



COMPREHENSIVE
NEEDS
ASSESSMENT

CARROLL COUNTY
SCHOOL DISTRICT

2022

CARROLL COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2022

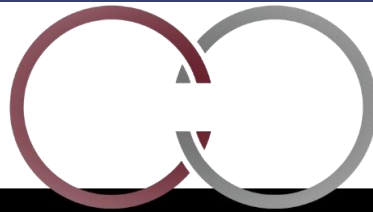
Survey and data analysis conducted and compiled by
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CARROLL COUNTY SCHOOL DISTRICT
Mr. Jim Ray, Superintendent

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Carroll County School District
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SCHOOL BOARD



CARROLL COUNTY SCHOOL DISTRICT



Mr. Jim Ray | Superintendent

*ALL STUDENTS WILL LEAVE
OUR SCHOOLS PREPARED TO
BE SUCCESSFUL AT THE NEXT
LEVEL.*



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SECTION 1

CARROLL COUNTY SCHOOL DISTRICT PROFILE

INTRODUCTION

Carroll County School District is located at 603 Lexington Street in Carrollton, Mississippi.

In January of 2022, the district eight hundred fifty-one (851) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through fifth grade (PK-5) and one high school serving sixth through twelfth grade (6-12). The



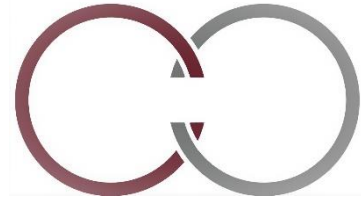
superintendents online welcome message states, "We are a school district striving to improve and offer our students more opportunities through academics, athletics, and extra-curricular activities." In the 2021-2022 school year, the district participated in USDA's NSLP program that provides free meals to all students for the entire school year. The school website states, "Nutrition is a cornerstone of learning and CCSD is proud to participate in this program to ensure the nutritional needs of every child are met, enabling our students to attain their greatest potential."

Carroll County School District Profile

PHILOSOPHY

VISION

ALL STUDENTS WILL LEAVE OUR SCHOOLS PREPARED TO BE SUCCESSFUL AT THE NEXT LEVEL.



MISSION

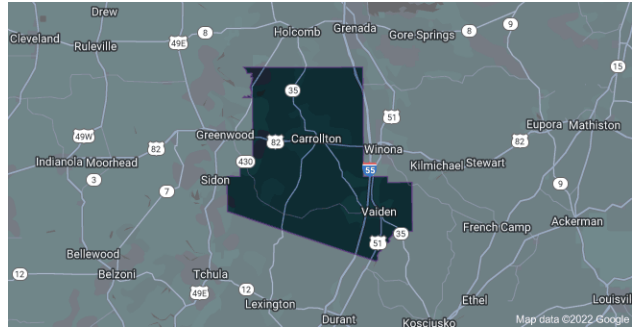
THE CARROLL COUNTY SCHOOL BOARD, ADMINISTRATORS, TEACHERS, SUPPORT STAFF, STUDENTS, PARENTS, AND COMMUNITY ARE DEVOTED TO ACADEMIC EXCELLENCE AND THE CULTIVATION OF INDIVIDUAL STRENGTHS AND TALENTS IN A SUPPORTIVE ENVIRONMENT WHERE INDIVIDUAL DIFFERENCES AND RESPECT FOR THE RIGHTS OF OTHERS GUIDE SCHOOL AND COMMUNITY BEHAVIOR.

(Carroll County School District, 2022)



COMMUNITY CHARACTERISTICS

Situated on the edge of the Mississippi River Delta, Carroll County gets its name from Charles Carroll, one of the men who signed the Declaration of Independence. The county is primarily rural and agricultural with small, isolated communities. In 2020, Carroll County had a population of 9,998 people with median household income of \$46,814. Demographically, the population was 64.2% White, 33% Black, and 1.6% Hispanic. Major industries include farming, logging, and forestry. Carroll County is home to Old Valley Store, which is a significant stop on the Mississippi Blues Trail.



The poverty rate for Carroll County is estimated by the U. S. Census Bureau at 15.6%, with 22% of children birth to 17 years old living in poverty and 21.5% of children ages 5 to 17 living in poverty-related households.

DISTRICT CHARACTERISTICS

The **Carroll County School District** is in Carroll County, Mississippi. In addition to Carrollton, the district serves North Carrollton and Vaiden. All schools within the district are rural. The Carroll County School District has a paid meal status of 8.55%, a reduced meal status of 7.68%, and a free meal status of 83.77%. Manufacturing, retail, education/government, and agriculture are the primary employment sectors in the community. Many families

travel to surrounding communities for work. Th Covid-19 pandemic directly impacted the school district, including an extended closure and close contact quarantines.



Within Carroll County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 21.1% of children between ages 5 and 17 live in poverty-related households.



Carroll County School District Profile

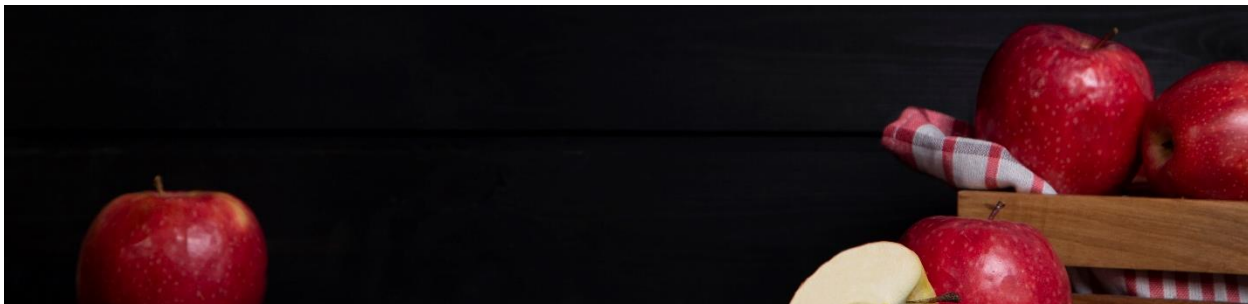
ENROLLMENT

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT

(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

	2018	2019	2020	2021	2022
PK	20	19	20	29	20
PK_SPED	*	*	*	*	*
K	57	67	58	45	51
K_SPED	*	*	*	*	*
ELEM_SPED	*	*	11	*	10
GR_1	64	62	59	55	49
GR_2	52	60	65	64	65
GR_3	75	51	67	58	66
GR_4	78	75	45	59	53
GR_5	80	76	85	45	61
GR_6	67	84	93	80	53
GR_7	78	68	76	88	90
GR_8	79	77	69	68	81
GR_9	63	81	75	58	80
GR_10	82	53	69	62	50
GR_11	69	73	52	59	48
GR_12	62	67	70	44	59
SEC_SPED	*	*	*	*	12
SEC_GED	NA	NA	NA	NA	NA
ALL	942	933	923	835	851
(TOTAL LESS *)	926	913	914	814	848

Figure 1: District Enrollment





CARROLL COUNTY SCHOOL DISTRICT CHANGE IN ENROLLMENT 2018-2022					
	2018	2022	CHANGE		
PK-5TH	426	375	-51	↓	-12.0%
6TH-8TH	224	224	0	→	0.0%
9TH-12TH	276	249	-27	↓	-9.8%
TOTAL	926	848	-78	↓	-8.4%

Note: MDE masks enrollment figures for some grades to meet FERPA requirements. Counts for those grades are excluded from these totals.

(MDE, 2018, 2022, Enrollment)

Figure 2: District Change in Enrollment

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP					
	2018	2019	2020	2021	2022
ALL	942	933	923	835	851
FEMALE	456	447	446	397	409
MALE	486	486	477	438	442
ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	NA	NA
ASIAN	*	*	*	*	*
BLACK OR AFRICAN AMERICAN	525	521	524	450	467
HISPANIC OR LATINO	33	35	33	33	37
NATIVE HAWAIIAN OR PACIFIC ISLANDER	NA	NA	NA	NA	NA
TWO OR MORE RACES	19	21	24	*	*
WHITE	357	349	332	328	322

(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

Figure 3: District Enrollment by Demographic Group



Carroll County School District Profile

ATTENDANCE

AVERAGE DAILY ATTENDANCE

CARROLL COUNTY SCHOOL DISTRICT ADA TRENDS

	2016	2017	2018	2019	2020	2021
K-5	71.8	69.6	63.2	62.7	61.5	51.0
6-8	77.1	73.7	68.5	72.5	74.5	74.6
9-12	64.7	67.0	62.3	61.2	60.3	51.1
TOTAL	70.9	69.7	64.2	64.5	64.2	56

Note: ADA averages excluding Special Education

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

Figure 4: District Average Daily Attendance Trends

CARROLL COUNTY SCHOOL DISTRICT ADA AS PERCENTAGE OF ENROLLMENT

	2016	2017	2018	2019	2020	2021
K-5	103.1%	94.0%	93.4%	96.3%	97.4%	93.8%
6-8	93.3%	92.5%	91.8%	95.0%	93.9%	94.8%
9-12	90.8%	89.4%	90.3%	89.4%	90.7%	91.6%
TOTAL	95.1%	91.5%	91.1%	92.2%	92.1%	89.7%

Note: Enrollment /ADA excluding Special Education

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

Figure 5: District ADA as Percentage of Enrollment

CHRONIC ABSENTEEISM

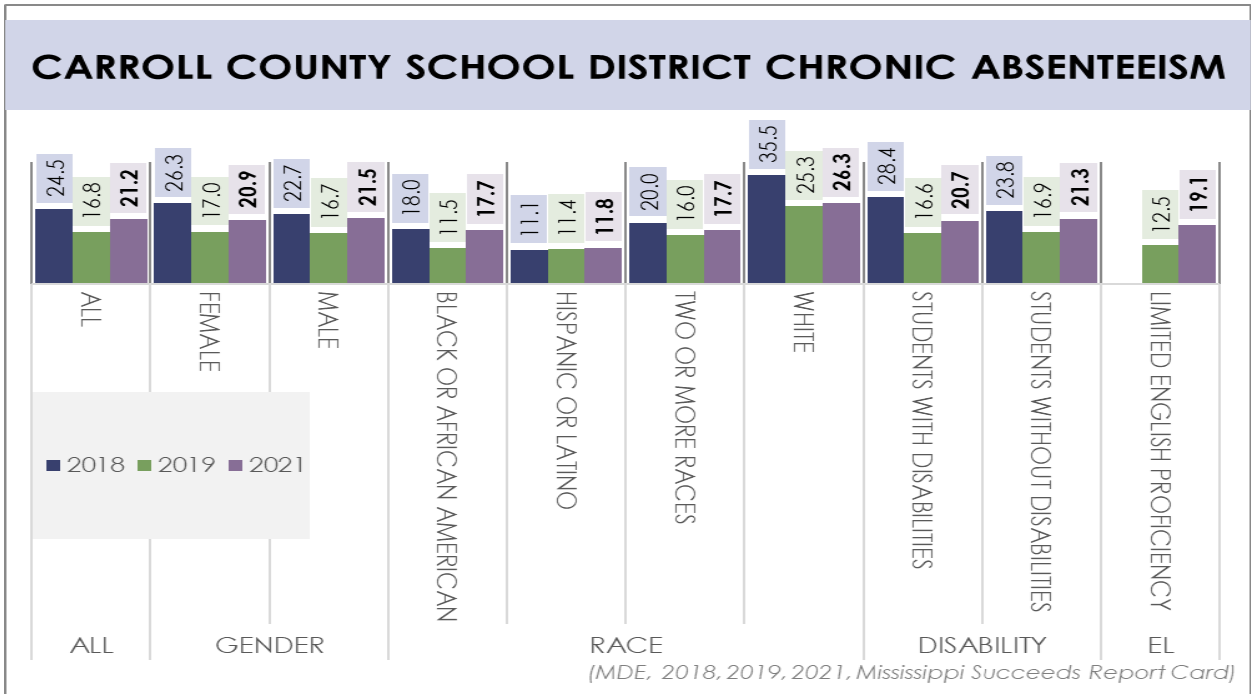


Figure 6: District Chronic Absenteeism by Demographic Group

ACCOUNTABILITY

ACCOUNTABILITY MEASURES

The **COVID-19 pandemic** “disrupted many facets of education, including instruction, assessment, and student attendance during the 2020-2021 school year. These disruptions may have influenced a student’s opportunity to learn, motivation, and/or assessment administration conditions. Results presented should not be considered comparable to prior years. Available data are presented following existing business rules of the Mississippi Statewide Accountability System; however, component ratings are not comparable to prior year results due to disruptions from the COVID-19 pandemic and suspension of assessments in 2019-2020” (MDE, 2021). Because of the pandemic disruption to assessment in 2020, growth cannot be determined. Accountability ratings remain fixed at 2019 levels.



Carroll County School District Profile

ACCOUNTABILITY					
	2018		2019		2021
RATING	D	→	D	→	D
POINTS	526	↓	493	●	NA

ELA/READING					
	2018		2019		2021
PROFICIENCY	26.7%	↓	26.6%	↓	21.2%
STATE	39.8%		41.8%		35.0%
GROWTH ALL STUDENTS	55.2%	↓	49.1%	●	NA
STATE	60.6%		58.8%		NA
GROWTH LOW 25%	60.9%	↓	59.3%	●	NA
STATE	61.4%		56.2%		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 7: District Accountability: Ratings and District Accountability: ELA

ACCOUNTABILITY					
MATH					
	2018		2019		2021
PROFICIENCY	24.4%	↑	27.0%	↓	11.6%
STATE	43.2%		39.8%		41.8%
GROWTH ALL STUDENTS	45.0%	↓	41.3%	●	NA
STATE	NA		NA		NA
GROWTH LOW 25%	53.3%	↓	48.9%	●	NA
STATE	NA		NA		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 8: District Accountability: Math

ACCOUNTABILITY					
PROFICIENCY					
	2018		2019		2021
SCIENCE	60.8%	↓	40.3%	↓	36.1%
STATE	64.5%		56.2%		49.6%
U. S. HISTORY	41.8%	↓	37.8%	↓	26.4%
STATE	53.9%		55.7%		47.8%
ENGLISH LEARNERS	9.1%	●	NA	●	NA
STATE	71.4%		NA		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 9: District Accountability: Other Subject Areas

“The disruption and stress caused by COVID-19 has had an impact on student performance in every state in the country and the impact has been more marked in mathematics than in English Language Arts,” said Dr. Carey Wright, State Superintendent of Education. “I am proud of the way Mississippi students, families, teachers and school leaders persevered through the most challenging school year of their lives” (MDE, 2021)

ACCOUNTABILITY					
OTHER					
	2018		2019		2021
GRADUATION RATE	81.3%	↓	73.5%	↑	91.1%
STATE	83.0%		84.0%		87.7%
ACCELERATION	69.4%	↓	67.5%	↓	52.2%
STATE	58.2%		65.9%		65.7%
COLLEGE/ CAREER READINESS	24.0%	↓	22.2%	↑	27.6%
STATE	38.1%		37.4%		34.3%

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 10: District Accountability: Other



Carroll County School District Profile

4-YEAR GRADUATION RATES

In accordance with 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the school year (SY) 2017 - 2018 (Seniors SY 2020 - 2021) and graduated within the cohort window which ended July 31, 2021 (MDE, 2022).

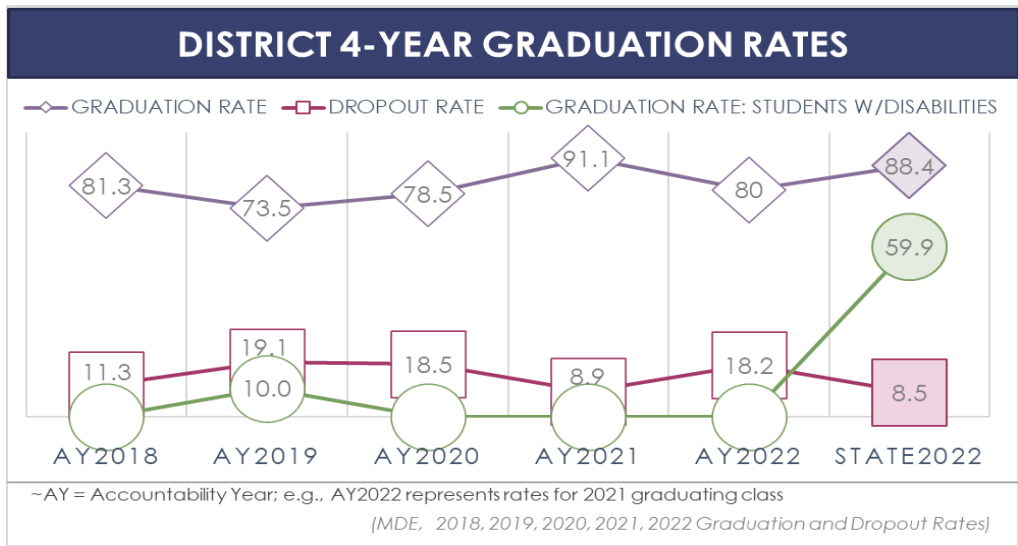


Figure 11: District 4-Year Graduation Rates

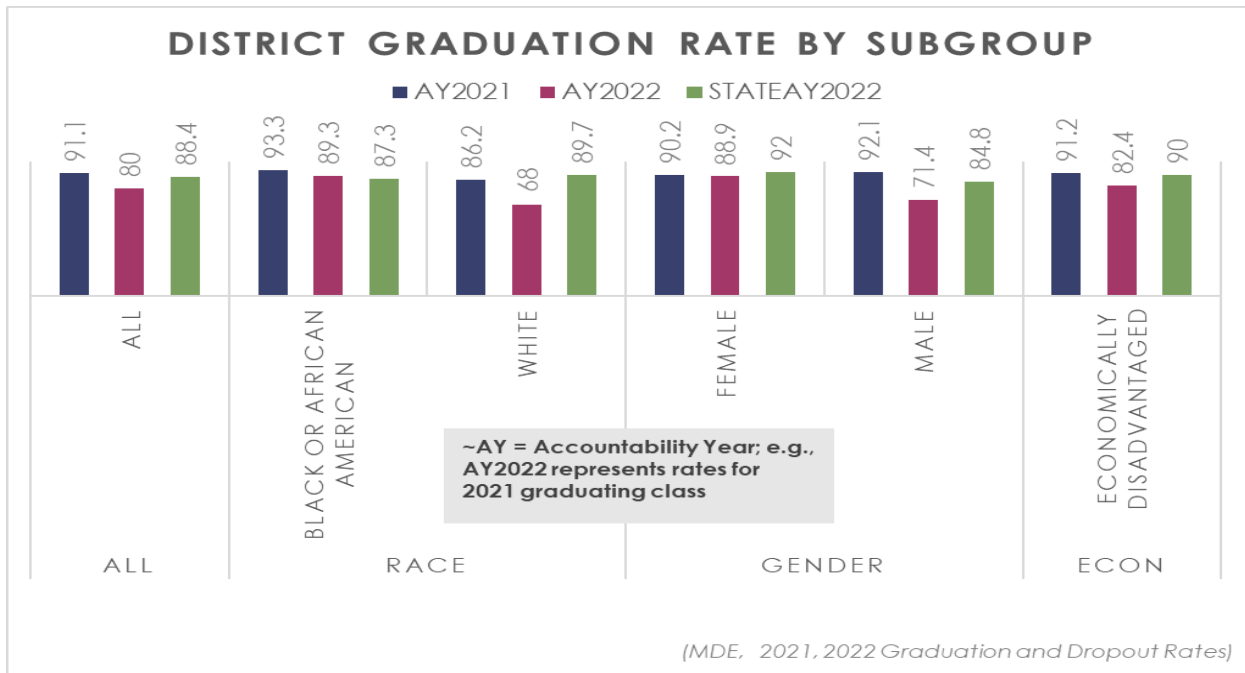


Figure 12: District Graduation Rate by Subgroup

PROFICIENCY BY DEMOGRAPHIC GROUP

The federal *Every Student Succeeds Act* (ESSA) requires that accountability proficiencies in English/language arts/reading and mathematics be reported for certain demographic groups (MDE, 2017, p. 9).

