: Fire drills, earthquake, tornado drills, active shooter simulations and door lock checks are on a scheduled cycle and performed
- Average daily attendance rates (ADA) for students :
 - 92.61%

98% ADA = little chronic attendance

95% ADA = moderate chronic attendance

93% ADA = significant chronic attendance

Graduation rate:

- 4 year cohort 94.12% (88.22% State)
- 5 year cohort 90.38% (89.91% State)

Drop out rate: 0.45%

College Remediation rate: 77.8%

Number of students in grades 9-11 who took the ACT: 29

Data Comparisons to the State

District Act Aspire Overall Achievement Rates Ready and Exceeding Comparison to the State

English District	English State	Reading District	Reading State	Math District	Math State	Science District	Science State
61%	64%	36%	39%	29%	36%	35%	39%

Gifted and Talented Program

35 students identified for Gifted and Talented services

11 elementary, 24 high school

Program Options:

- Grades K-2- Whole class enrichment- 30 minutes a week
- Grades 3-4 - Identified students are pulled out 150 minutes a week for direct services
- Grades 5-12- Secondary-content classes, Honors, AP, Concurrent Credit

ESOL Program (English for Speakers of Other Languages)

The mission of the Magazine ESOL program is to equip students with the language skills they need to be socially and academically prepared to be successful students in the Magazine School District.

The district has provided English for Speakers of Other Languages (ESOL) services to English Language Learners (ELLs) for many years.

Currently, the school system serves 1% ESOL students of the total population.

The ESOL program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing as measured on the ELPA21.

Contact Delania Smith, ESOL Coordinator for more information.

School District Goals

- **The district will improve their overall ESSA rating to a “B” by the end of the 22-23 school year.**
 - Each year we will increase the number of students on grade level in reading district wide by a minimum of 10%.
 - Each year we will increase graduation rates by at least 2.5% in order to reach an overall graduation rate of 94%.
 - Each year we will increase the attendance rate of the district by 5% each year for 3 years.
- **The district will be fiscally solvent by increasing the legal ending balance and the amount in the building fund by \$263,000 within the next 4 years.**
 - Each year the district will transfer a minimum of \$56,250 in order to increase our building fund account from \$1,275,000 to \$1,500,000.
 - Each year the district will increase the amount of the legal ending balance by \$1,000 taking the amount from \$443,000 to \$445,000.

Policies and Practices

- Distribution of student discipline policy to parents
 - District handbook
 - Teacher packets home
- The school's teachers, administrators, classified school employees, and volunteers have been provided with appropriate student discipline training
 - Review of handbook
 - Training and committee work in PBIS
 - De-escalation and restraint (selected personnel)
- The school board will adopt a parental involvement plan
 - Posted as draft on school website pending ADE approval

Discipline Data

Total Office Discipline Referrals: 47 High School, 32 Elementary School

Top 3 Infractions Elementary: Hitting other students, stealing from other students, and disrespect

