

Madrid-Waddington Central School District

State Reporting ARP-ESSER Funding

July 2022

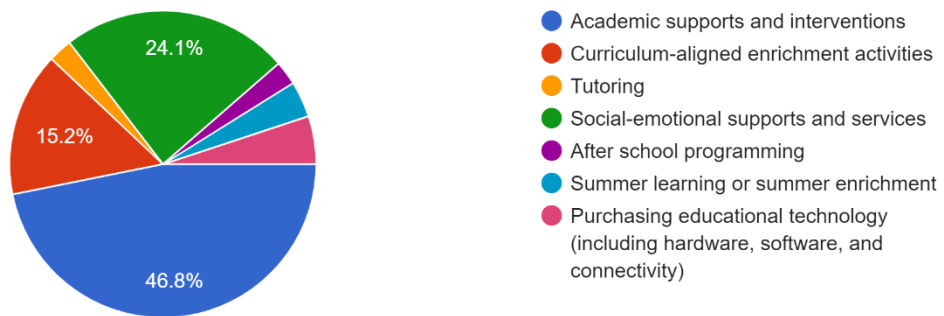
Districts received federal aid from the Elementary and Secondary School Emergency Relief (ESSER) funding through the American Rescue Plan Act (ARPA). The 2022-23 enacted state budget includes language requiring each district receiving federal ARP-ESSER funding to post on its website, on or before July 1, 2022, a plan by school year of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses.

A Public Survey was sent out to staff, parents, and other stakeholders requesting individuals to prioritize spending that will address student performance and need, as well as, and provide ideas, comments, or recommendations on activities and programming they would like to see implemented to support student learning.

Below are the following results from the survey (79 Responses), which will help us continue to prioritize received federal aid through the American Rescue Plan Act (ARPA) and the Elementary and Secondary School Emergency Relief (ESSER).

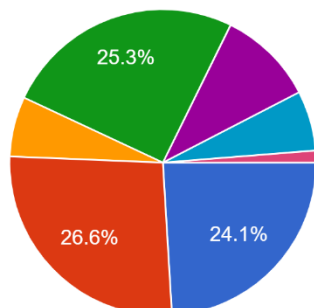
Select the category that you view as the highest priority to address student performance and need.

79 responses



Select the category that you view as the second highest priority to address student performance and need.

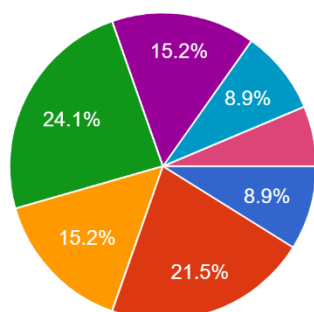
79 responses



- Academic supports and interventions
- Curriculum-Aligned Enrichment Activities
- Tutoring Program
- Social-emotional supports and services
- Afterschool programming
- Summer learning or summer enrichment
- Purchasing educational technology (including hardware, software, and connectivity)

Select the category that you view as the third highest priority to address student performance and need.

79 responses



- Academic supports and interventions
- Curriculum-Aligned Enrichment Activities
- Tutoring Program
- Social-emotional supports and services
- Afterschool programming
- Summer learning or summer enrichment
- Purchasing educational technology (including hardware, software, and connectivity)

Data Analysis of Priorities

	1st Highest Priority	2nd Highest Priority	3rd Highest Priority	Overall Average
Academic Supports and Interventions	46.8%	24.1%	8.9%	26.6%
Curriculum-Aligned Enrichment Activities	15.2%	26.6%	21.5%	21.1%
Tutoring Program	2.5%	6.3%	15.2%	8%
Social-Emotional Supports and Services	24.1%	25.3%	24.1%	24.5%
After School Programming	2.5%	10.1%	15.2%	9.3%
Summer Learning or Summer Enrichment	3.8%	6.3%	8.9%	6.3%
Purchasing Educational Technology (including hardware, software, and connectivity)	5.1%	1.3%	6.3%	4.2%

Data Analysis of Comments

Based on public survey, the top three 1st priority results are the following: 46.8% Academic supports and interventions, 24.1% Social-emotional supports and services, and 15.2% Curriculum-aligned enrichment activities. The top three 2nd priority results are: 26.6% Curriculum aligned enrichment activities, 25.3% Social-emotional supports and services, and 24.1% Academic supports and interventions. The top three 3rd priority results are: 24.1% Social-emotional supports and services, 21.5% Curriculum-aligned enrichment activities, and 15.2% for both Tutoring program and After school programming. Further analysis averaging the categories for the top three priorities are 26.6% Academic supports and interventions, 24.5% Social-emotional supports and services, and 21.1% Curriculum-aligned enrichment activities.

Comments and recommendations focused primarily on providing additional academic interventions and supports, such as smaller groupings, more interventions in the middle school and high school, after school academic assistance, seminars or classes for study skills, and homework club. Other suggestions focused on providing enrichment opportunities and expanding programming, such as STEM programs, home economics, hands-on learning opportunities, sports camps, gifted programs, and overall expansion of available enrichment programming. Also comments on social-emotional needs of students to include counseling supports at school and connected in the community, SEL curriculum, executive functioning skills, and training for staff. Other comments indicated more project-based learning, hands-on, and interactive opportunities integrated into curriculum, as well as, concerns about student accountability, family engagement, safety, and special education services.