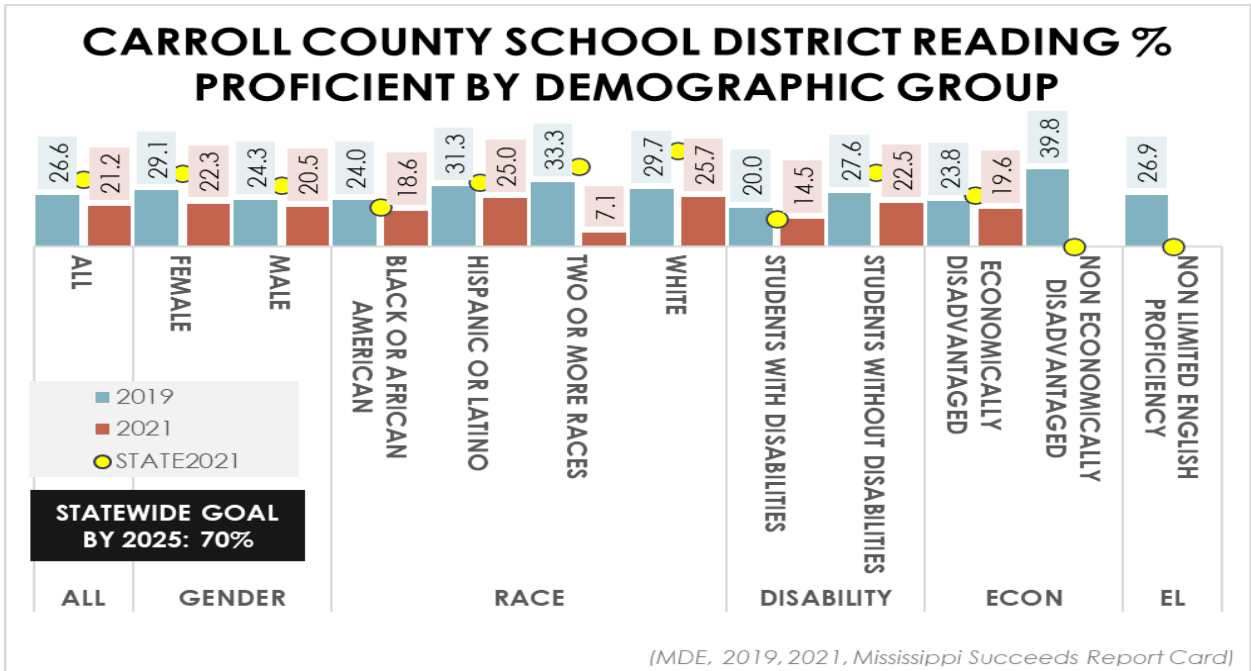


Figure 13: District Reading % Proficient by Demographic Group

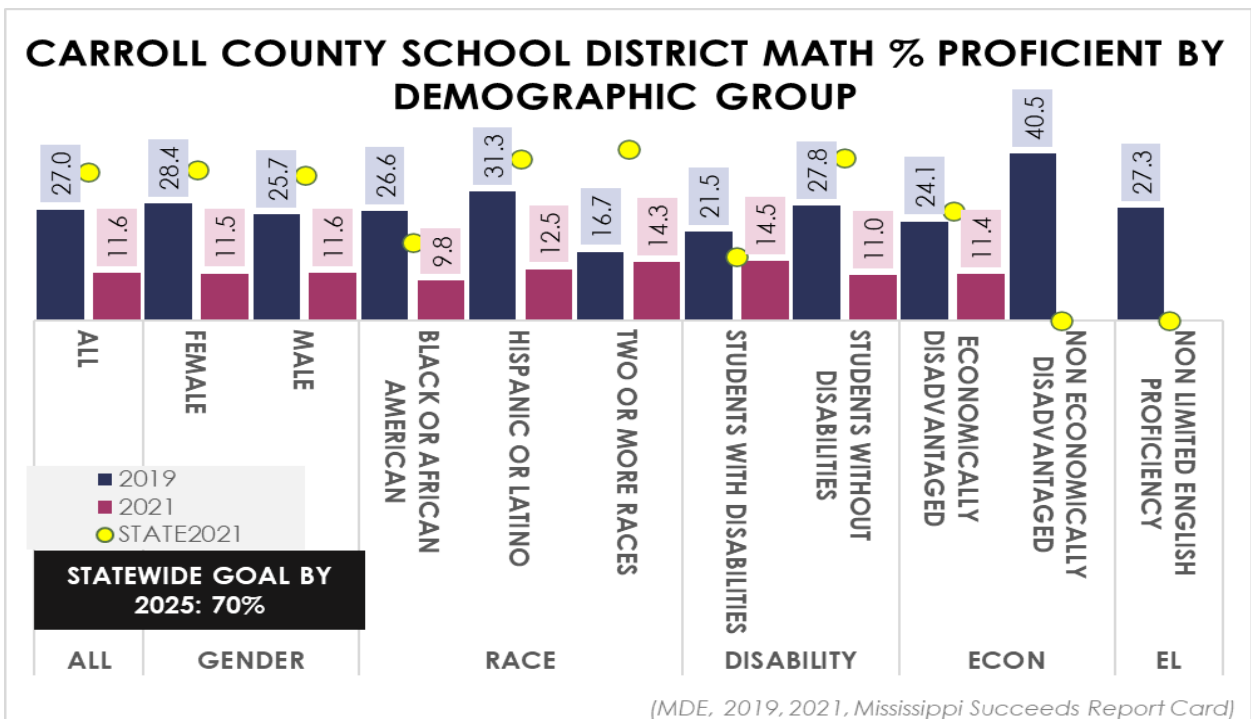


Figure 14: District Math % Proficient by Demographic Group



ADVANCED COURSE AND POST-SECONDARY ENROLLMENT

Advanced courses include Dual Credit/Dual Enrollment, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, and Industry Certification. Post-secondary enrollment percentages count graduates who enrolled in public in-state colleges and universities within a year of graduating and are calculated from the prior year's graduation class but lag a year (i.e., the 2021 report uses the 2019 graduating class) (MDE, 2021).

(MDE,2021, Mississippi Succeeds Report Card)

2021 CARROLL COUNTY SCHOOL DISTRICT ADVANCED COURSE AND POST-SECONDARY ENROLLMENT BY DEMOGRAPHIC GROUP

		# ENROLLED IN ADVANCED COURSES	% ENROLLED IN ADVANCED COURSES	% ENROLLED IN POST-SECONDARY EDUCATION AFTER GRADUATION
ALL	ALL	38.7	37.6%	62.3%
GENDER	FEMALE	25.7	47.6%	75.0%
	MALE	13	26.5%	48.0%
RACE	BLACK OR AFRICAN AMERICAN	20.3	31.2%	67.6%
	WHITE	14.3	44.7%	60.0%
DISABILITY	STUDENTS WITHOUT DISABILITIES	37.7	39.3%	

Figure 15: District Advanced Course and Post-Secondary Enrollment by Demographic Group

Advanced



ASSESSMENT

ACT

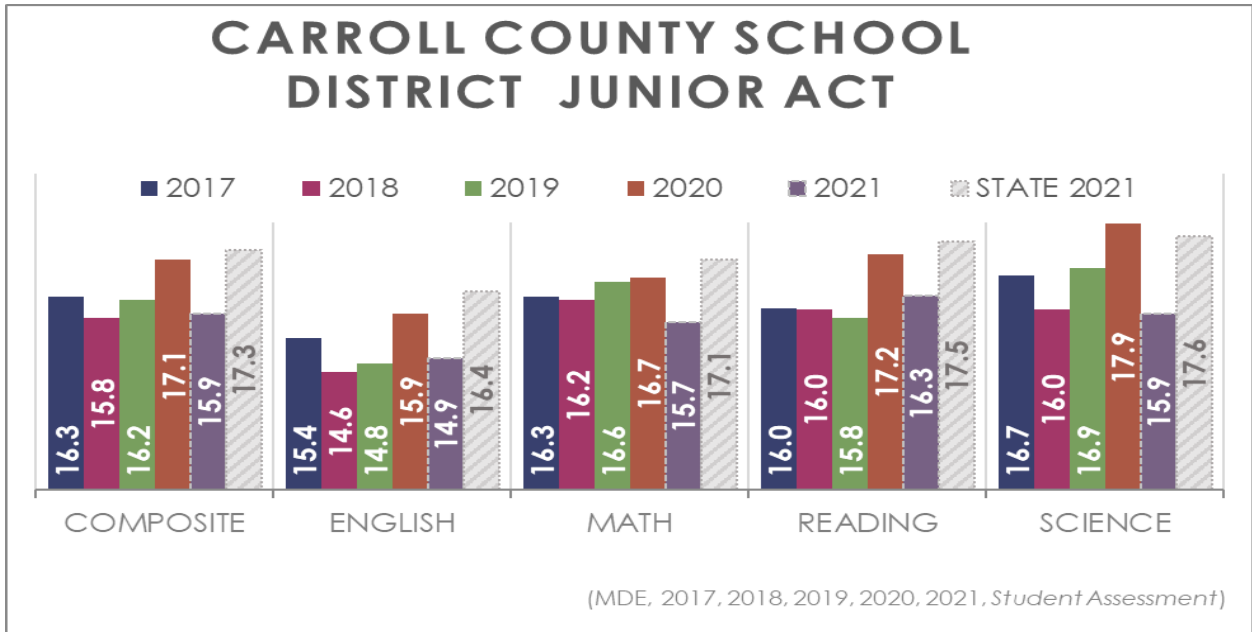


Figure 16: District Junior ACT

KINDERGARTEN READINESS

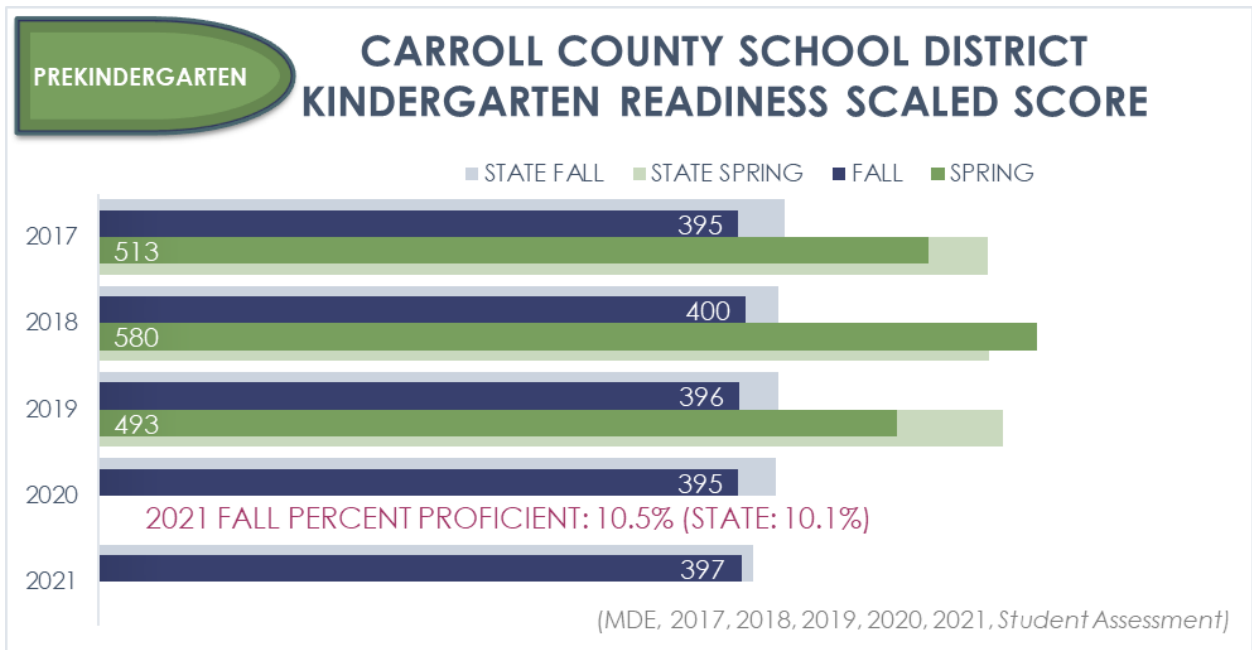


Figure 17: District Kindergarten Readiness: Prekindergarten



Carroll County School District Profile

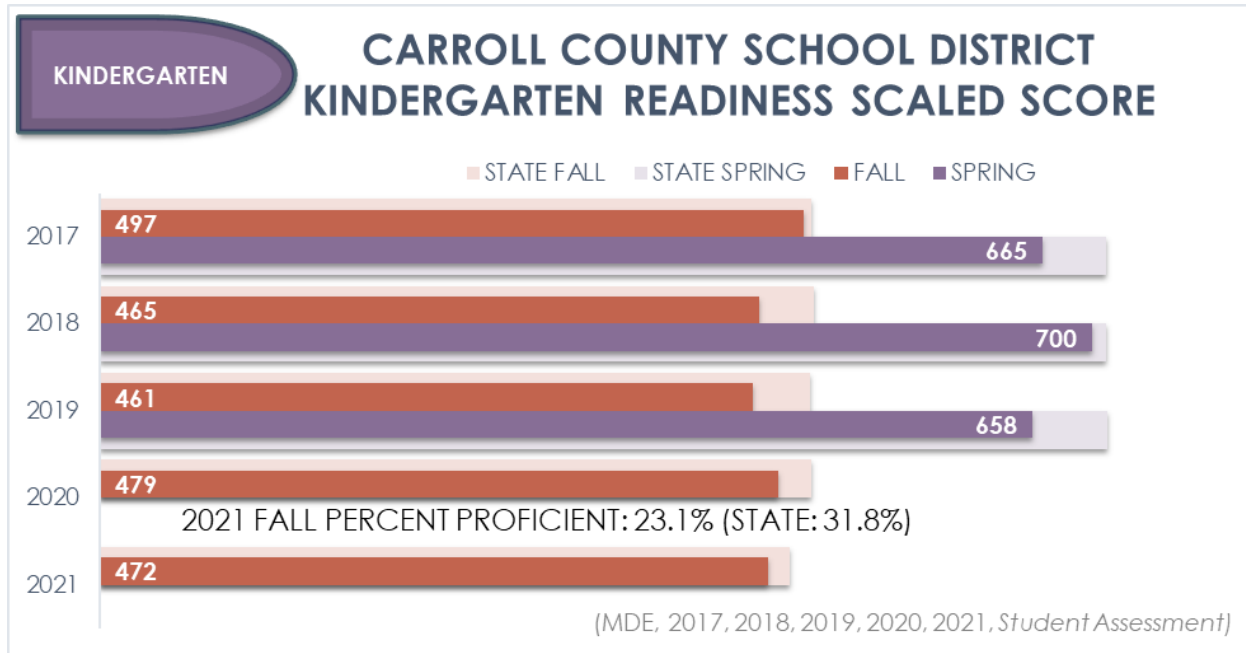


Figure 18: District Kindergarten Readiness Assessment: Kindergarten

MAAP

50.7% of Carroll County School District's third-graders received a passing score on the initial LBPA reading test. Third-graders must pass the test or qualify for a good-cause exemption to move on to fourth grade. Students who were unsuccessful on the first administration were able to retest in May and again in the summer. The test was canceled in 2020 due to Covid restrictions, and, although it was administered in 2021, the passing requirement was waived (MDE, 2022).

MAAP ELA

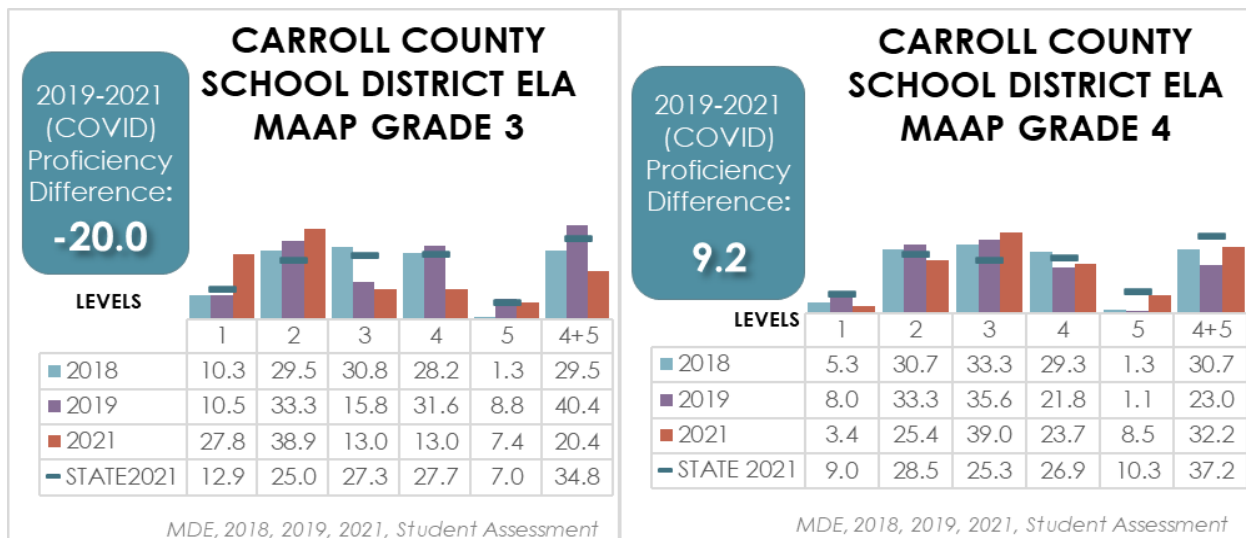


Figure 19: District MAAP ELA Grades 3 and 4

Carroll County School District Profile

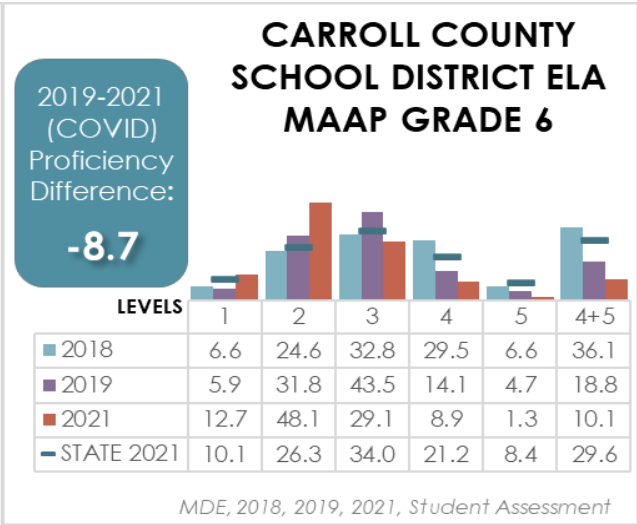
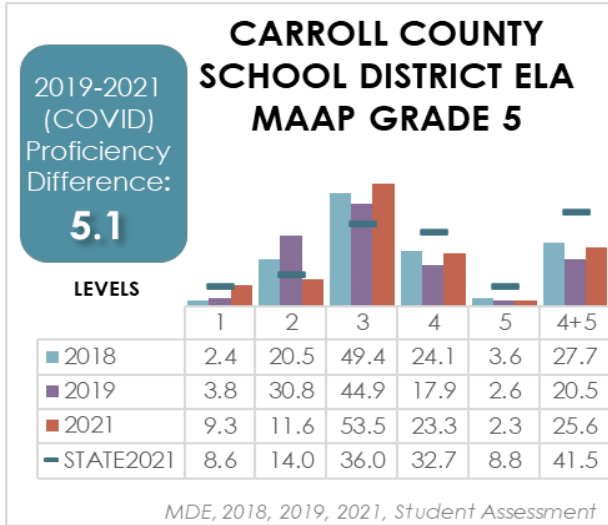


Figure 20: District MAAP ELA Grades 5 and 6

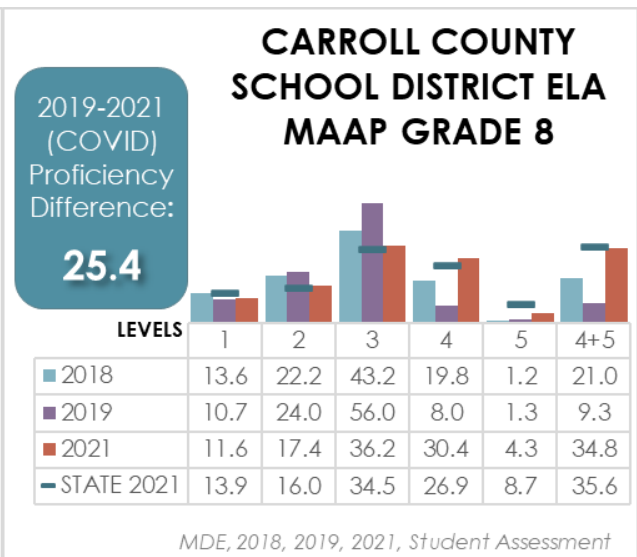
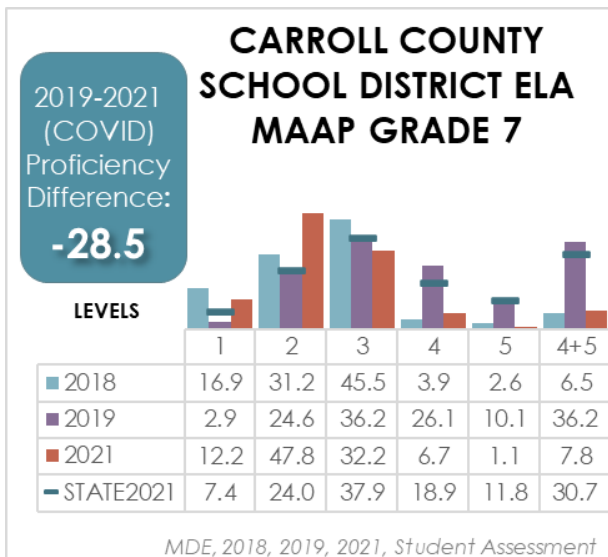