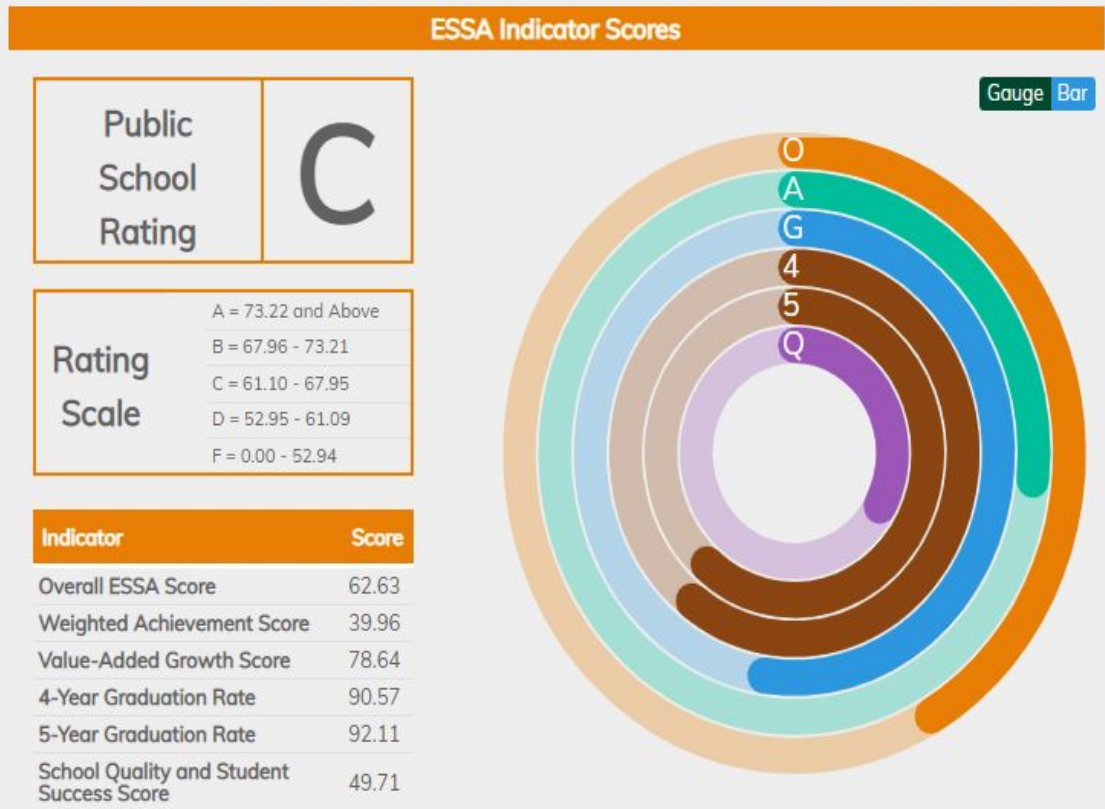
Top 3 Action Taken Elementary School: Admin/Student conference, Parent Conference, Timeout

Top 3 Infractions High School: Disrespect, Insubordination, and Profanity/Obscene Language

Top 3 Actions Taken High School: Admin/Student Conference, Parent Conference, Cooling Off Period

Steps taken for improvement based on overall data: Create a new discipline form, Increased Visibility, MTSS for behavior, PBIS Tier 1 Team, Magazine High School Matrix, PBIS Action Plan, Feedback and acknowledgement system

Magazine High School



Public School Rating Score (State Accountability: A-F Letter Grade)