Figure 21: District MAAP ELA Grades 7 and 8

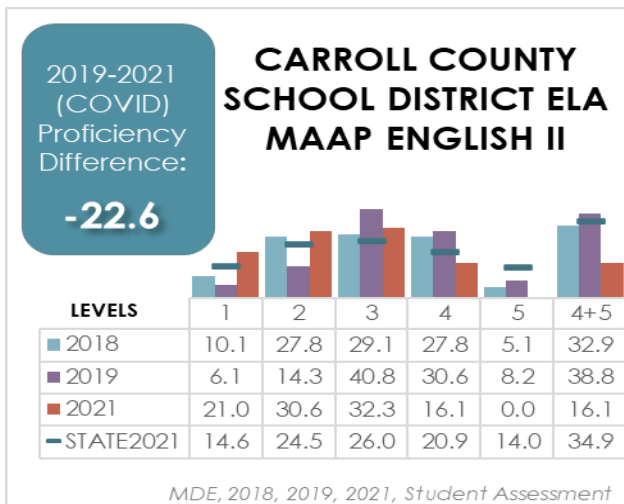


Figure 22: District MAAP ELA English II



Carroll County School District Profile

MAAP MATH

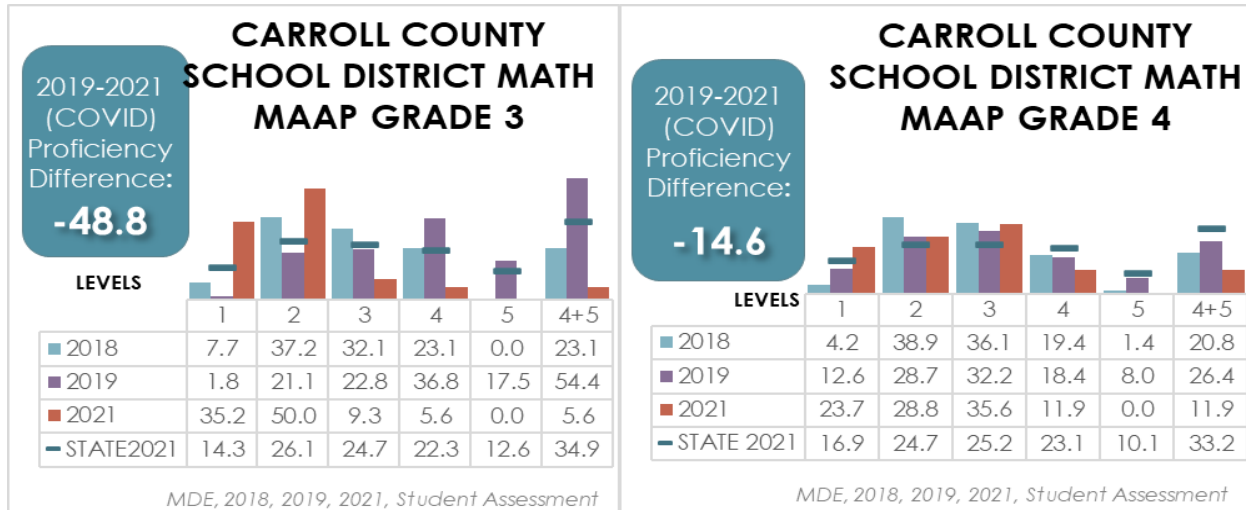


Figure 23: District MAAP Math Grades 3 and 4

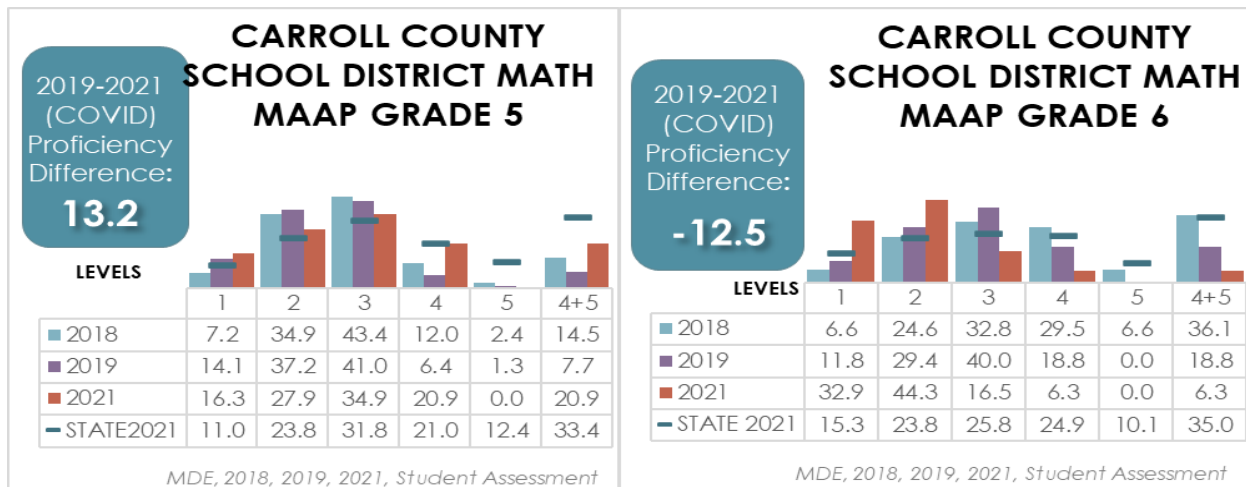


Figure 24: District MAAP Math Grades 5 and 6

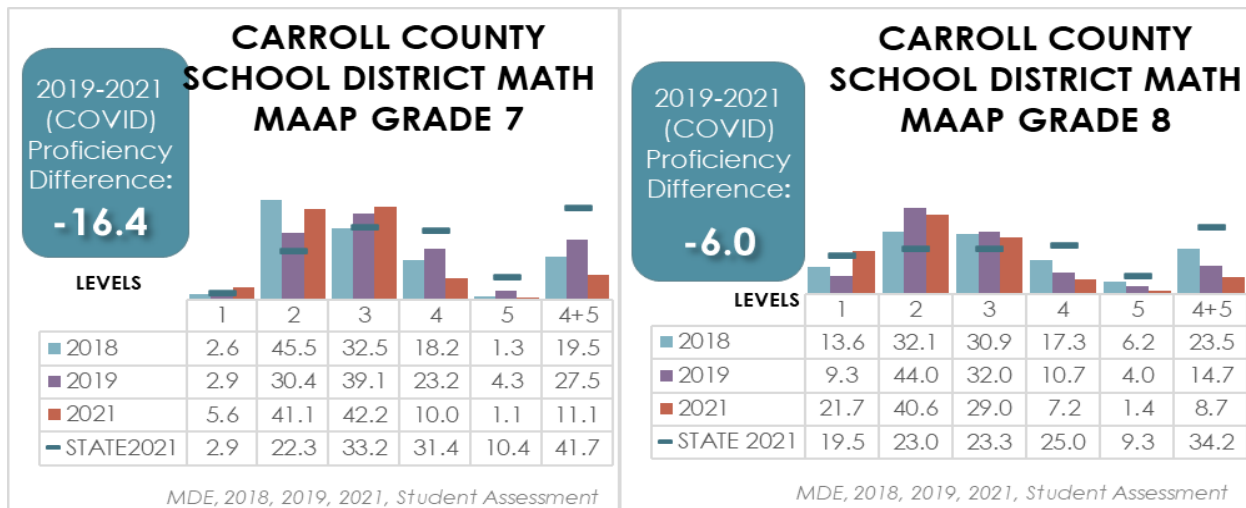


Figure 25: District MAAP Math Grades 7 and 8

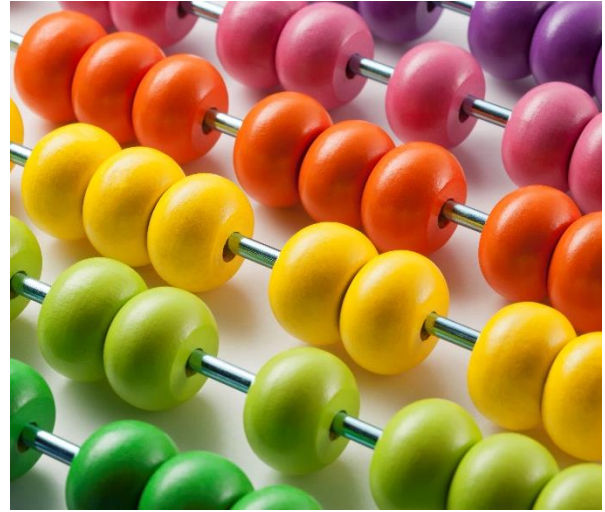
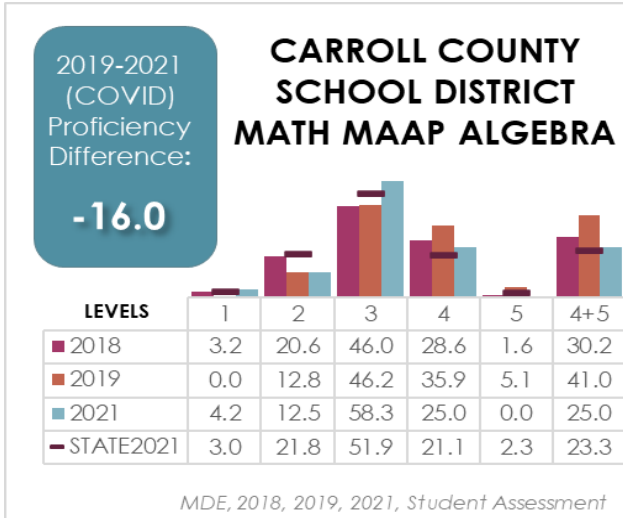


Figure 26: District MAAP Math Algebra I

MAAP-SCI

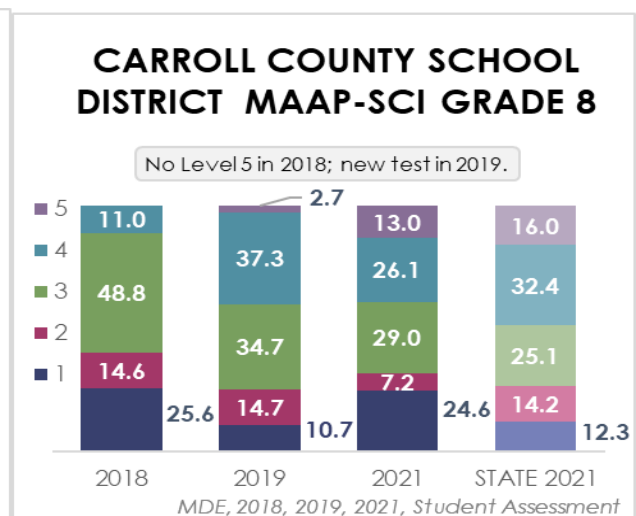
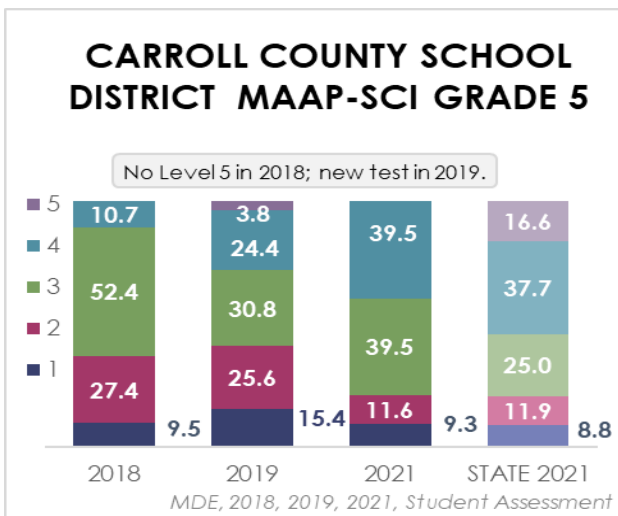


Figure 27: District MAAP-SCI Grades 5 and 8

Science Education Should Be National Priority

New report says, "science knowledge and scientific thinking are essential for democracy and the future STEM workforce, yet science education is not the national priority it needs to be."

- Only 22% of high school grads proficient in science
- <20 min./day of science spent in elementary

(National Academies of Sciences, Engineering, and Medicine, 2021)

Carroll County School District Profile

MAAP-EOC

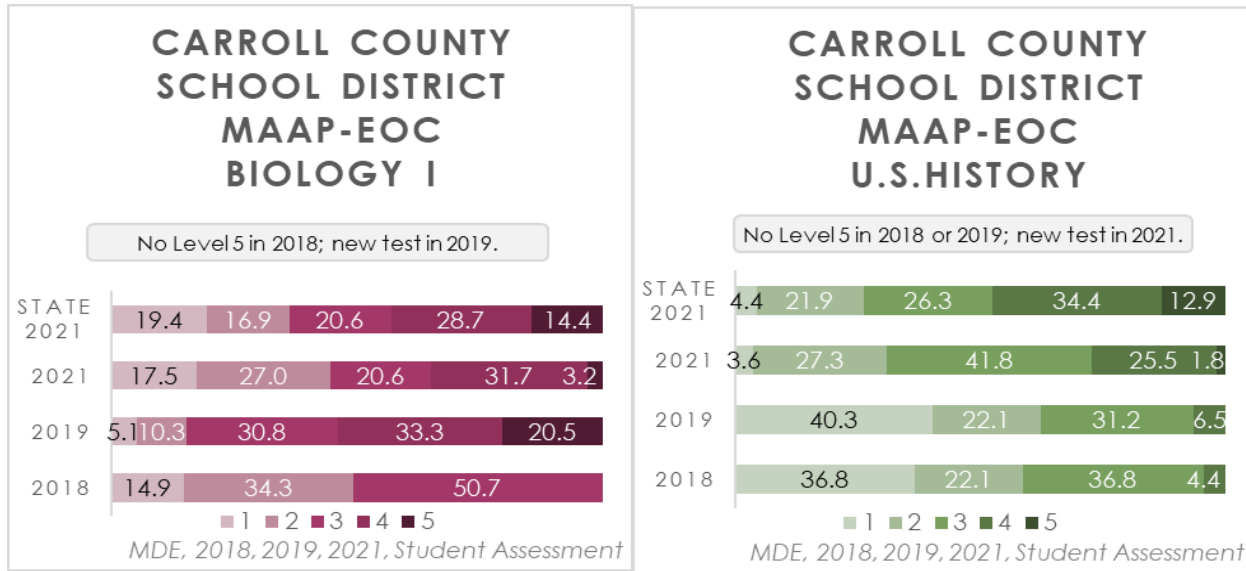


Figure 28: District MAAP-EOC Biology I and U. S. History

ACHIEVEMENT GAP

MDE reports “any disparity in academic performance between subgroups of Mississippi’s students in grades 3-12. Following federal guidelines, the achievement gap is calculated based on the percentage of students scoring proficient or advanced in the following student subgroups: major racial and ethnic groups, students with disabilities, limited English-proficient students, economically disadvantaged students, and gender. **Proficiency decreased among all student subgroups**, with some decreasing more than others. These decreases likely reflect the disparate impact of the pandemic on certain subgroups” (MDE, 2021) Nevertheless, **gaps between subgroups decreased in several instances:**

STATEWIDE CHANGES IN ACHIEVEMENT GAPS		
4.8%	↓	between English speaking students and English learners in ELA
4.0%	↓	between students without disabilities and students with disabilities in ELA
>1%	↓	between white students and African-American and Hispanic students in ELA
4.8%/3.5%	↑	between white students and African-American and Hispanic students in math
1.4%/4.4%	↑	between economically disadvantaged and not economically disadvantaged students in both ELA and math

Figure 29: Statewide Changes in Achievement Gaps

2019-2021 PROFICIENCY BY DEMOGRAPHIC GROUP: A CLOSER LOOK

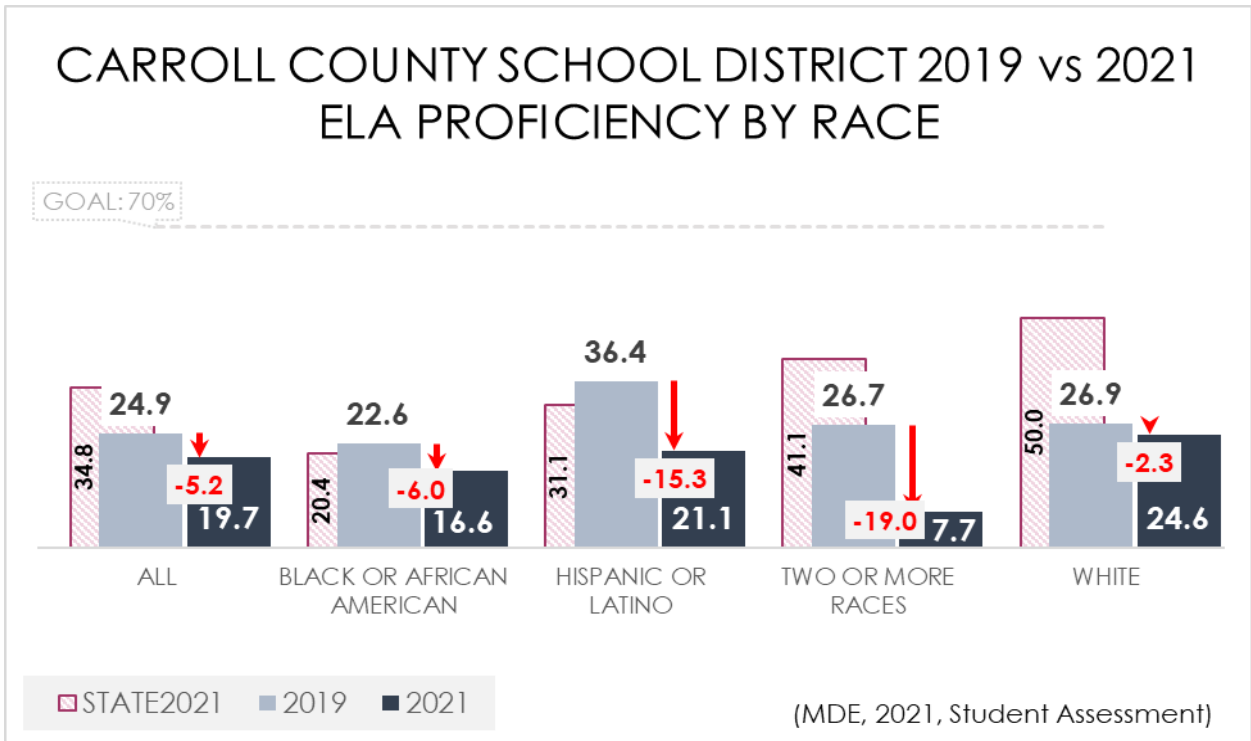


Figure 30: District 2019 vs 2021 ELA Proficiency by Race

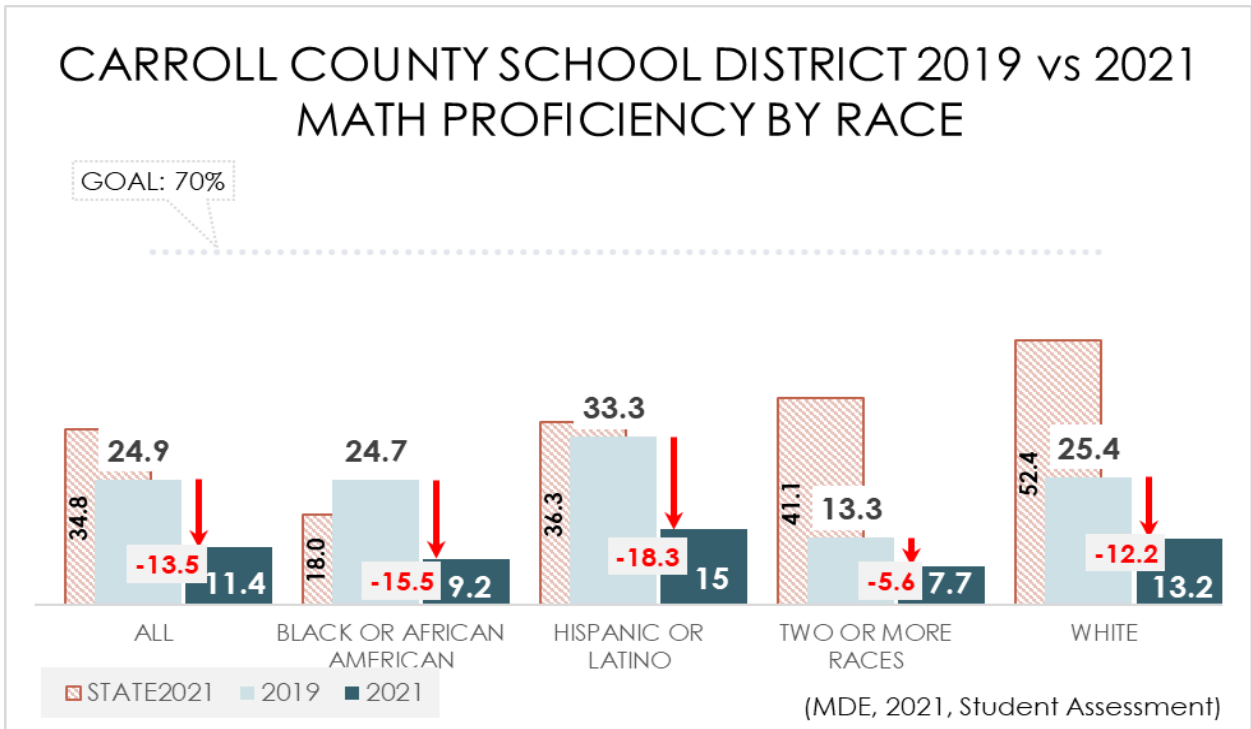


Figure 31: District Public Schools 2019 vs 2021 Math Proficiency by Race



Carroll County School District Profile

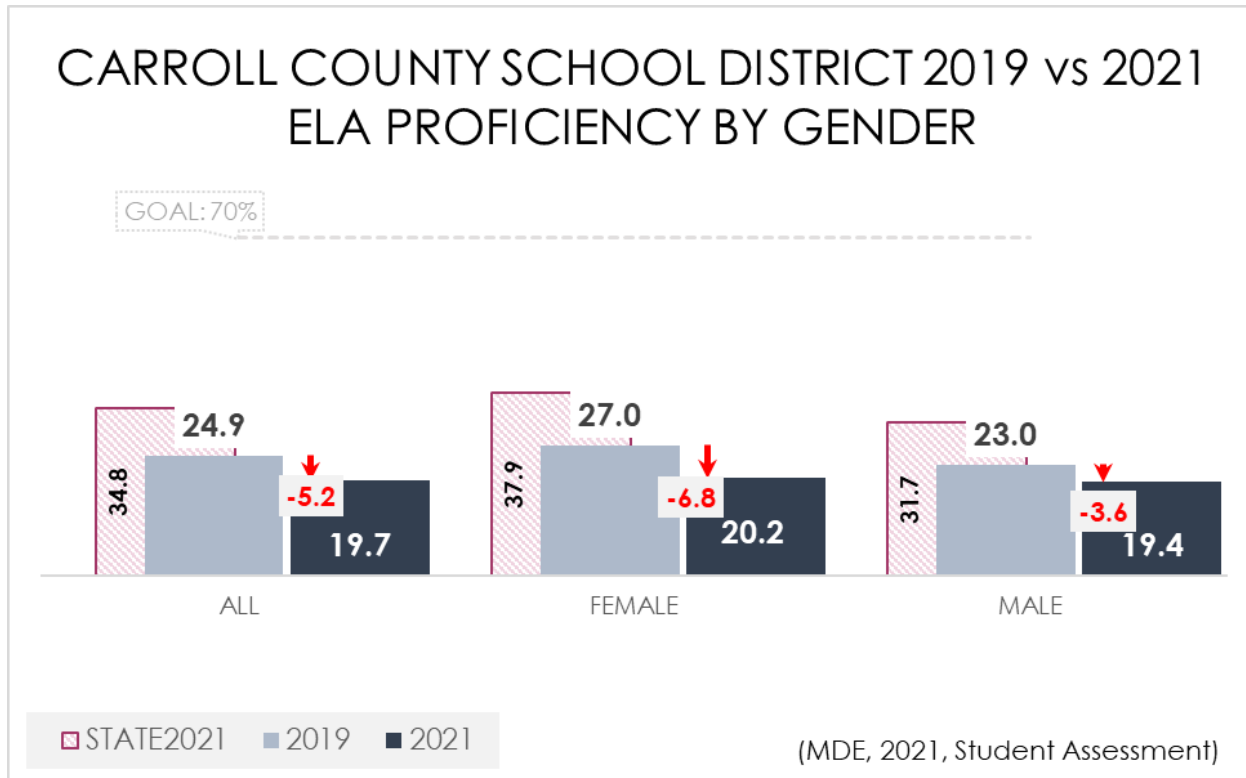


Figure 32: District 2019 vs 2021 ELA Proficiency by Gender

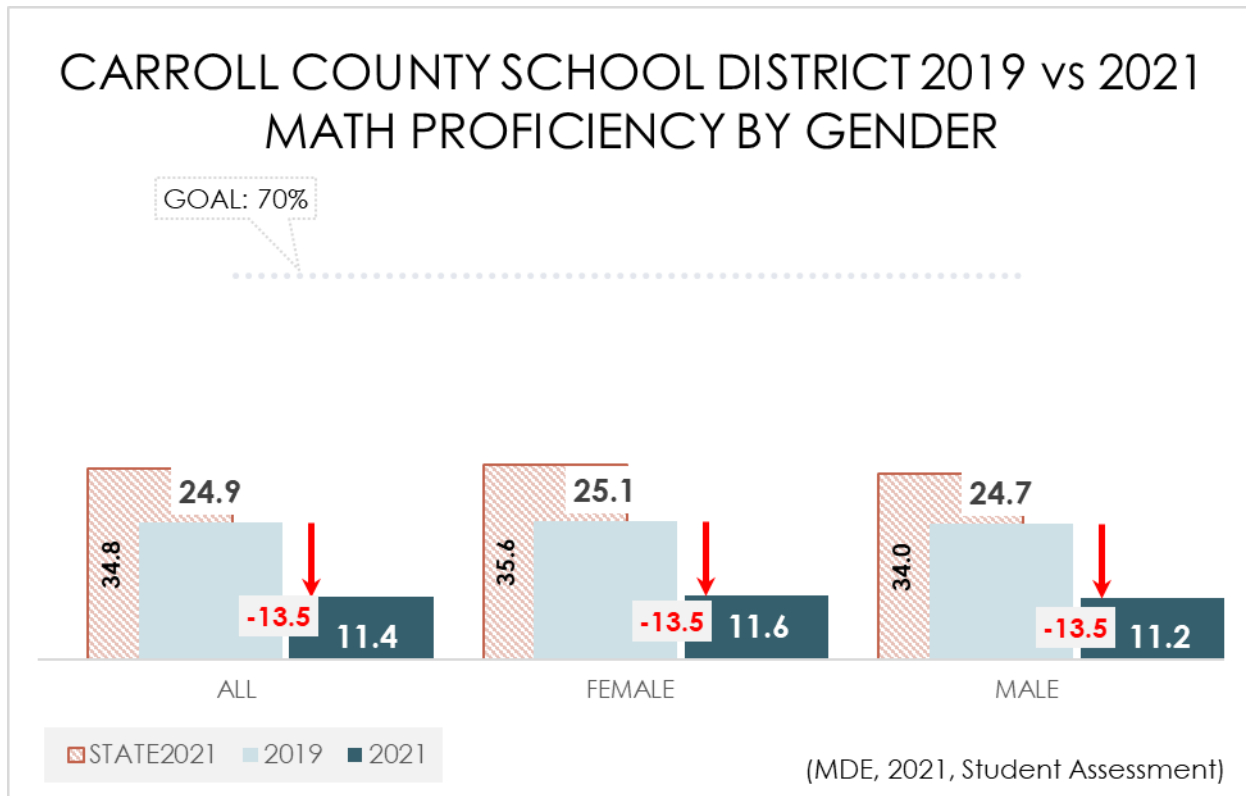


Figure 33: District 2019 vs 2021 Math Proficiency by Gender

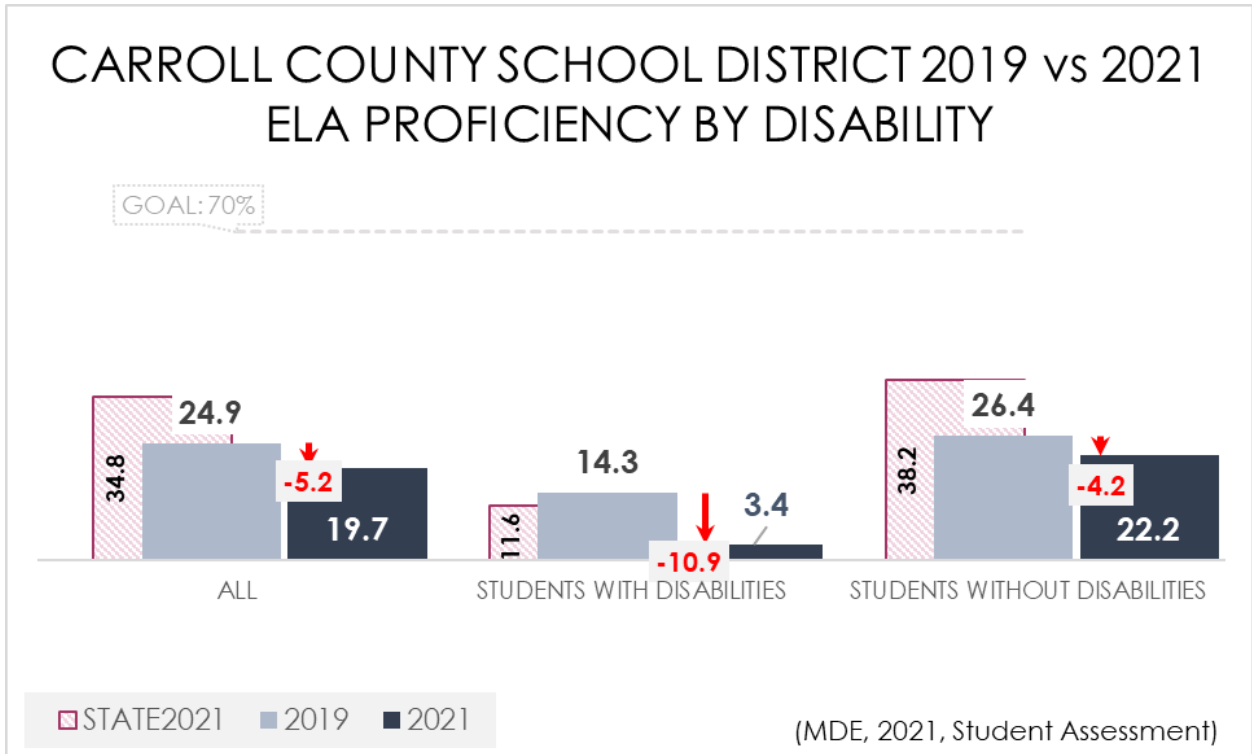


Figure 34: District 2019 vs 2021 ELA Proficiency by Disability

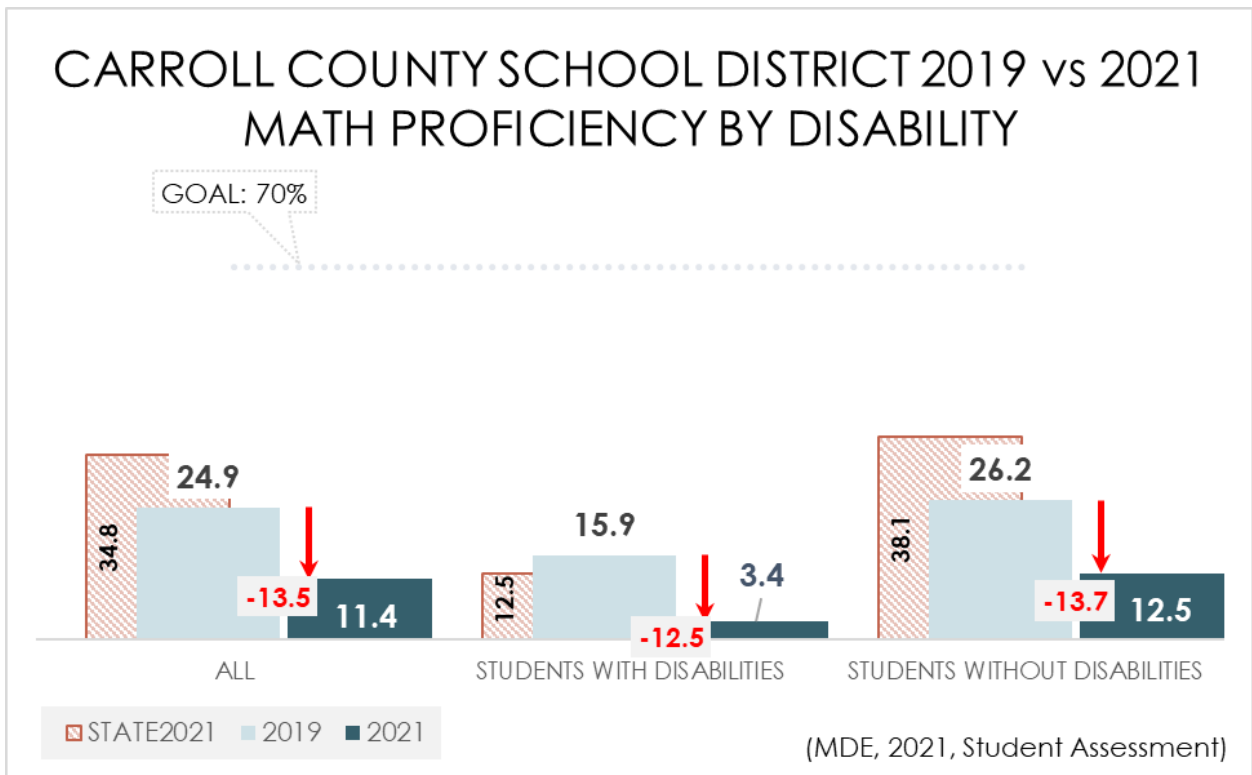


Figure 35: District 2019 vs 2021 Math Proficiency by Disability



Carroll County School District Profile

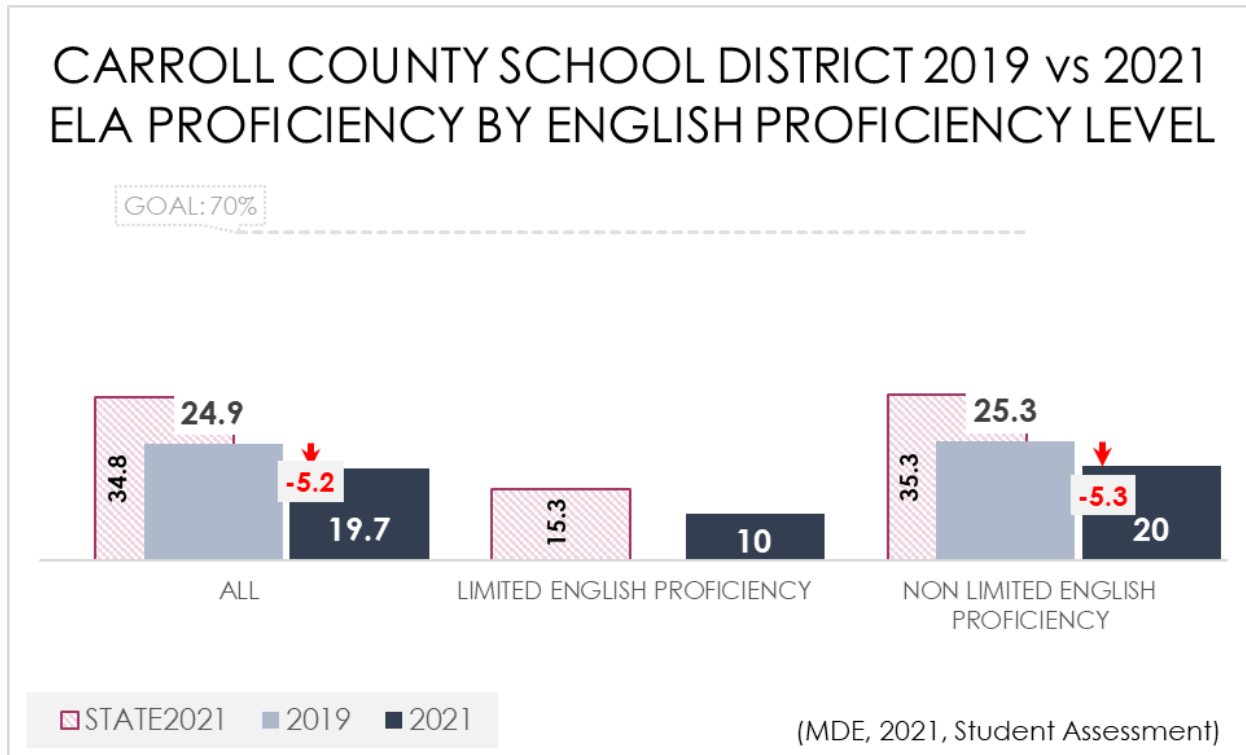


Figure 36: District 2019 vs 2021 ELA Proficiency by English Proficiency Level

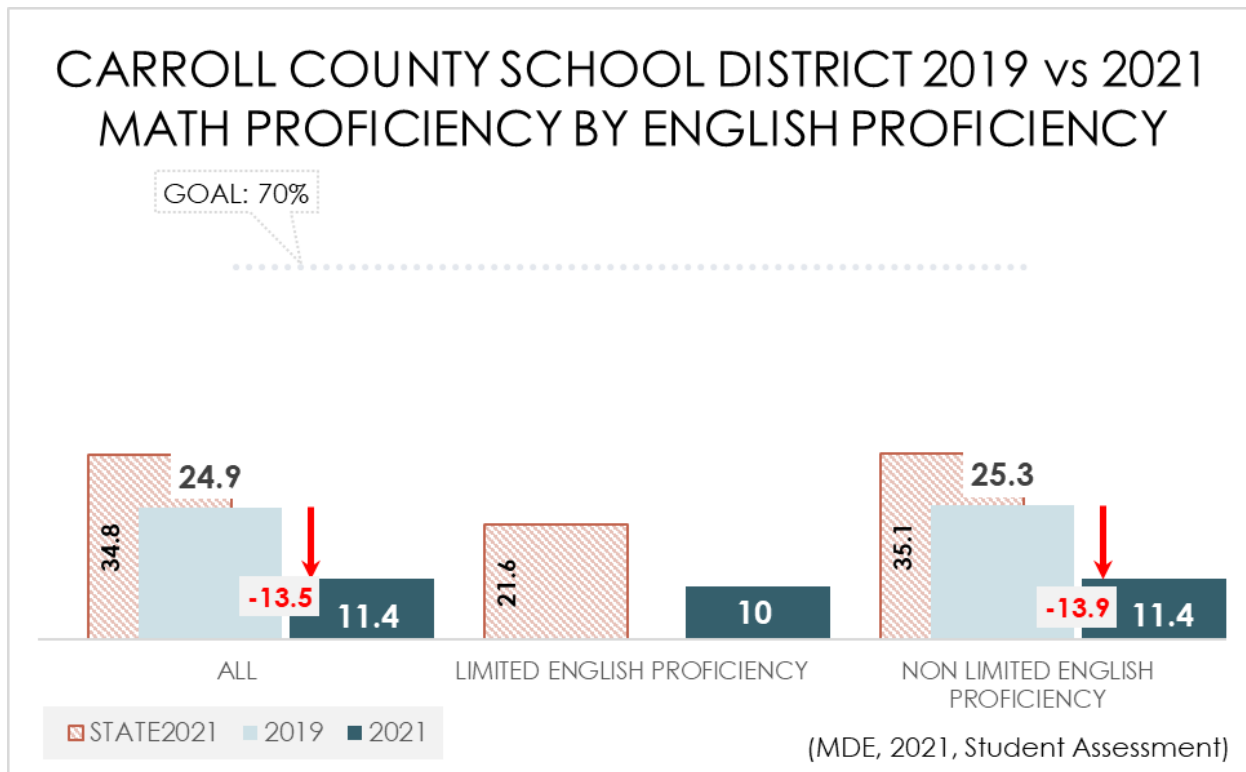


Figure 37: District 2019 vs 2021 Math Proficiency by Limited English Proficiency

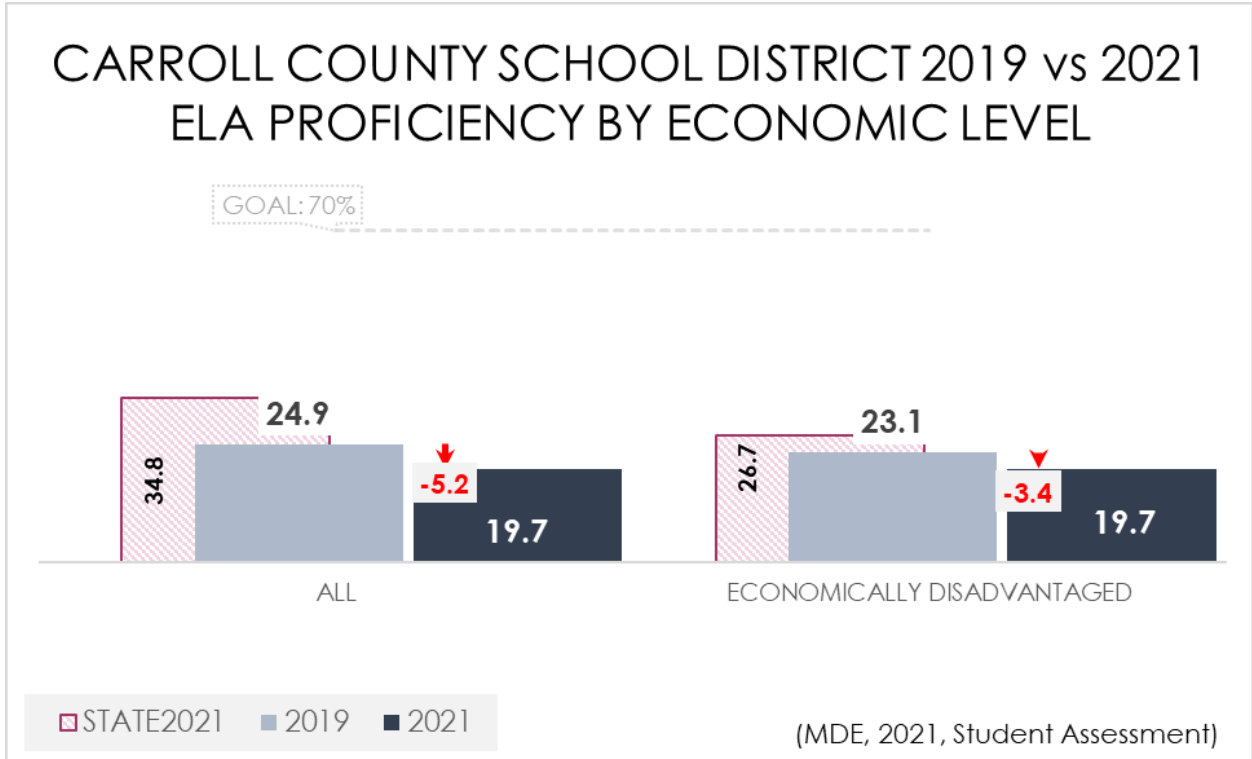