State Accountability	62.63	Public School Rating	C ^{**}
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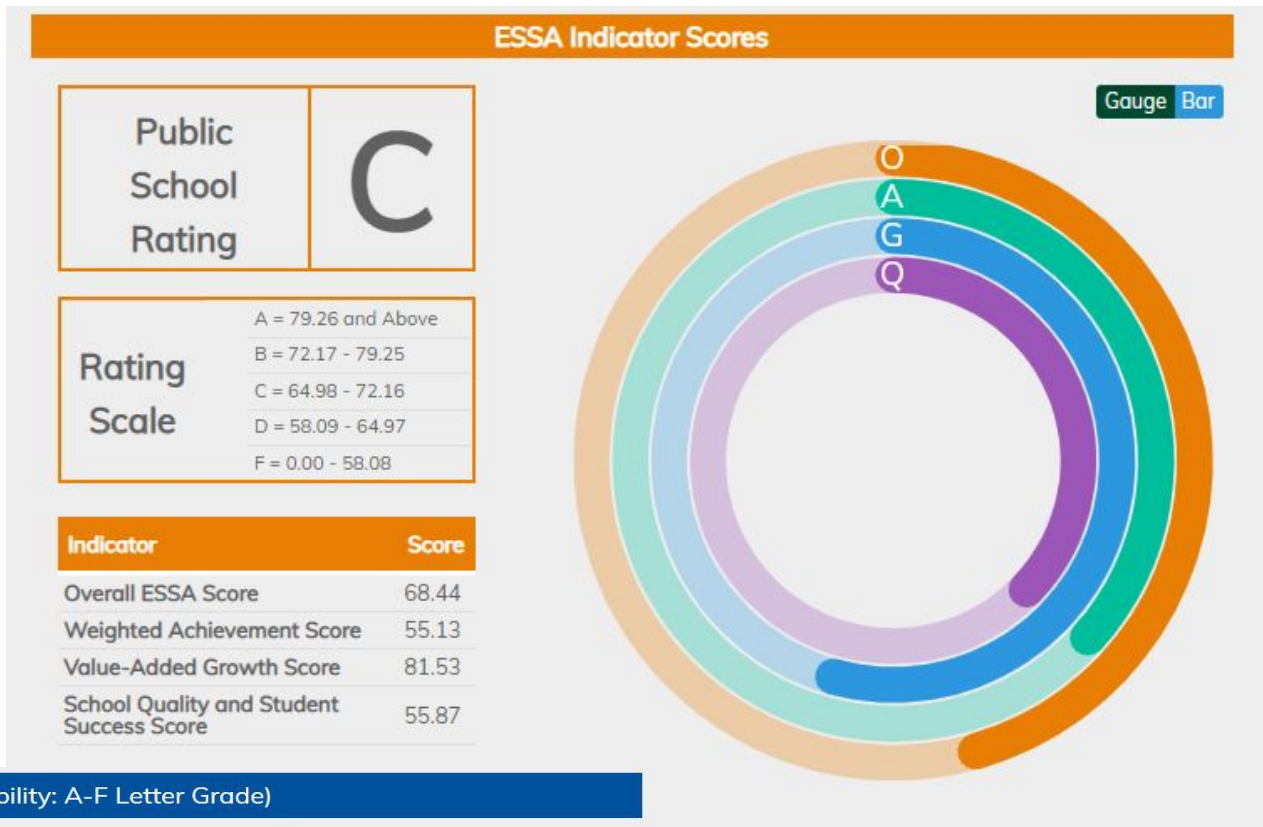
* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

** Results reflect the impact on student learning due to the COVID pandemic. Please use caution when comparing the results and making decisions.

Needed 5.33 for a "B"

Magazine Elementary



Public School Rating Score (State Accountability: A-F Letter Grade)

State Accountability **68.44**

Public School Rating **C** **

Rating Scale

A = 79.26 and Above
B = 72.17 - 79.25
C = 64.98 - 72.16
D = 58.09 - 64.97
F = 0.00 - 58.08

* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

** Results reflect the impact on student learning due to the COVID pandemic. Please use caution when comparing the results and making decisions.

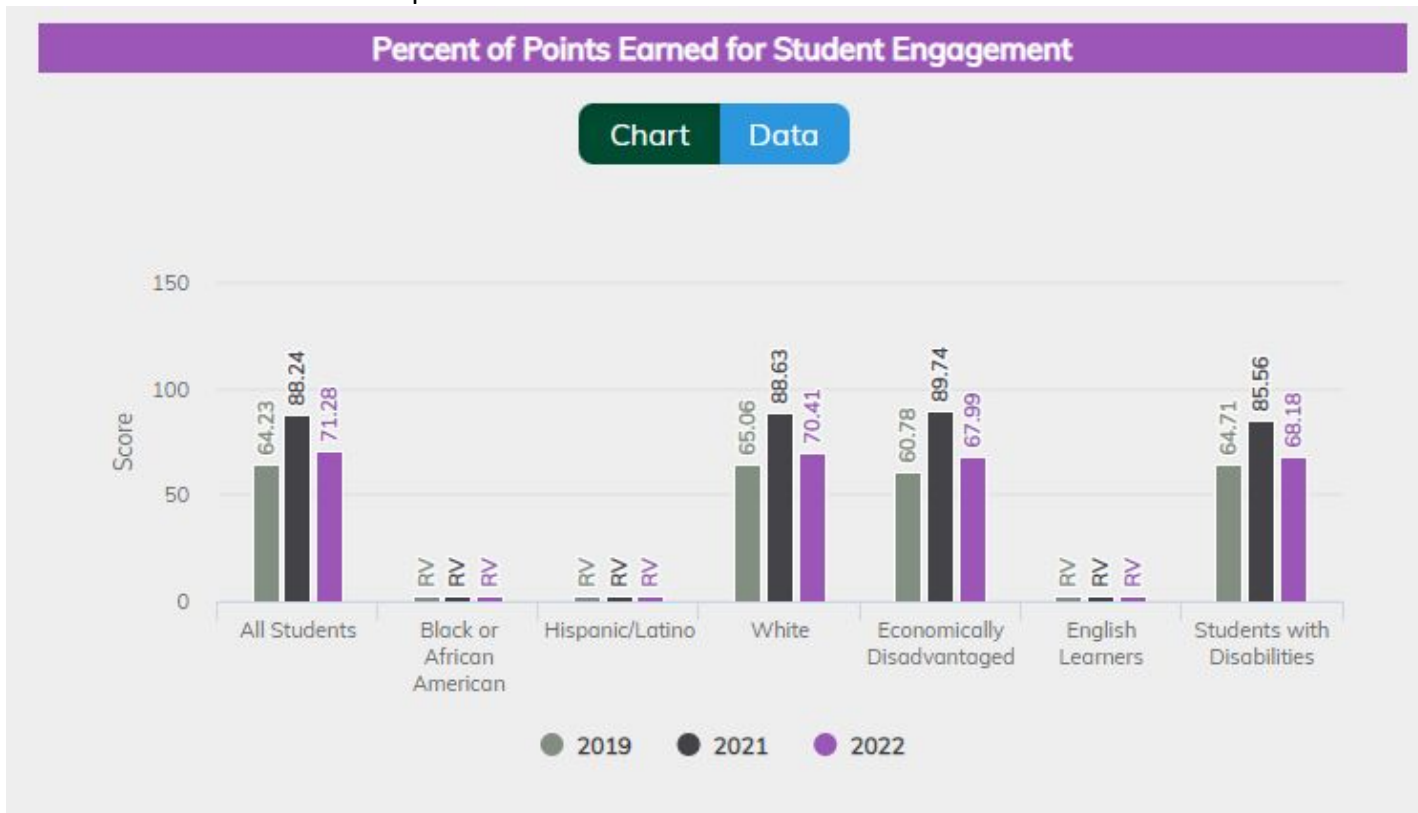
Needed 3.73 for a "B"