Figure 38: District 2019 vs 2021 ELA Proficiency by Economic Level

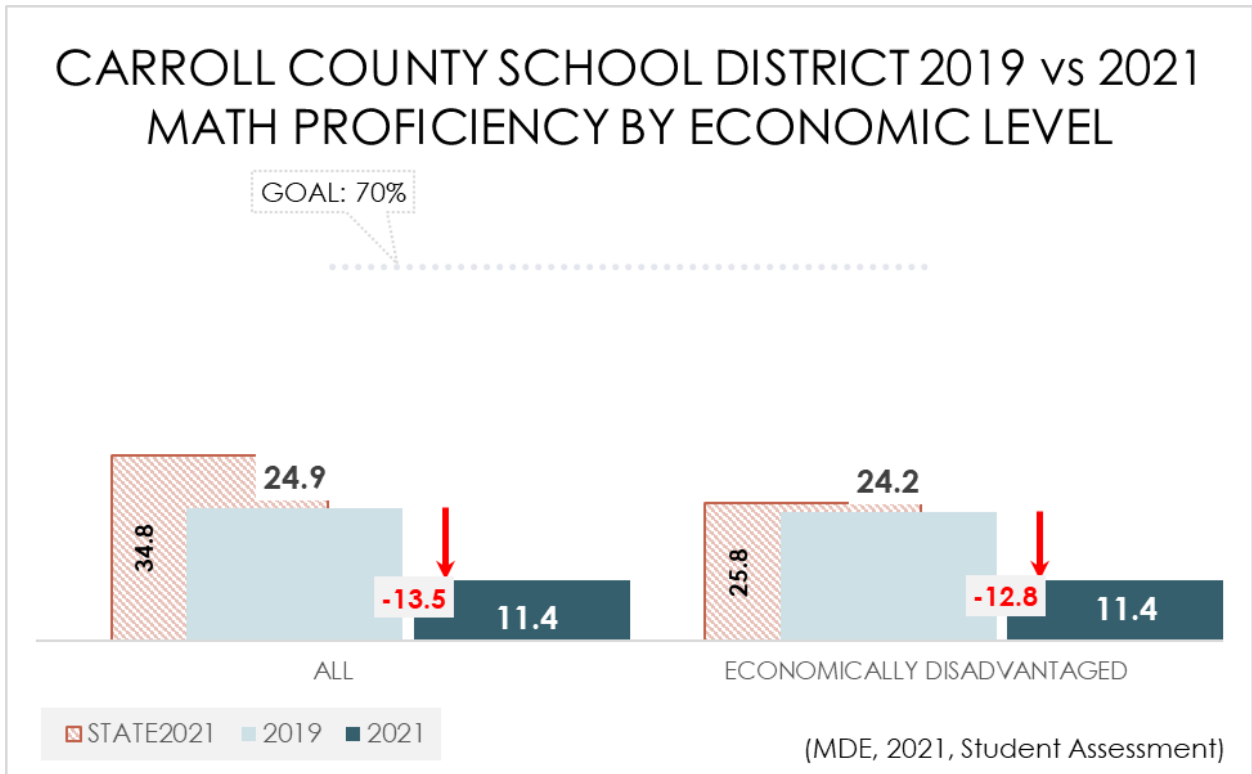


Figure 39: District 2019 vs 2021 Math Proficiency by Economic Level



Carroll County School District Profile

CHANGES IN PROFICIENCY GAP-TO-GOAL BY DEMOGRAPHIC GROUP: ELA

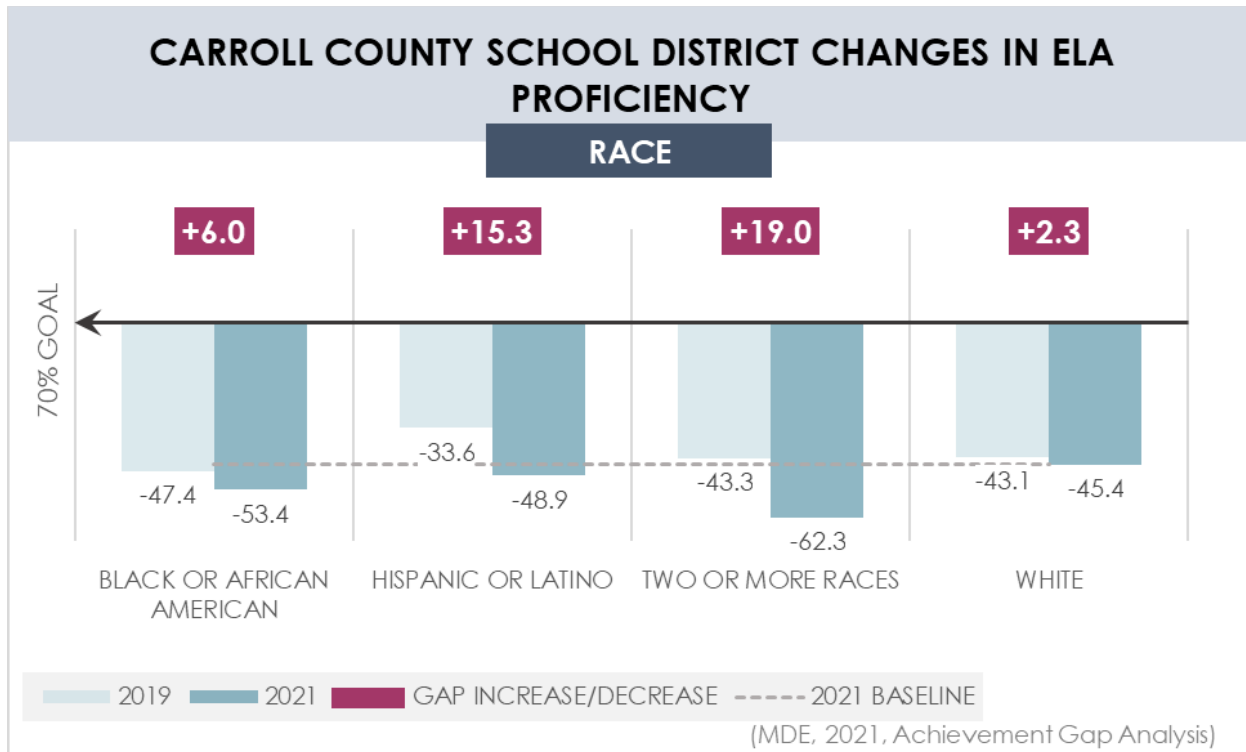


Figure 40: District Changes in ELA Proficiency Gap-to-Goal by Race

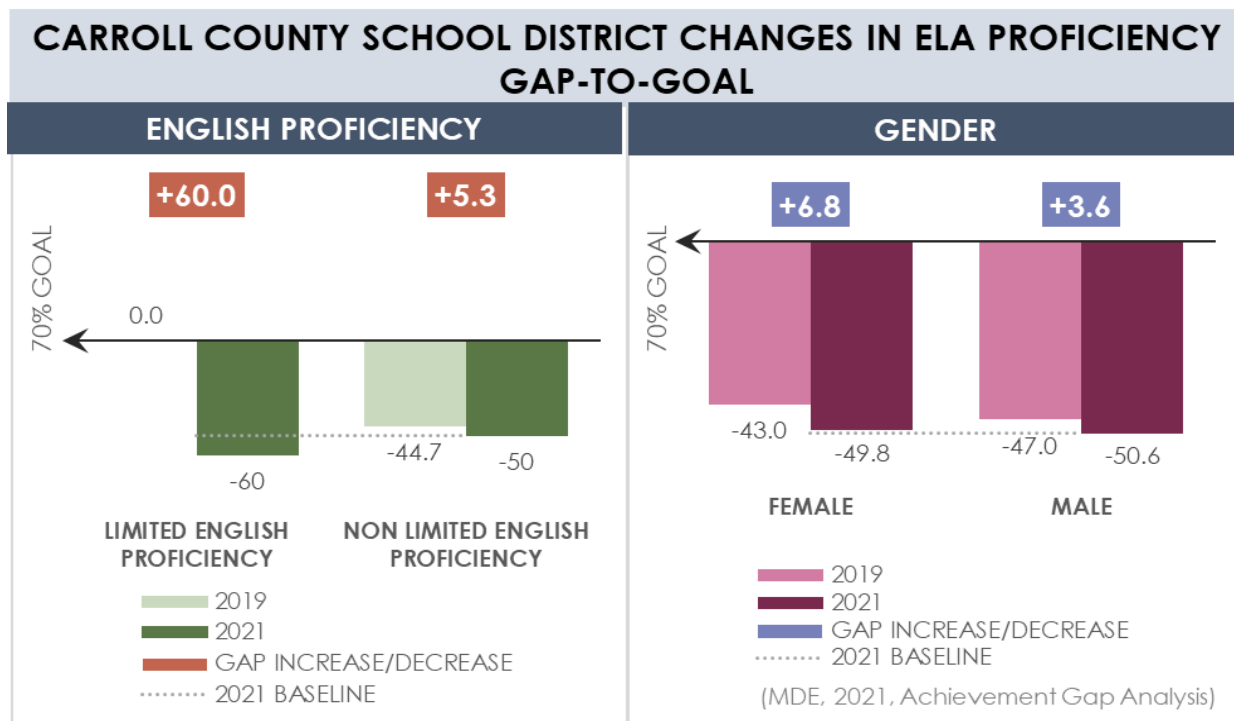


Figure 41: District Changes in ELA Proficiency Gap-to-Goal by English Proficiency and Gender

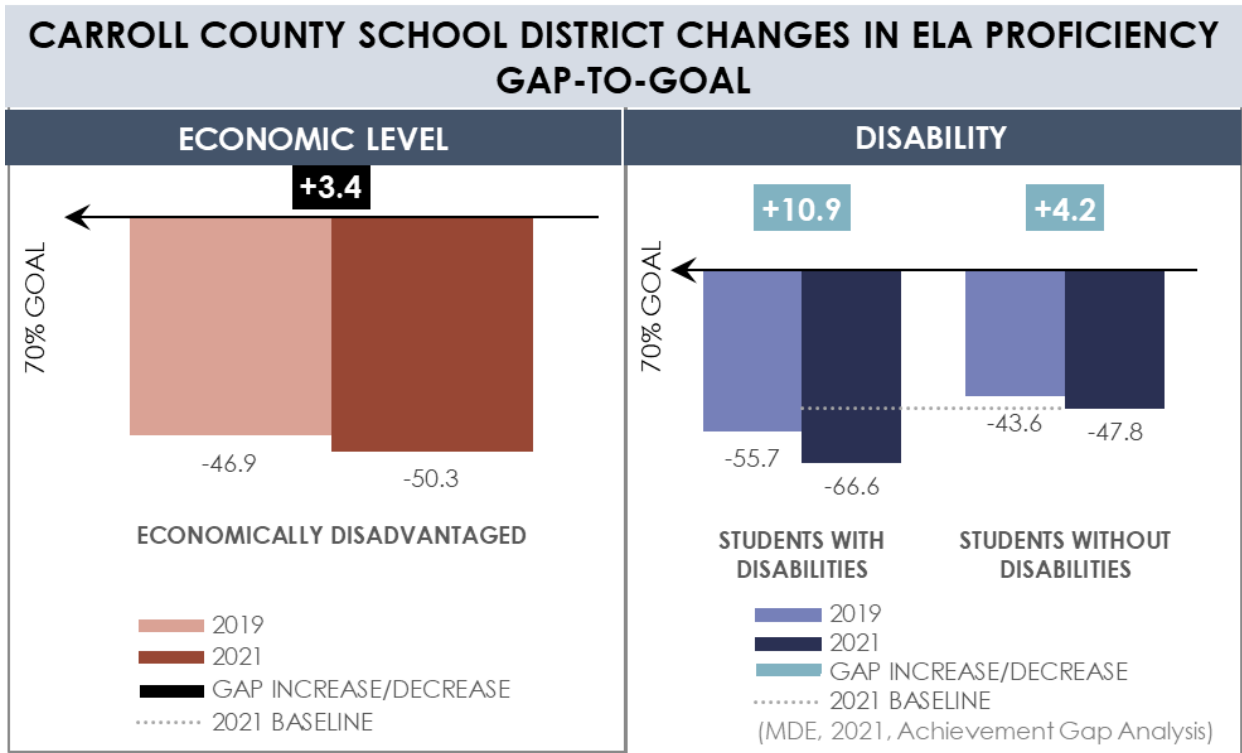


Figure 42: District Changes in ELA Proficiency Gap-to-Goal by Economic Level and Disability

CHANGES IN PROFICIENCY GAP-TO-GOAL BY DEMOGRAPHIC GROUP: MATH

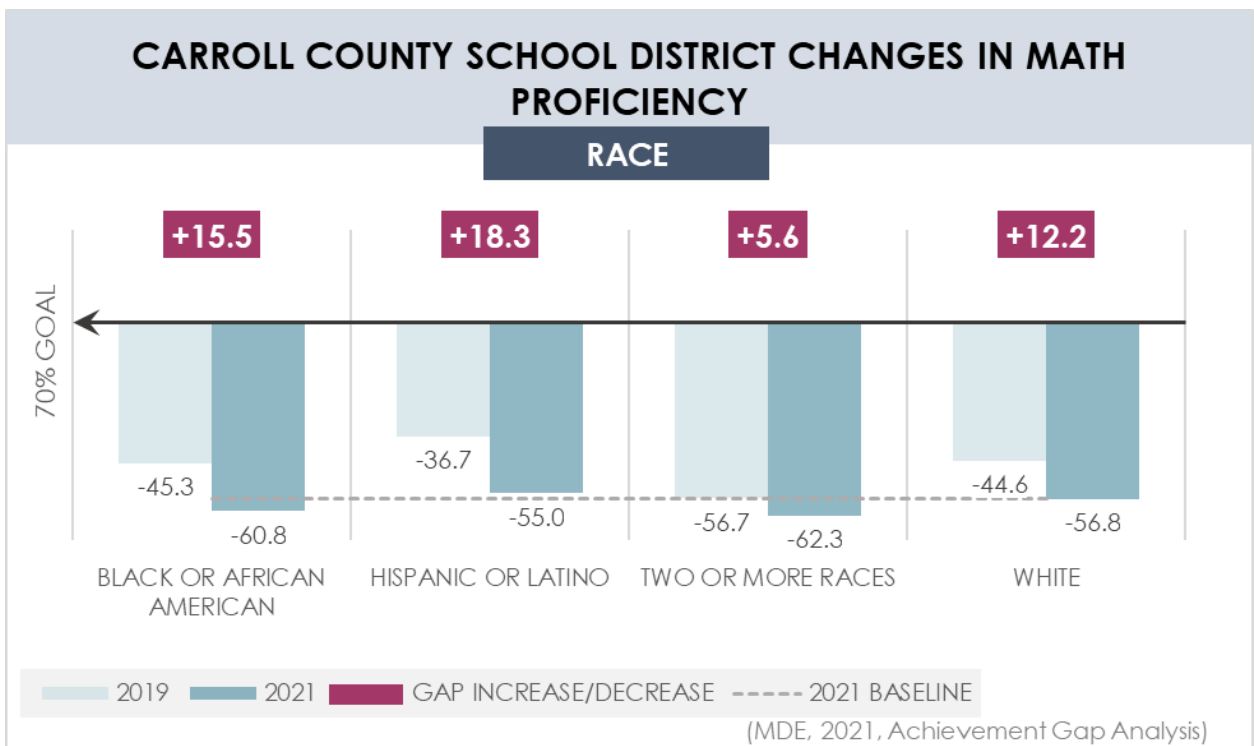


Figure 43: District Changes in Math Proficiency Gap-to-Goal by Race

Carroll County School District Profile

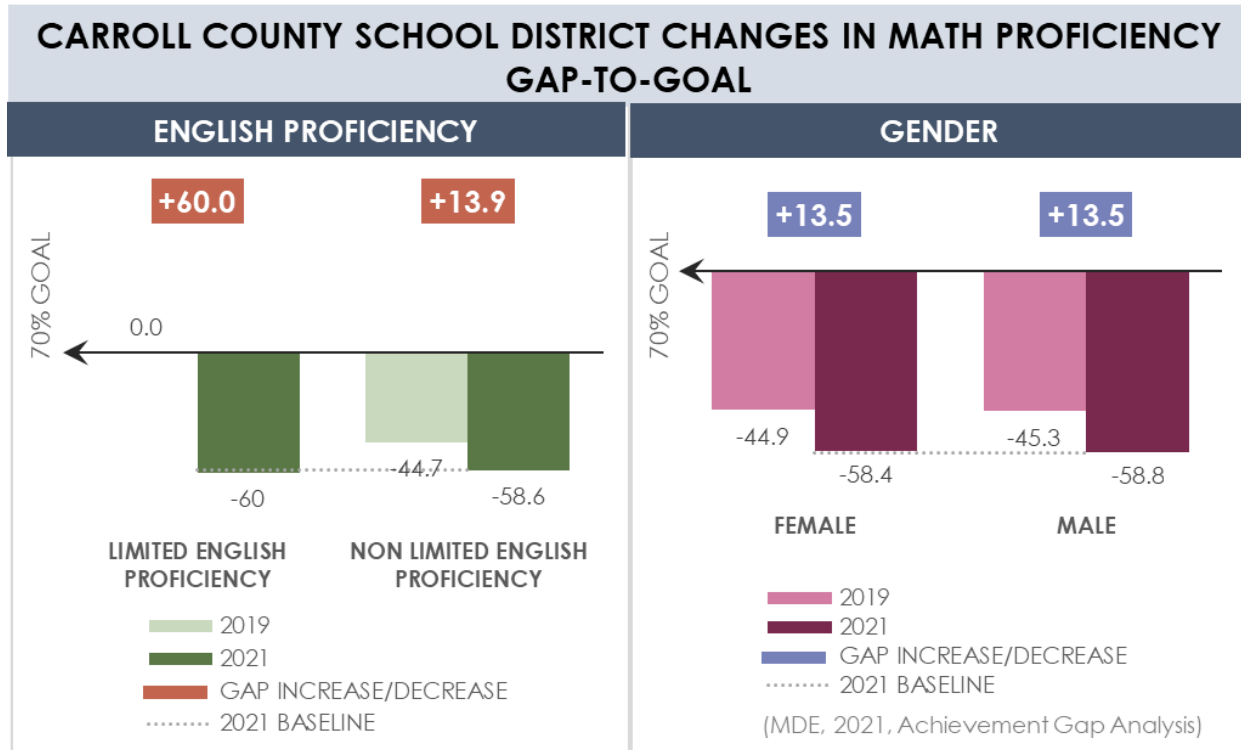


Figure 44: District Changes in Math Proficiency Gap-to-Goal by English Proficiency and Gender

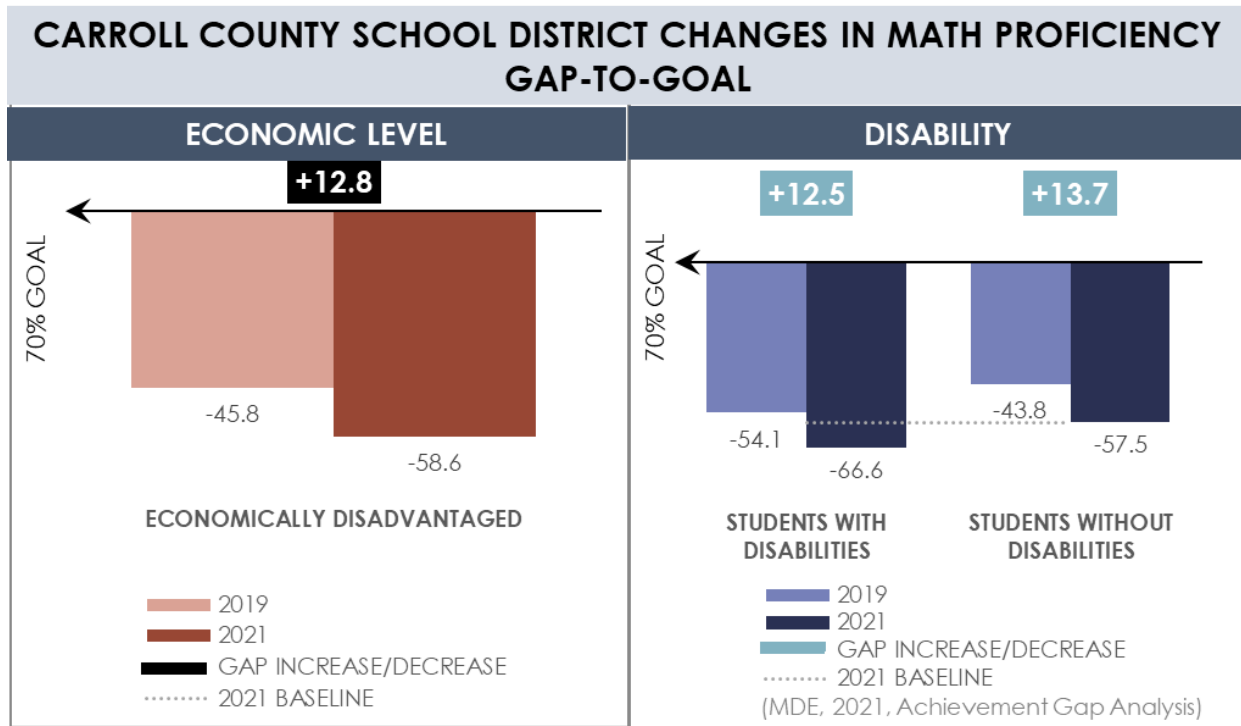


Figure 45: District Changes in Math Proficiency Gap-to-Goal by Economic Level and Disability