Elementary Points Assigned Based on Attendance

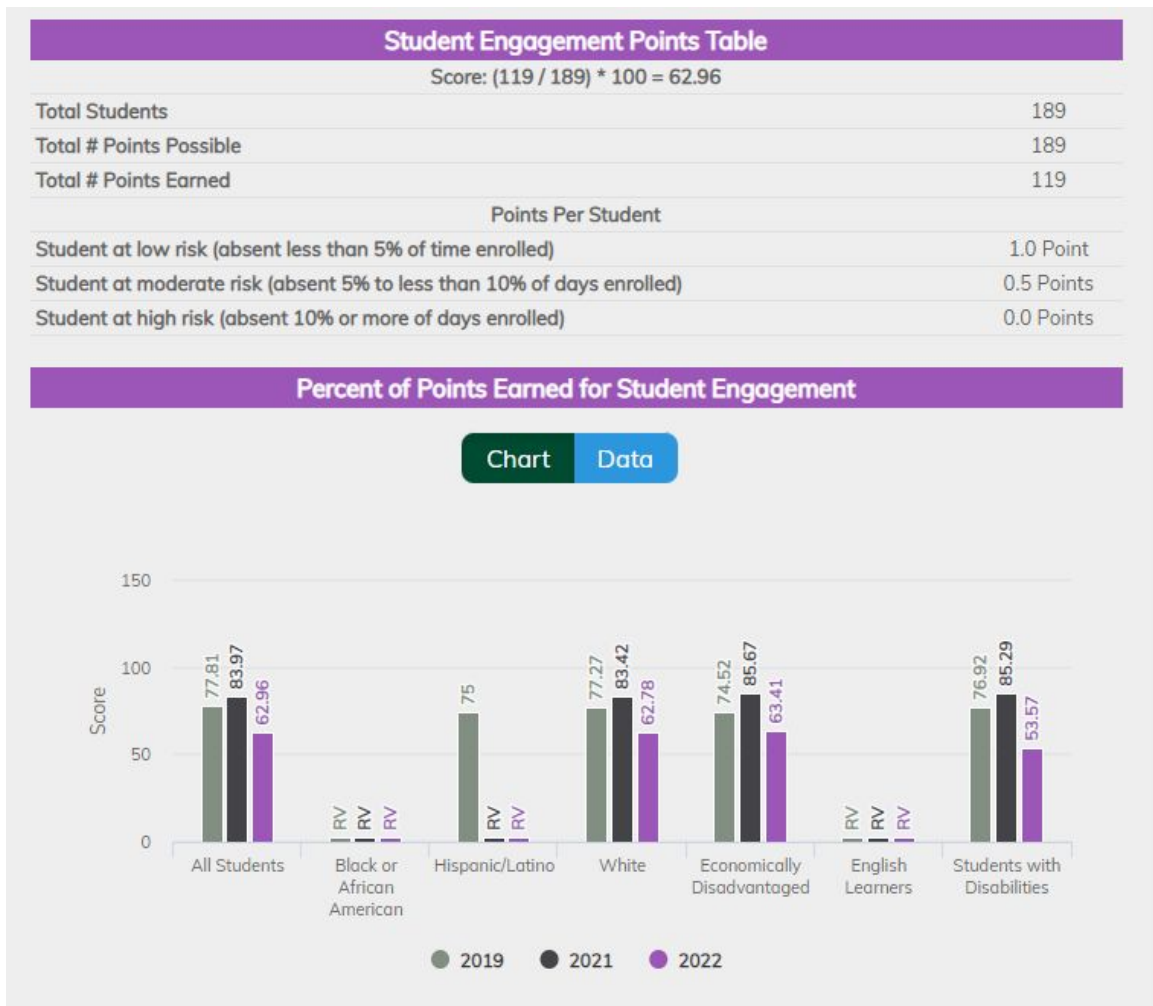
Absent less than 5% of time enrolled= 1 point

Absent 5% to 10% of time enrolled=.5 points

Absent more than 10% of time enrolled=0 points



High School Points Assigned Based On Attendance



A red speech bubble graphic with a white outline, containing the word "Goals" in white text. The bubble is positioned on the left side of the slide, pointing towards the list of goals on the right.

Goals

1. Deepen Implementation of Collaborative Practices
2. Reading Achievement
3. Math Achievement
4. Update MTSS/RtI System

English: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3	70%			35%	65%
4	64%			39%	57%
5	82%			29%	75%
6	81%			30%	74%

*2018-2019 English and Reading were combined for an ELA score
2019-2022 No testing- COVID*

English: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
7	70%			30%	72%
8	64%			34%	63%
9	82%			62%	54%
10	81%			46%	36%
ACT Composite	18	19.9	18.6	16	16.2

*2018-2019 English and Reading were combined for an ELA score
2019-2020 No testing COVID*

Reading: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3	27%	41%		26%	29%
4	32%	38%		32%	37%
5	42%	29%		42%	39%
6	47%	57%		49%	44%

Reading: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
7	27%	33%		22%	40%
8	32%	49%		34%	32%
9	42%	37%		22%	42%
10	47%	49%		28%	20%
ACT Composite	18.8	18.4	19.4	18.1	17.6

Math: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3	51%	39%		37%	52%
4	36%	41%		29%	7%
5	63%	45%		55%	47%
6	50%	54%		43%	45%

Math: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
7	51%	42%		16%	34%
8	36%	41%		32%	13%
9	63%	45%		9%	26%
10	50%	54%		26%	20%
ACT Composite	17.7	17.6	18.7	17.5	16.8

Science: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3	41%	30%		23%	39%
4	34%	49%		23%	35%
5	48%	39%		36%	40%
6	31%	54%		57%	57%

Science: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
7	41%	30%		25%	45%
8	34%	49%		33%	18%
9	48%	39%		16%	30%
10	31%	54%		23%	20%
ACT	18.5	18.5	18.7	17.7	18.3

ACT Composite Score

ACT	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
District	18.3	18.2	19	17.4	17.4
State	18.7	18.5	18.6	18.2	18.3

Advanced Placement

	2018	2019	2020	2021	2022
Total AP Students	7	9	4	3	8
Number of Exams	9	11	6	3	11
AP Students with Scores of 3+	1	3	1	0	3
Percent of Students with Scores of 3+	14%	33%	25%	0%	37%

ATU Concurrent Credit hours earned Fall 2022

*Student continued to take the course for high school credit only

Course Name	Number of Credit Hours earned	Number of Students Enrolled	Number of Students that Dropped College Credit Only*	Number of Students with a 59% or less (failed course)
Comp I	42	16	1	1
Experiencing Art	9	4	1	0
Public Speaking	21	7	0	0
US History to 1877	6	2	0	0
World History	3	2	1	0
Total	81 credit hours	31 students	3	1
2021-2022 SY 168 total credit hours earned		56 students enrolled		

Goal 1: Deepen Implementation of Collaborative Practices

By the end of the 2022-23 school year, teams at Magazine Elementary and High School will deepen their implementation of collaborative practices, including backward planning of units, identifying aligned assessments (formative and end-of-unit), and working interdependently to improve their instructional practices, as evidenced by attaining “developing” on the PLC continuum

Policy: 3.6 —LICENSED PERSONNEL EMPLOYEE TRAINING

Actions:

Continue to clarify expectations for student learning (end in mind) around the essential standards within and across collaborative teams

Provide support in the design and use of common assessments/formal formative assessments and EOU assessments that are aligned to the essential standards

Establish clear systems for recording essential standards proficiency data

Support development of unit-based SMART goals

Use critical friend/singleton protocols for vertical teams for the design of instruction and the analysis of assessment results

Provide timely support to students not demonstrating proficiency.

Programs: Solution Tree Coaches, Professional Learning Community meetings, Professional Learning Team Activities, Book Studies, AREN specialist, PBIS

Progress toward goal 1

<https://docs.google.com/document/d/14yovsIsPAUHrXOrO2Xj4kCPzbq5bjUUp/edit>

<https://docs.google.com/document/d/17Z3agiS3z0h7M-Viry6rGSv854CsIe-SgrJoX6b7Ls0/edit#>

Goal 2: Increase Reading Achievement

By Spring of 2023, Magazine Elementary and High School will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Actions:

Build vertical consensus of essential standards and proficiency in literacy.

Unit by unit, members will backward plan to clarify proficiency for essentials, and smaller learning targets leading to their attainment.

Teams will identify/design at least one CFA and an aligned common (at elementary) end of unit assessment/summative measure for every unit in literacy (working in vertical teams as needed).

Engage in new learning of instructional strategies to increase student learning in literacy, including extensions.

Teams will provide Tier 2 support for their students based on the results of their formative and end of. Unit assessments to ensure that students learn their essential standards.