FINANCE

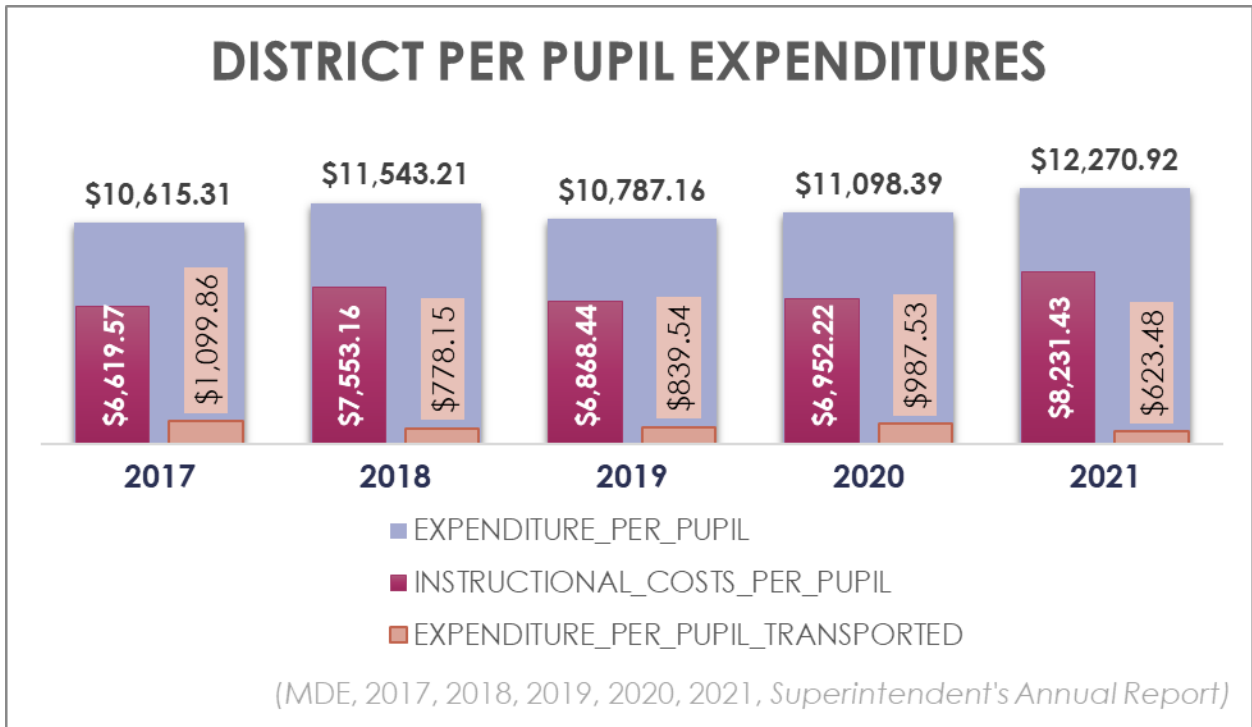


Figure 46: District Per Pupil Expenditures

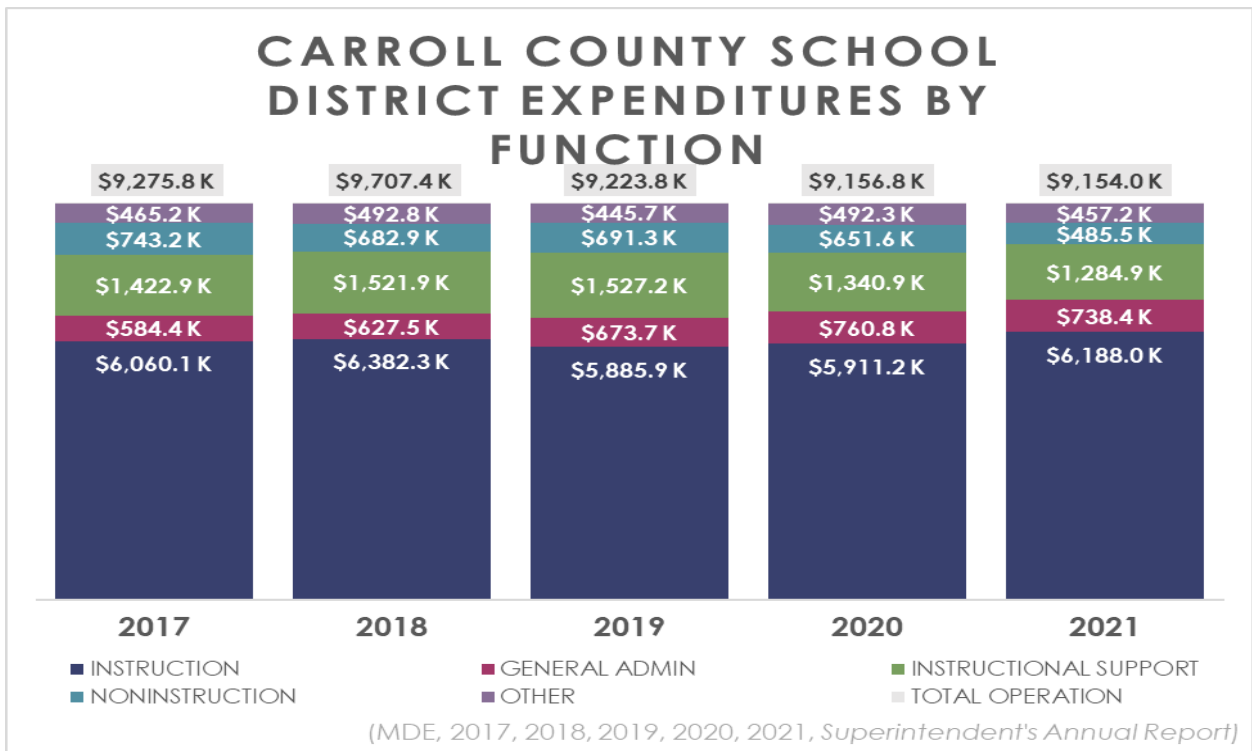


Figure 47: District Expenditures by Function



Carroll County School District Profile

CARROLL COUNTY SCHOOL DISTRICT CHANGES IN PERCENTAGES OF EXPENDITURES BY FUNCTION 2017 TO 2021

- INSTRUCTION
- GENERAL ADMIN
- INSTRUCTIONAL SUPPORT
- NONINSTRUCTION
- OTHER

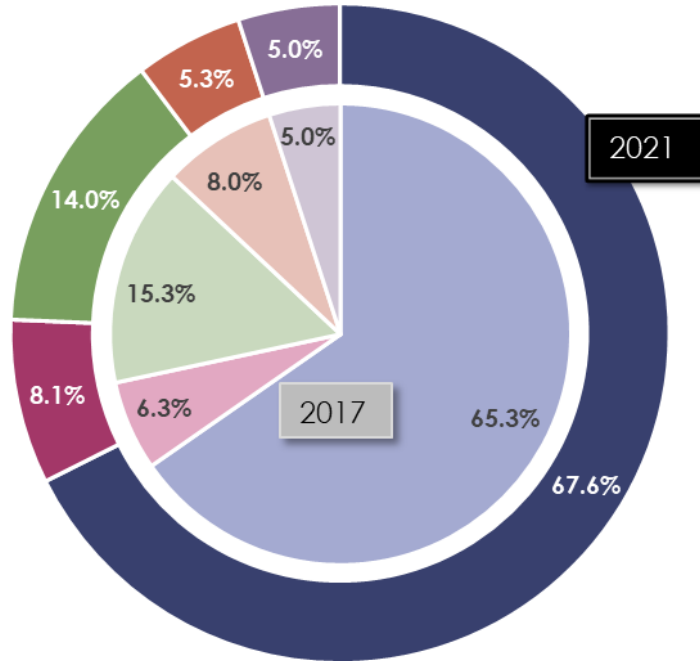


Figure 48: District Changes in Percentages of Expenditures by Function

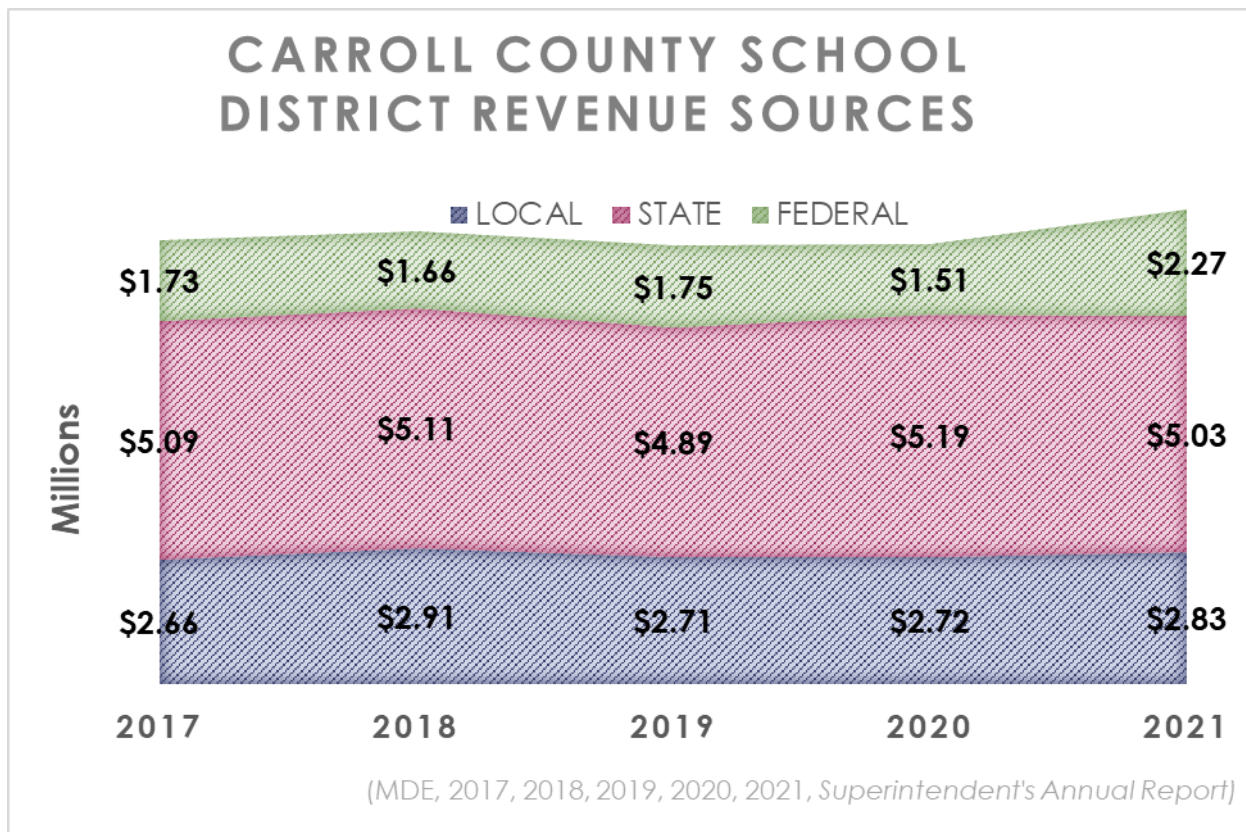


Figure 49: District Revenue Sources

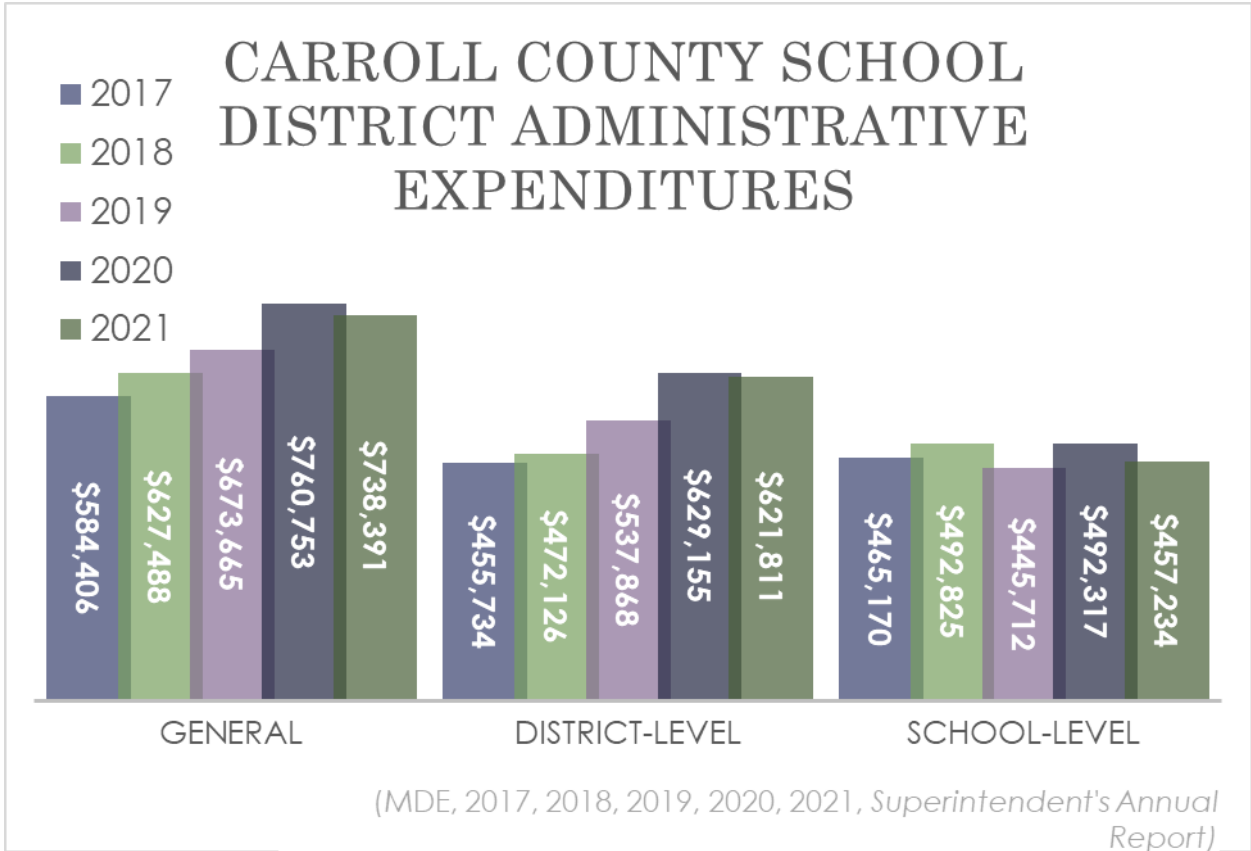


Figure 50: District Administrative Expenditures

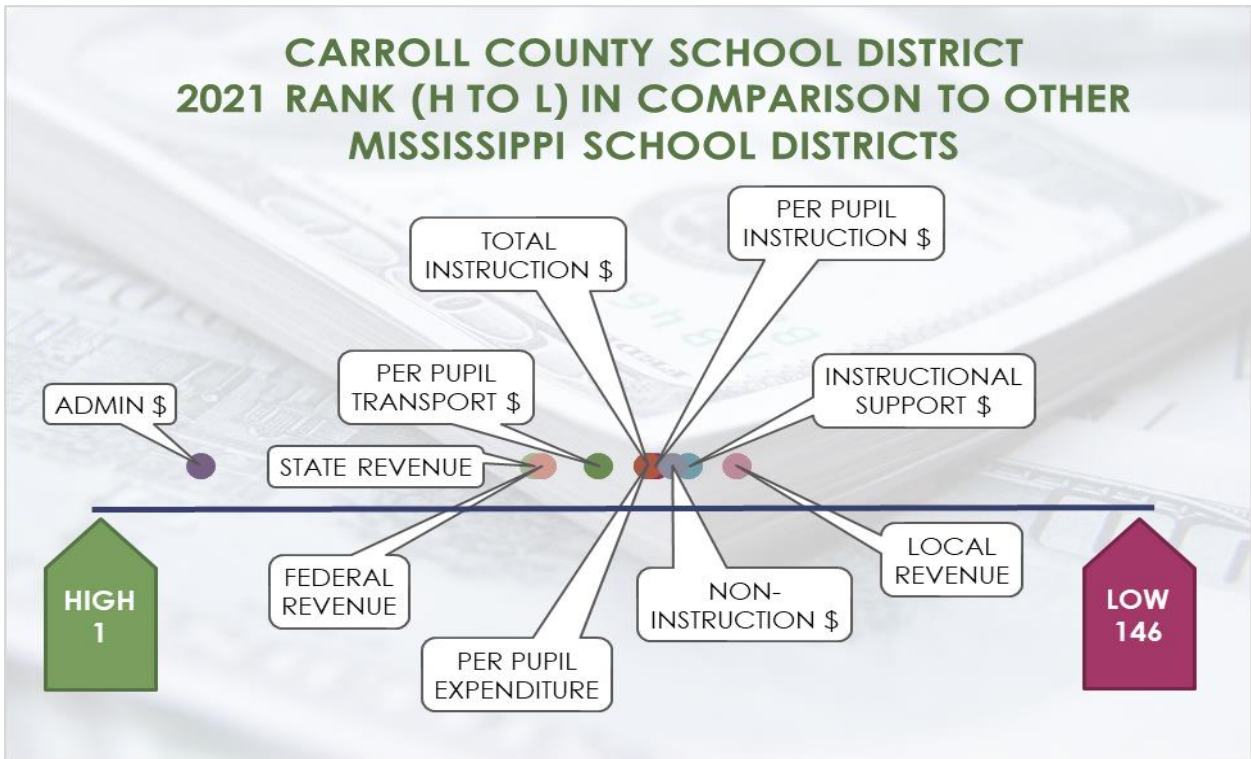


Figure 51: District Finance Rank Compared to Other Districts



Carroll County School District Profile

CARROLL COUNTY SCHOOL DISTRICT FEDERAL TITLE PROGRAMS ALLOCATED FUNDS

	2017	2018	2019	2020	2021
TITLE I A	\$339,812	\$376,085	\$2,244,390	\$371,904	\$368,534
TITLE II A	\$111,434	\$73,705	\$74,303	\$72,254	\$67,113
TITLE IV A	\$0	\$0	\$26,733	\$27,731	\$27,875
TITLE V B	\$0	\$0	\$17,723	\$18,587	\$17,327
ESSER 1	NA	NA	NA	\$299,049	\$304,498
ESSER 2	NA	NA	NA	NA	\$1,213,236