Programs: HQIM-(Benchmark Readers Workshop, I Ready Personal Pathway, Just Words, Sunday, 95% Group, Foundations, Heggerty, Study Sync,) Reading Interventionist, Rtl Tracker

Progress Toward Goal 2

By Spring of 2023, Magazine Elementary will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 23 IReady Target
K	18%	61%	73%
1	12%	33%	64%
2	33%	57%	48%

Future Success Toward Goal 2

By Spring of 2023, Magazine Elementary will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 ACT Aspire Targets
3	20%	31%	35%
4	13%	32%	47%
5	19%	35%	49%
6	29%	52%	54%

Progress Toward Goal 2

By Spring of 2023, Magazine High School will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Current Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 ACT Aspire Targets
7	27%	23%	51%
8	35%	33%	45%
9	14%	17%	48%
10	30%	26%	45%
11	7%	11%	N/A

Goal 3: Increase Math Achievement

By Spring of 2023, Magazine Elementary and High School will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire

Policy: N/A

Actions:

Identify essential standards and clarify evidence of proficiency in math.

Build vertical consensus of essential standards and proficiency in math.

Engage teachers in backward planning of instructional units focused on the essential standards (singletons will work in vertical teams as needed).

Engage in new learning and implement highly effective instructional strategies to support high levels of learning in math.

Develop aligned formative and end of unit assessments to formatively and summatively measure student learning of the essential standards in math (common assessments for traditional teams) - data collection system

Teams will follow the Plan/Do/Study/Act process, using protocols to examine their practices in math and develop specific work products

Programs: HQIM (K-8 Ready Classroom Math), AREN Support, I-Ready Specialist Support, Solution Tree Math Specialist

Progress Toward Goal 3:

By Spring of 2023, Magazine Elementary and HS will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 IReady Target
K	16%	46%	66%
1	6%	17%	53%
2	12%	32%	59%

Progress Toward Goal 3

By Spring of 2023, Magazine Elementary will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	2023 ACT Aspire Targets
3	4%	8%	45%
4	10%	17%	62%
5	12%	16%	56%
6	39%	48%	54%

Progress Toward Goal 3

By Spring of 2023, Magazine High School will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Current Grade	BOY IReady 22-23	MOY IReady 22-23	2023 ACT Aspire Targets
7	20%	26%	49%
8	13%	18%	44%
9	12%	23%	50%
10	25%	25%	50%
11	15%	17%	N/A

Goal 4: Update MTSS/RtI System

By the end of 2022-23 school year, Magazine Elementary and High School will update their schoolwide (Multi Tiered Systems of Support) MTSS/RTI system and recommend specific goals toward refining its structures, processes and results related to interventions and make specific recommendations to enhance the effectiveness and results of the school's system, as evidenced by various work products

Actions:

Participate in the 6-day RTI academy

Analyze data re: the achievement and growth of specific student groups including those receiving intensive interventions (Tier III) or SPED support

Refine structures/ processes to ensure that students receive Tier 2 support and monitor the success by through ongoing feedback and use of data

Programs: Advisory, RtI Scheduler, Sondag

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3.

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
K	82%	38%	0%	0%
1	71%	61%	18%	6%
2	52%	34%	15%	18%

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3 and increase in Tier 2.

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
3	24%	35%	56%	35%
4	45%	46%	42%	22%
5	38%	27%	41%	38%
6	23%	7%	49%	41%

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3 and an increase in Tier 2.

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
7	8%	26%	66%	52%
8	15%	37%	51%	32%
9	26%	29%	61%	54%
10	24%	32%	54%	41%
11	0%	21%	94%	58%

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3 and an increase in Tier 2.

Current Grade Level	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
K	84%	53%	0%	0%
1	65%	74%	29%	9%
2	58%	53%	30%	13%

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3 and an increase in Tier 2.

	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
3	44%	58%	52%	35%
4	45%	51%	45%	31%
5	42%	50%	46%	35%
6	27%	26%	34%	26%

Progress toward Goal 4: Update MTSS/RtI System

Growth is shown by a decrease in Tier 3 and an increase in Tier 2.

Current Grade Level	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
7	32%	26%	48%	48%
8	30%	46%	56%	37%
9	18%	5%	71%	73%
10	12%	26%	64%	50%
11	5%	8%	81%	75%