Figure 52: District Federal TITLE Programs Allocated Funds



PERSONNEL

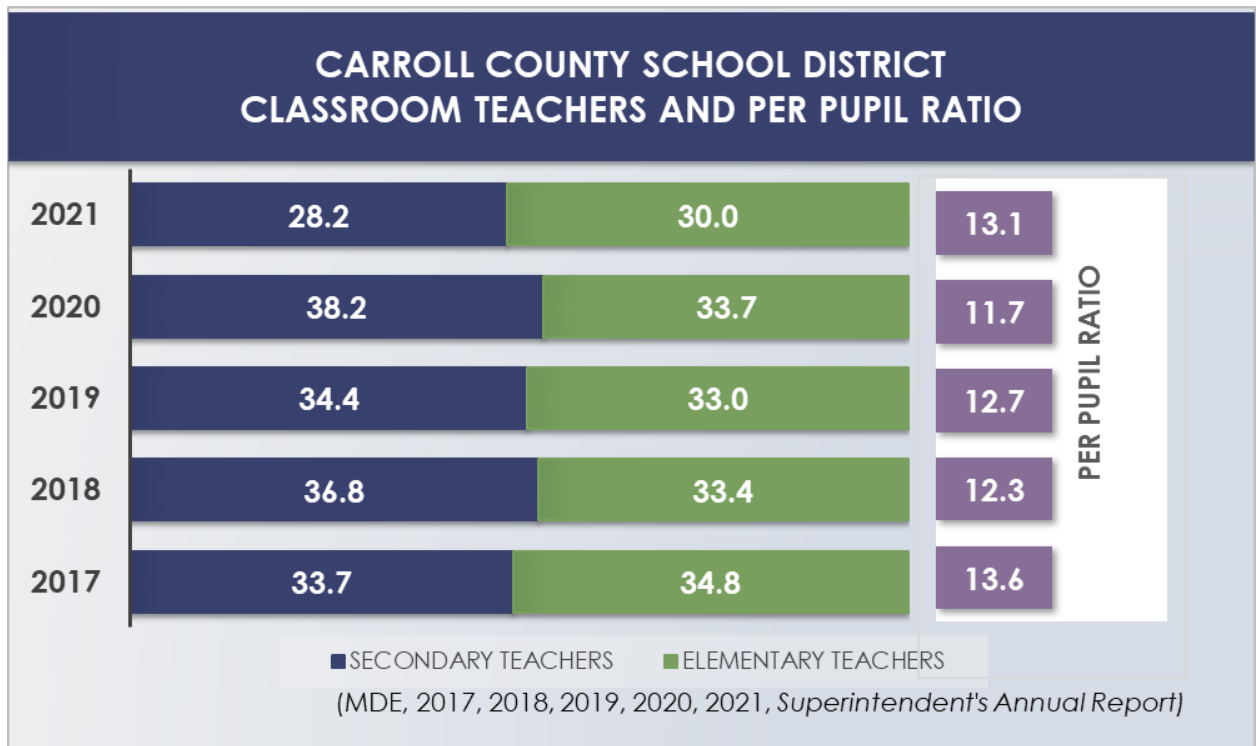


Figure 53: District Classroom Teachers and Per Pupil Ratio

Carroll County School District Profile

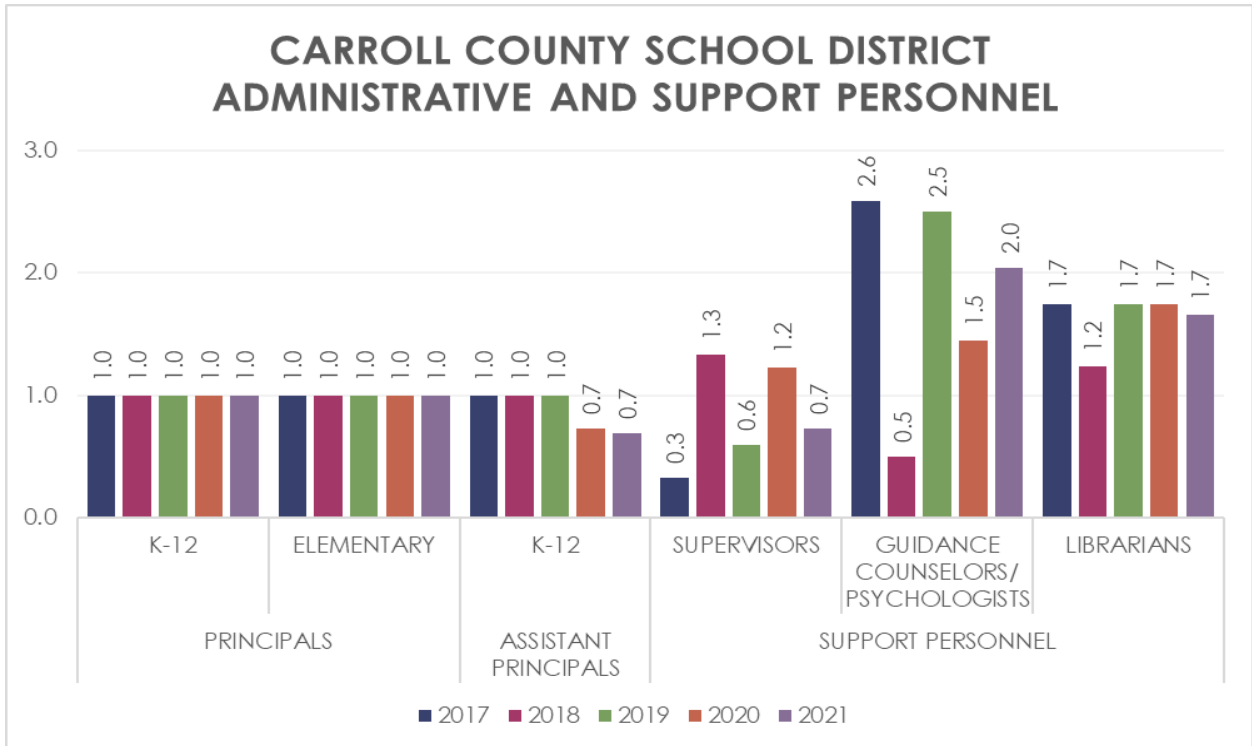


Figure 54: District Administrative and Support Personnel



Carroll County School District Profile

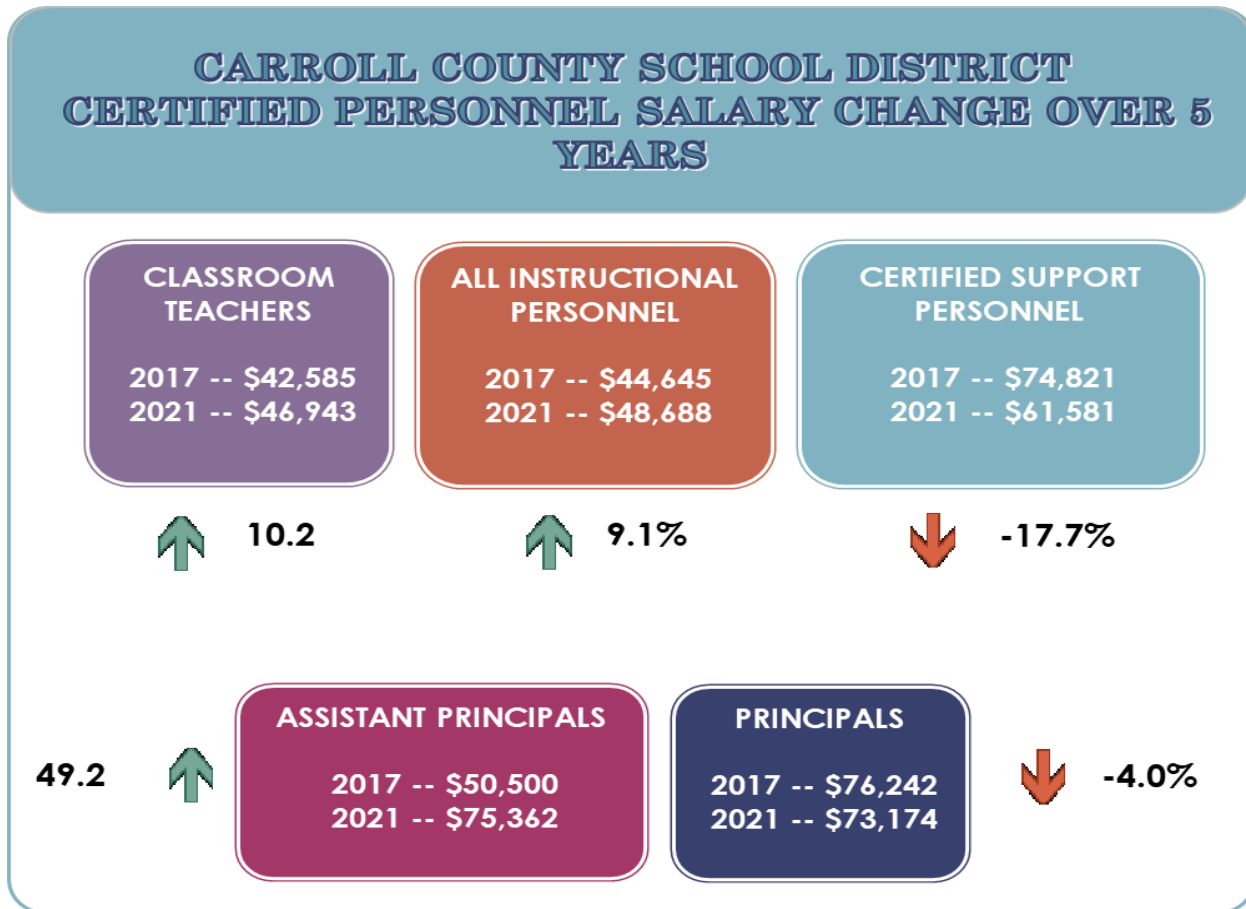


Figure 55: District Certified Personnel Salary Change Over Five Years

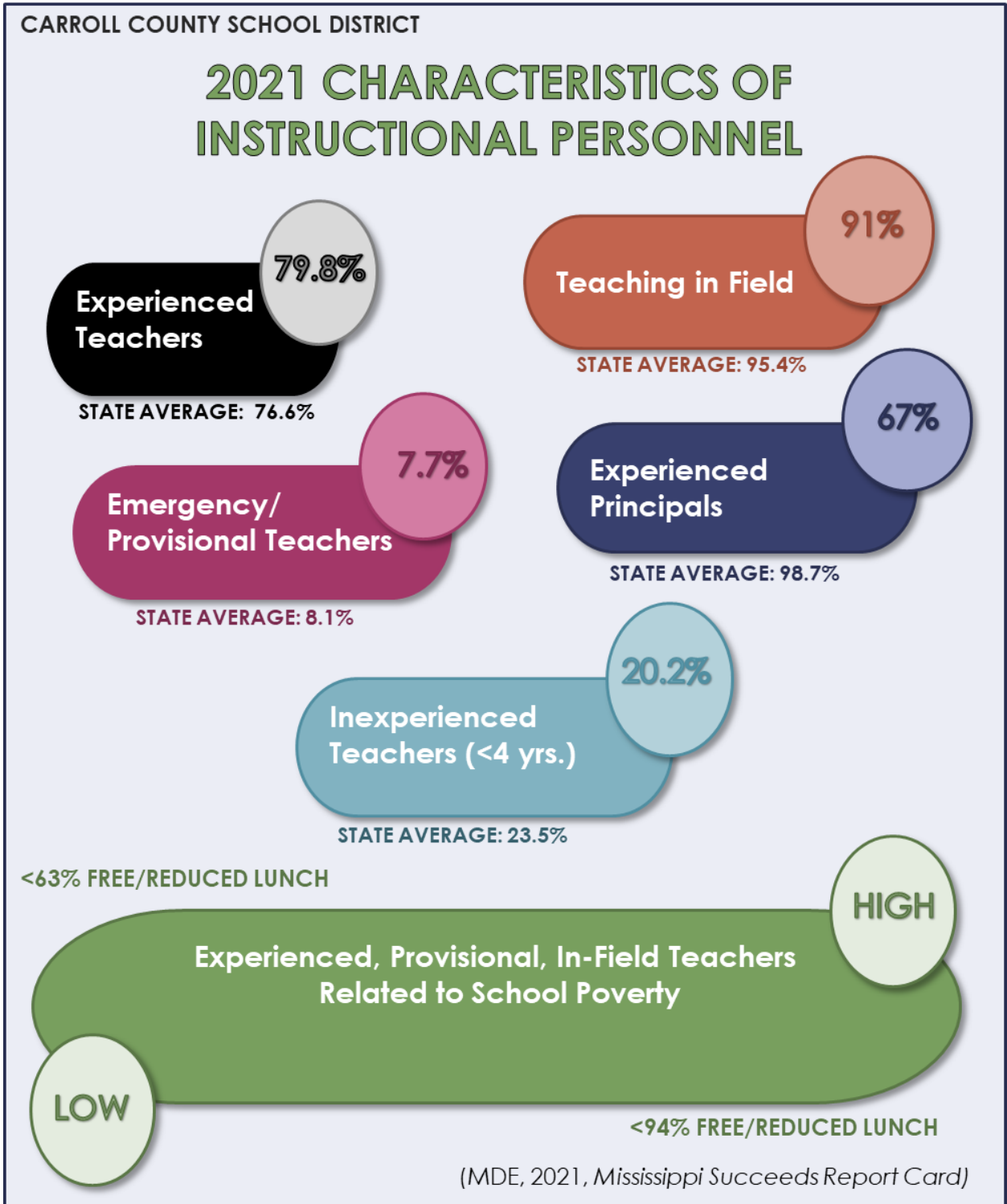


Figure 56: District Characteristics of Instructional Personnel



DISTRIBUTION OF RESPONDENTS

Sixty-one (61) respondents from three stakeholder groups and two schools responded to the Comprehensive Needs Assessment Survey in 2021. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

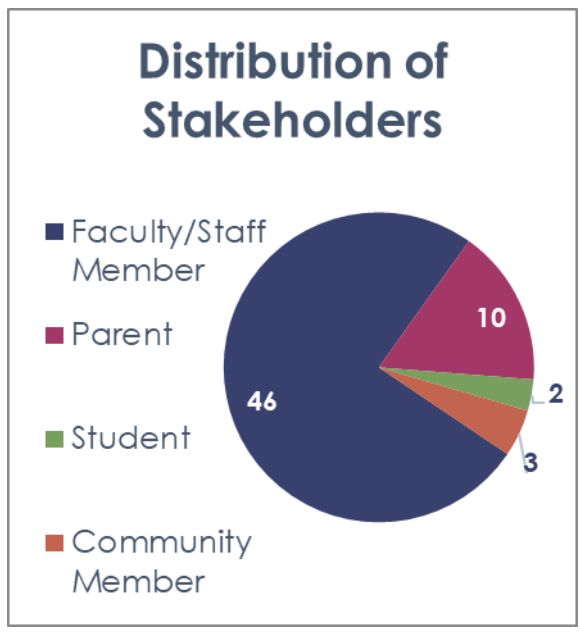


Figure 57: Distribution of Stakeholders



DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents were asked to express an opinion on statements using a 5-point Likert scale, indicating “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” or “Not Applicable or No Information.” Some questions asked respondents to choose among a variety of options, to rank choices, or to write in responses to open-ended statements. Some overall open-ended questions were also included. Data were compiled by school and by stakeholder group, then combined to create a district summary.

Test scores and demographic data were obtained from the Mississippi Department of Education and Carroll County School District.

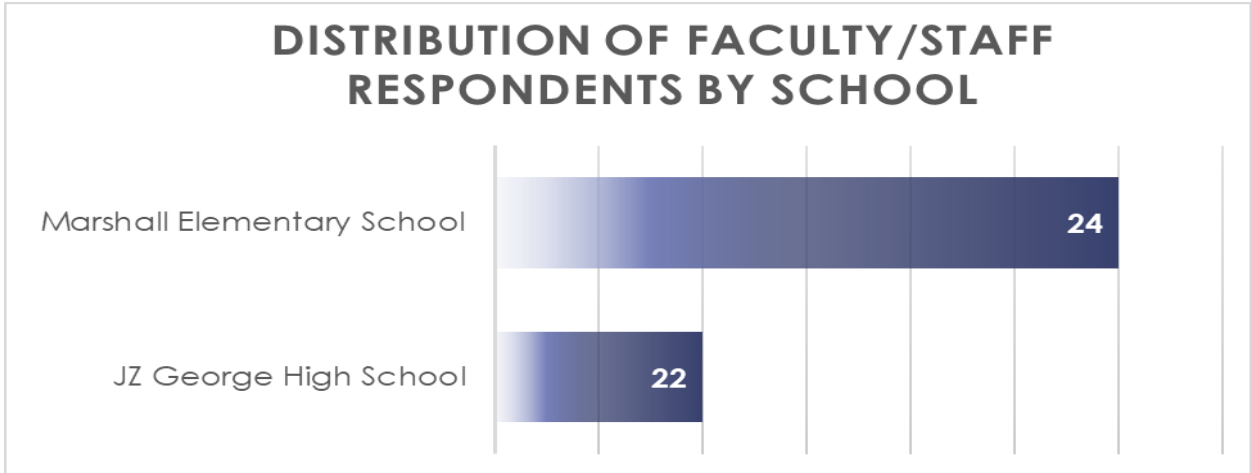


Figure 58: Distribution of Faculty/Staff Respondents by School

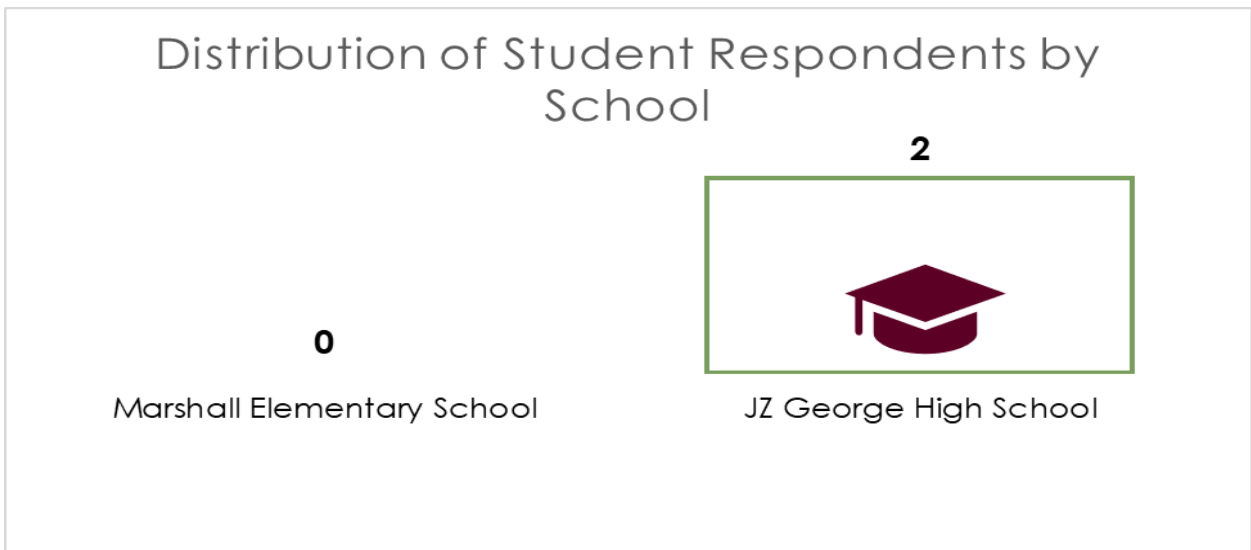


Figure 59: Distribution of Student Respondents by School

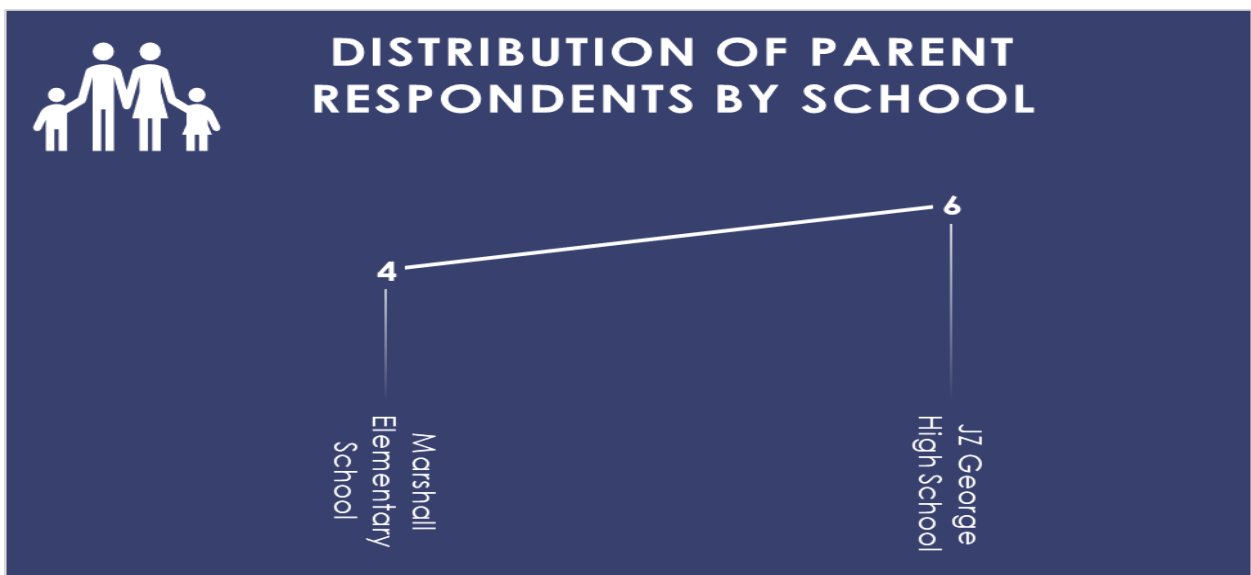


Figure 60: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

Faculty, staff, parents, community members, and students responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	27	44.3%
Agree	29	47.5%
Disagree	4	6.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	8	13.1%
Agree	41	67.2%
Disagree	9	14.8%
Strongly Disagree	2	3.3%
Not Applicable or No Information	1	1.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	18	29.5%
Agree	30	49.2%
Disagree	9	14.8%
Strongly Disagree	3	4.9%
Not Applicable or No Information	1	1.6%

Carroll County School District Profile

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	13	21.3%
Agree	36	59.0%
Disagree	8	13.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.6%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	11	18.0%
Agree	39	63.9%
Disagree	9	14.8%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	6	9.8%
Agree	49	80.3%
Disagree	6	9.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	12	19.7%
Agree	41	67.2%
Disagree	7	11.5%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Carroll County School District Profile

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	13	21.3%
Agree	33	54.1%
Disagree	11	18.0%
Strongly Disagree	3	4.9%
Not Applicable or No Information	1	1.6%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	15	24.6%
Agree	37	60.7%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	13.1%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	32	54.2%
Agree	21	35.6%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.5%

COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	35	57.4%
Remote appointments with a counselor or mental health professional	23	37.7%
Remote appointments with a school nurse	9	14.8%
Devices to use for schoolwork	28	45.9%
Meals for students	14	23.0%
Class materials available online	26	42.6%
Mobile hotspots or other ways to access the internet	31	50.8%
School supplies (pencils, paper, etc.)	12	19.7%
Class materials available offline (sent through mail, picked up at school)	14	23.0%
Virtual school events (assemblies, awards ceremonies, graduation)	17	27.9%
Other	1	1.6%
None of the above	4	6.6%



SUMMARY OF DISTRICT STRENGTHS AND CHALLENGES

SIXTY-ONE (61) STAKEHOLDERS FROM TWO SCHOOLS RESPONDED TO THE 2022 CARROLL COUNTY SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT SURVEY ONLINE. STUDENTS COMPRISE 3.3% OF THE TOTAL. FACULTY/STAFF MEMBERS REPRESENT 77.9% OF THE ADULT RESPONSE, WITH PARENTS ACCOUNTING FOR 16.9%. COMMUNITY MEMBERS MAKE UP 5.08% OF THE ADULT RESPONSE OR 4.9% OF THE TOTAL.

CARROLL COUNTY SCHOOL DISTRICT IS A DISTRICT FOCUSED ON TEACHING AND LEARNING. District enrollment has decreased by 8.4% since 2017-18. Accountability ratings for the district remain at the “D” level earned in 2019 due to the pandemic freeze and persisted for 2021, although the district administered required state and federal level testing this year. The district's graduation rate increased significantly to 91.1 (SY2020/AY202); the dropout rate increased to 18.2%.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly indicate that school and district safety procedures are adequate. About 92% believe that the teachers within the district are certified and effective.

More than 80% of stakeholders indicated that the programs within the district meet the requirement of students with special needs.

Statements on the comprehensive needs survey about parent, family, and community engagement received varying levels of positive feedback. More than 75% of respondents agreed that the school district promotes parent and teacher communication. Additionally, 80.3% indicated that parents feel welcome within the schools. The satisfaction rate among stakeholders was 81.9%.

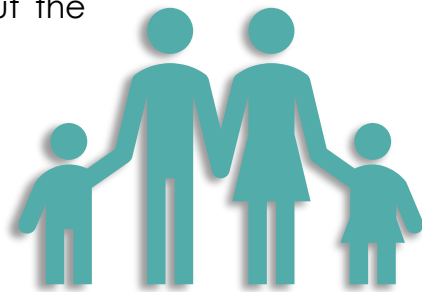
In response to questions concerning school climate and culture, nearly 91% of stakeholders agree that the school district provides students and teachers with a safe and orderly environment for learning. Furthermore, 86.9% of respondents believe that the students have access to a variety of resources to help them succeed in their learning, such as technology, media centers and libraries.

SECTION 2

CARROLL COUNTY SCHOOL DISTRICT PARENT SURVEY

INTRODUCTION

Parents from across Carroll County School District were asked to respond to questions about the school or schools their children attend. Ten (10) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; and *School Climate and Culture*. A summary of open-ended question answers is included in each school's parent section.



SURVEY RESULTS

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	4	40.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Parent Survey

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	3	30.0%
Supporting college and career counseling	4	40.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	70.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	30.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	2	20.0%
Providing school-based mental health services and counseling	4	40.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	30.0%
Establishing or improving dropout prevention	1	10.0%
Supporting re-entry programs and transition services for Justice-involved youth	1	10.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	4	40.0%
Implementing systems and practices to prevent bullying and harassment	7	70.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	20.0%
Establishing community partnerships	2	20.0%



Carroll County School District Parent Survey

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	9	90.0%
Building technological capacity and infrastructure	4	40.0%
Carrying out innovative blended learning projects	4	40.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	30.0%

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	10.0%
Conflict Resolution	3	30.0%
Discipline	3	30.0%
Drug/Alcohol Awareness	4	40.0%
English as a Second Language	0	0.0%
Health Classes	2	20.0%
Literacy Classes	1	10.0%
Math Classes	1	10.0%
Parent-to-School Relationships	4	40.0%
Parent/Child Communication	5	50.0%
Preparing for College	2	20.0%
Parenting Workshops	4	40.0%
Social Media Classes	3	30.0%
Stress/Anger Management	4	40.0%
Understanding College- and Career-Ready Standards	4	40.0%

Carroll County School District Parent Survey

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	4	40.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	50.0%
Resource materials for parental training	2	20.0%
Training for parents to work with other parents on becoming involved in the schools	4	40.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	30.0%
Home/School folders	2	20.0%
Home/School Planners	4	40.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	70.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Parent Survey

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	1	10.0%
Agree	7	70.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	80.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Parent Survey

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	6	60.0%
Checked my child's grades/assignments online	8	80.0%
Been in contact with my child's teacher	9	90.0%
Received a newsletter from the district, school, or teacher	3	30.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	3	30.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	6	60.0%
Volunteered at my child's school	2	20.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	9	90.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	10	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Carroll County School District Parent Survey

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	1	10.0%
Agree	7	70.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

COVID-19 AND DISTANCE LEARNING

How satisfied are you with your school or district's COVID-19 remote learning program?

	Count	Percentage
Extremely satisfied	0	0.0%
Very satisfied	2	20.0%
Moderately satisfied	2	20.0%
Somewhat satisfied	3	30.0%
Not at all satisfied	3	30.0%

Carroll County School District Parent Survey

To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	0	0.0%
To great extent	4	40.0%
To a moderate extent	5	50.0%
To a small extent	1	10.0%
Not at all	0	0.0%

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	4	40.0%
Remote appointments with a counselor or mental health professional	4	40.0%
Remote appointments with a school nurse	1	10.0%
Devices to use for schoolwork	4	40.0%
Meals for students	2	20.0%
Class materials available online	4	40.0%
Mobile hotspots or other ways to access the internet	2	20.0%
School supplies (pencils, paper, etc.)	0	0.0%
Class materials available offline (sent through mail, picked up at school)	1	10.0%
Virtual school events (assemblies, awards ceremonies, graduation)	4	40.0%
Other	0	0.0%
None of the above	1	10.0%



SECTION 3

CARROLL COUNTY SCHOOL DISTRICT STUDENT SURVEY

INTRODUCTION

Students from across Carroll County School District were asked to respond to questions about the schools they attend. Two (2) students responded to the survey.



The following tables detail responses to the Comprehensive Needs Assessment Survey from students in the categories of *Federal Programs*; *Curriculum and Instruction*; *Family, Parent, and Community Engagement*; *School Improvement*; *School Climate and Culture*; and *Technology*. A summary of responses to open-ended questions is included in each relevant school's section.

SURVEY RESULTS

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%



Carroll County School District Student Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	2	100.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Student Survey

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Student Survey

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	1	50.0%
Remote appointments with a counselor or mental health professional	0	0.0%
Remote appointments with a school nurse	0	0.0%
Devices to use for schoolwork	2	100.0%
Meals for students	0	0.0%
Class materials available online	2	100.0%
Mobile hotspots or other ways to access the internet	2	100.0%
School supplies (pencils, paper, etc.)	1	50.0%
Class materials available offline (sent through mail, picked up at school)	0	0.0%
Virtual school events (assemblies, awards ceremonies, graduation)	2	100.0%
Other	0	0.0%
None of the above	0	0.0%



SECTION 4

CARROLL COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

INTRODUCTION

Faculty and staff from across Carroll County School District were asked to respond to questions about the schools in which they work. Forty-six (46) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.



SURVEY RESULTS

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	22	47.8%
Agree	23	50.0%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Faculty/Staff Survey

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	18	39.1%
Supporting college and career counseling	13	28.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	22	47.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	17	37.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	17.4%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	23	50.0%
Providing school-based mental health services and counseling	25	54.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	13	28.3%
Establishing or improving dropout prevention	12	26.1%
Supporting re-entry programs and transition services for Justice-involved youth	3	6.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	13	28.3%
Implementing systems and practices to prevent bullying and harassment	16	34.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	32.6%
Establishing community partnerships	16	34.8%



Carroll County School District Faculty/Staff Survey

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	17	37.0%
Building technological capacity and infrastructure	20	43.5%
Carrying out innovative blended learning projects	7	15.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	19	41.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	17	37.0%

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	10	21.7%
Agree	25	54.3%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	17.4%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	13.0%	58.7%	8.7%	2.2%	17.4%
Developing and using classroom assessments.	23.9%	60.9%	2.2%	0.0%	13.0%
Closing the achievement gap between diverse groups of students.	21.7%	60.9%	6.5%	0.0%	10.9%

Carroll County School District Faculty/Staff Survey

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	34.8%	50.0%	0.0%	2.2%	13.0%
Teaching special needs students.	26.1%	56.5%	2.2%	2.2%	13.0%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	15	32.6%
Expedited evaluation services for students with limited english	19	41.3%
Expedited evaluation services for gifted and talented students	7	15.2%
Additional academic support	19	41.3%
Tutoring	24	52.2%
Enrichment educational services	16	34.8%
Counseling	23	50.0%
Mentors	11	23.9%
School supplies	16	34.8%
School uniforms	17	37.0%
Dental referrals	12	26.1%
Medical referrals	11	23.9%
Bullying assistance	11	23.9%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	7	15.2%
Agree	32	69.6%
Disagree	7	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Carroll County School District Faculty/Staff Survey

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).

	Count	Percentage
Strongly Agree	8	17.4%
Agree	28	60.9%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	19.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	11	23.9%
Utilize technology such as class websites, blogs, and videos	21	45.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	19	41.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	22	47.8%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	25	54.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	14	30.4%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	20	43.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	17	37.0%

Carroll County School District Faculty/Staff Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	16	34.8%
Agree	22	47.8%
Disagree	6	13.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	10	21.7%
Agree	28	60.9%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	10	21.7%
Agree	30	65.2%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	6	13.0%
Agree	36	78.3%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Faculty/Staff Survey

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	11	23.9%
Agree	29	63.0%
Disagree	6	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	12	26.1%
Agree	24	52.2%
Disagree	7	15.2%
Strongly Disagree	2	4.3%
Not Applicable or No Information	1	2.2%

For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	5	10.9%
Agree	24	52.2%
Disagree	14	30.4%
Strongly Disagree	3	6.5%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	7	15.2%
Agree	26	56.5%
Disagree	6	13.0%
Strongly Disagree	4	8.7%
Not Applicable or No Information	3	6.5%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	13	28.3%
Agree	26	56.5%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	26	56.5%
Agree	15	32.6%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%



Carroll County School District Faculty/Staff Survey

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Reading for at risk students	#2
Teaching and understanding students in poverty	#3
Differentiated Instruction	#4
My specific content area	#5
Using technology to enhance instruction	#6
Conflict resolution	#7
English Learners (ELs)	#8
Mississippi College and Career Readiness Standards	#9
Successful inclusion strategies	#10
Writing strategies	#11
Depth of Knowledge	#12
Culture sensitivity	#13
Response to Intervention (RTI/MTSS)	#14
Interpreting and analyzing student data	#15
Teaching and understanding homeless students	#16
Developing quality assessments	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	2	4.3%
Agree	18	39.1%
Disagree	16	34.8%
Strongly Disagree	6	13.0%
Not Applicable or No Information	4	8.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	3	6.5%
Agree	25	54.3%
Disagree	9	19.6%
Strongly Disagree	2	4.3%
Not Applicable or No Information	7	15.2%

COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	27	58.7%
Remote appointments with a counselor or mental health professional	16	34.8%
Remote appointments with a school nurse	7	15.2%
Devices to use for schoolwork	20	43.5%
Meals for students	10	21.7%
Class materials available online	17	37.0%
Mobile hotspots or other ways to access the internet	25	54.3%
School supplies (pencils, paper, etc.)	9	19.6%
Class materials available offline (sent through mail, picked up at school)	11	23.9%
Virtual school events (assemblies, awards ceremonies, graduation)	10	21.7%
Other	1	2.2%
None of the above	3	6.5%

Which of the following have been the biggest professional challenges related to the move to distance learning and working remotely?

	Count	Percentage
Finding space to do work	2	4.3%
Doing live lessons	17	37.0%
Supporting parents	17	37.0%
Figuring out how to approach distance learning	18	39.1%
Finding enough work for students to do	6	13.0%
"Absent" students for online lessons or check-ins	29	63.0%
Keeping my students engaged in learning	21	45.7%
Time management	6	13.0%
Recording and posting lessons	2	4.3%
Using the online platform	7	15.2%
Lack of equipment for recording lessons or doing live chats	4	8.7%
Maintaining communication with students	14	30.4%
Converting offline materials into online resources	7	15.2%
Maintaining a good work-life balance	7	15.2%
Maintaining professional relationships with colleagues	4	8.7%
Keeping up with grading	9	19.6%

Carroll County School District Faculty/Staff Survey

What resources and supports for staff has the district offered or should the district offer for ongoing distance learning?

	Count	Percentage
Childcare support for staff	2	4.3%
Classroom materials	12	26.1%
Technical support	22	47.8%
Resources for staff in crisis	11	23.9%
Equipment needed for recording lessons or doing live chats	7	15.2%
Professional development on how to use online platforms (how to record lectures, host live chats)	21	45.7%
Sample online lesson plans	9	19.6%
Professional development on converting offline materials into online resources	8	17.4%
Check-in sessions with administrators	4	8.7%
Formal curriculum	4	8.7%
Mobile hotspots or other ways to access the internet	15	32.6%
Professional learning network	6	13.0%
Professional development on engaging students through distance learning	15	32.6%
Staff-only discussion boards to receive peer support and advice	8	17.4%
Other	3	6.5%
None of the above	5	10.9%



SECTION 5

CARROLL COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

INTRODUCTION

Community members from across Carroll County School District were asked to respond to questions about the district and its schools. Three (3) community members responded to the survey.



The following tables detail responses to the Comprehensive Needs Assessment Survey from community members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Prekindergarten and Kindergarten*. A summary of open-ended question responses is included at the end of this section.

SURVEY RESULTS

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

Carroll County School District Community Survey

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	1	33.3%
Supporting college and career counseling	1	33.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	33.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	1	33.3%
Providing school-based mental health services and counseling	1	33.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	0	0.0%
Establishing or improving dropout prevention	0	0.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	1	33.3%
Implementing systems and practices to prevent bullying and harassment	1	33.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	0	0.0%



Carroll County School District Community Survey

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	0	0.0%
Building technological capacity and infrastructure	2	66.7%
Carrying out innovative blended learning projects	1	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	66.7%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

Citizenship is effectively taught in our schools.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

Carroll County School District Community Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I keep current with news about the school, as reported by the local media.

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I understand the mission of the school in our community.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Community Survey

The goals of the school are consistent with local values held by the community.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our community parents are involved in their children's education.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	2	66.7%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

Our schools have a positive impact on the community's property values.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Community Survey

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Community Survey

COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	3	100.0%
Remote appointments with a counselor or mental health professional	3	100.0%
Remote appointments with a school nurse	1	33.3%
Devices to use for schoolwork	2	66.7%
Meals for students	2	66.7%
Class materials available online	3	100.0%
Mobile hotspots or other ways to access the internet	2	66.7%
School supplies (pencils, paper, etc.)	2	66.7%
Class materials available offline (sent through mail, picked up at school)	2	66.7%
Virtual school events (assemblies, awards ceremonies, graduation)	1	33.3%
Other	0	0.0%
None of the above	0	0.0%



SECTION 6

MARSHALL ELEMENTARY SCHOOL

INTRODUCTION

Marshall Elementary School is located at 802 Marshall Road in Carrollton, Mississippi. In 2021-2022 it served three hundred seventy-seven (377) students, pre-kindergarten through fifth grade (PK-5). MES is dedicated to ensuring each child reaches their next level guided by a collaborative and supportive network of teachers, paraprofessionals, parents, and community members.

The school website states, "At Marshall Elementary, you will find a learning environment where children are encouraged to express themselves and are working hard to build a strong academic, social, and emotional foundation upon which their future dreams can be become a reality. You will find a culture



where teachers and administrators are working as a team to meet student needs." Marshall Elementary School is working towards becoming a literacy centered school where they will focus on all facets of literacy instruction.

ENROLLMENT

MARSHALL ELEMENTARY SCHOOL ENROLLMENT

(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

	2018	2019	2020	2021	2022
ALL	438	423	414	367	377
PK	20	19	20	29	20
PK_SPED	*	*	*	*	*
K	57	67	58	45	51
K_SPED	*	*	*	*	*
ELEM_SPED	*	*	10	*	*
GR_1	64	62	59	55	49
GR_2	52	60	65	64	65
GR_3	75	51	67	58	66
GR_4	78	75	45	59	53
GR_5	80	76	85	45	61

Figure 61: Marshall Elementary School Enrollment

(MDE, 2016, 2017, 2018, 2019, 2020, 2021, Enrollment)

**MARSHALL ELEMENTARY SCHOOL
CHANGE IN ENROLLMENT 2018-2022**

	2018	2022	CHANGE	
ALL	438	377	-61	↓ -13.9%
PK	20	20	0	→ 0.0%
K	57	51	-6	↓ -10.5%
GR_1	64	49	-15	↓ -23.4%
GR_2	52	65	13	↑ 25.0%
GR_3	75	66	-9	↓ -12.0%
GR_4	78	53	-25	↓ -32.1%
GR_5	80	61	-19	↓ -23.8%



Figure 62: Marshall Elementary School Change in Enrollment

Marshall Elementary School

MARSHALL ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP					
	2018	2019	2020	2021	2022
ALL	438	423	414	367	377
FEMALE	210	187	202	181	180
MALE	228	236	212	186	197
ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	NA	NA
ASIAN	*	*	*	*	*
BLACK OR AFRICAN AMERICAN	243	236	232	191	205
HISPANIC OR LATINO	16	13	13	*	18
NATIVE HAWAIIAN OR PACIFIC ISLANDER	NA	NA	NA	NA	NA
TWO OR MORE RACES	15	17	15	11	*
WHITE	161	155	150	151	141

(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

Figure 63: Marshall Elementary School Enrollment by Demographic Group

ATTENDANCE

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

MARSHALL ELEMENTARY SCHOOL ADA

	2016	2017	2018	2019	2020	2021
ALL	431.1	417.4	379.1	376.3	369.2	305.8
K	55.4	61.4	51.6	63.2	56.8	43.5
GR_1	77.8	59.5	60.7	58.9	59.9	53.4
GR_2	70.4	73.7	49.0	57.3	60.8	61.1
GR_3	95.9	77.2	70.7	50.6	62.5	52.3
GR_4	61.9	85.2	70.8	74.1	43.7	54.9
GR_5	69.6	60.4	76.3	72.0	85.4	40.6

Figure 64: Marshall Elementary School Average Daily Attendance

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

MARSHALL ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

	2016	2017	2018	2019	2020	2021
ALL	96.0%	94.0%	93.4%	96.3%	97.4%	81.4%
K	93.9%	90.2%	90.5%	94.4%	97.9%	96.7%
GR_1	96.1%	92.9%	94.9%	95.1%	101.5%	97.1%
GR_2	97.8%	94.5%	94.3%	95.6%	93.5%	95.4%
GR_3	94.0%	95.4%	94.3%	99.3%	93.3%	90.2%
GR_4	96.8%	94.6%	90.8%	98.9%	97.2%	93.1%
GR_5	98.0%	95.9%	95.3%	94.8%	100.5%	

Figure 65: Marshall Elementary School ADA as Percentage of Enrollment

Note: Blanks in the graph above indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” ADA percentages are calculated by dividing ADA by enrollment. Since enrollment is compiled in January of each year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.



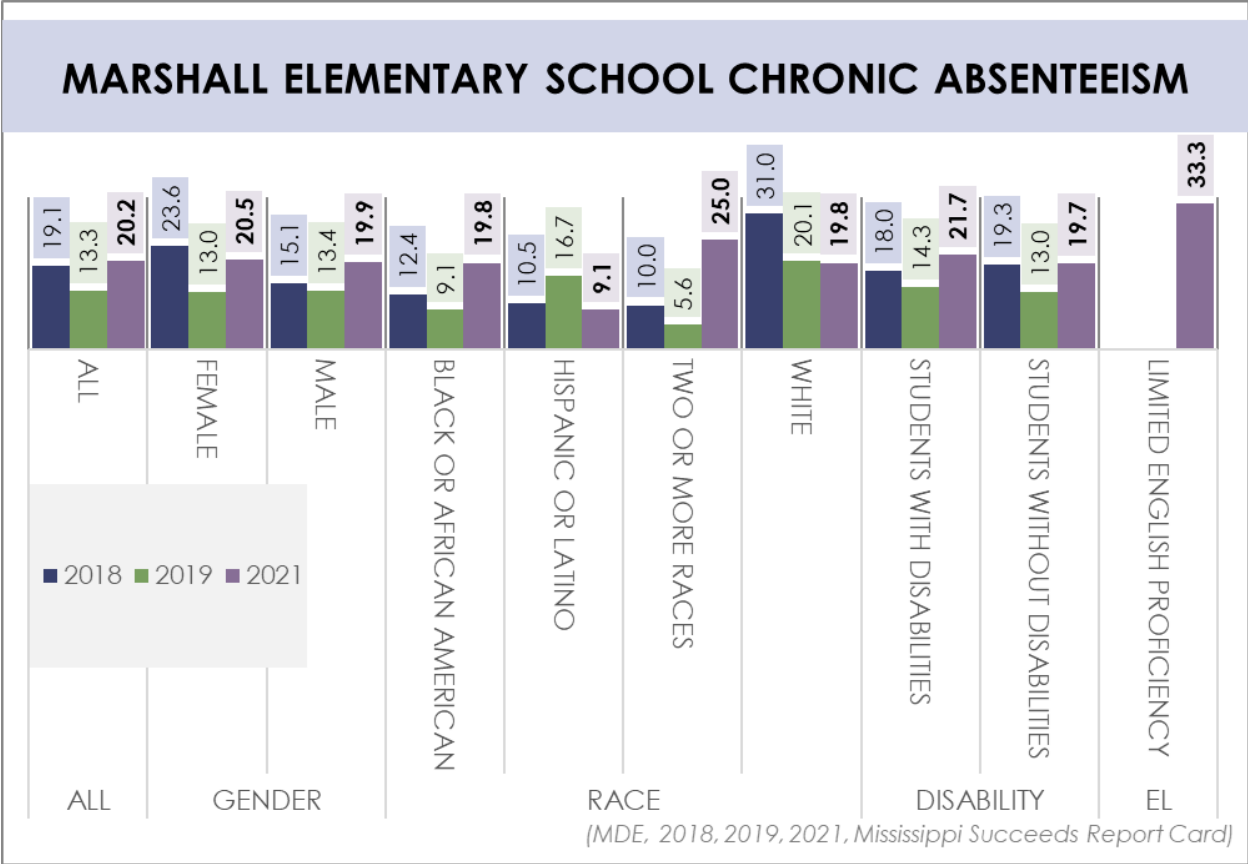


Figure 66: 2017-2019 Marshall Elementary School Chronic Absence by Demographic Group



ACCOUNTABILITY

Note: Because of the pandemic disruption to assessment in 2020, growth cannot be determined. Accountability ratings remain fixed at 2019 levels.

ACCOUNTABILITY				
	2018		2019	2021
RATING	C	↓	D	→ D
POINTS	348	↓	305	● NA

ELA/READING				
	2018		2019	2021
PROFICIENCY	30.0%	↓	29.5%	↓ 27.6%
STATE	39.8%		41.8%	35.0%
GROWTH ALL STUDENTS	64.7%	↓	48.5%	● NA
STATE	60.6%		58.8%	NA
GROWTH LOW 25%	67.8%	↓	56.7%	● NA
STATE	61.4%		56.2%	NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 67: Marshall Elementary School Accountability: ELA

ACCOUNTABILITY				
MATH				
	2018		2019	2021
PROFICIENCY	20.0%	↑	30.0%	↓ 13.5%
STATE	43.2%		39.8%	41.8%
GROWTH ALL STUDENTS	39.9%	↓	35.0%	● NA
STATE	NA		NA	NA
GROWTH LOW 25%	61.5%	↓	41.5%	● NA
STATE	NA		NA	NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 68: Marshall Elementary School Accountability: Math



ACCOUNTABILITY					
PROFICIENCY					
	2018		2019		2021
SCIENCE	64.1%	↓	27.4%	↑	39.0%
STATE	64.5%		56.2%		49.6%
U. S. HISTORY	NA	●	NA	●	NA
STATE	53.9%		55.7%		47.8%
ENGLISH LEARNERS	NA	●	NA	●	NA
STATE	71.4%		NA		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 69: Marshall Elementary School Accountability: Other Subject Areas

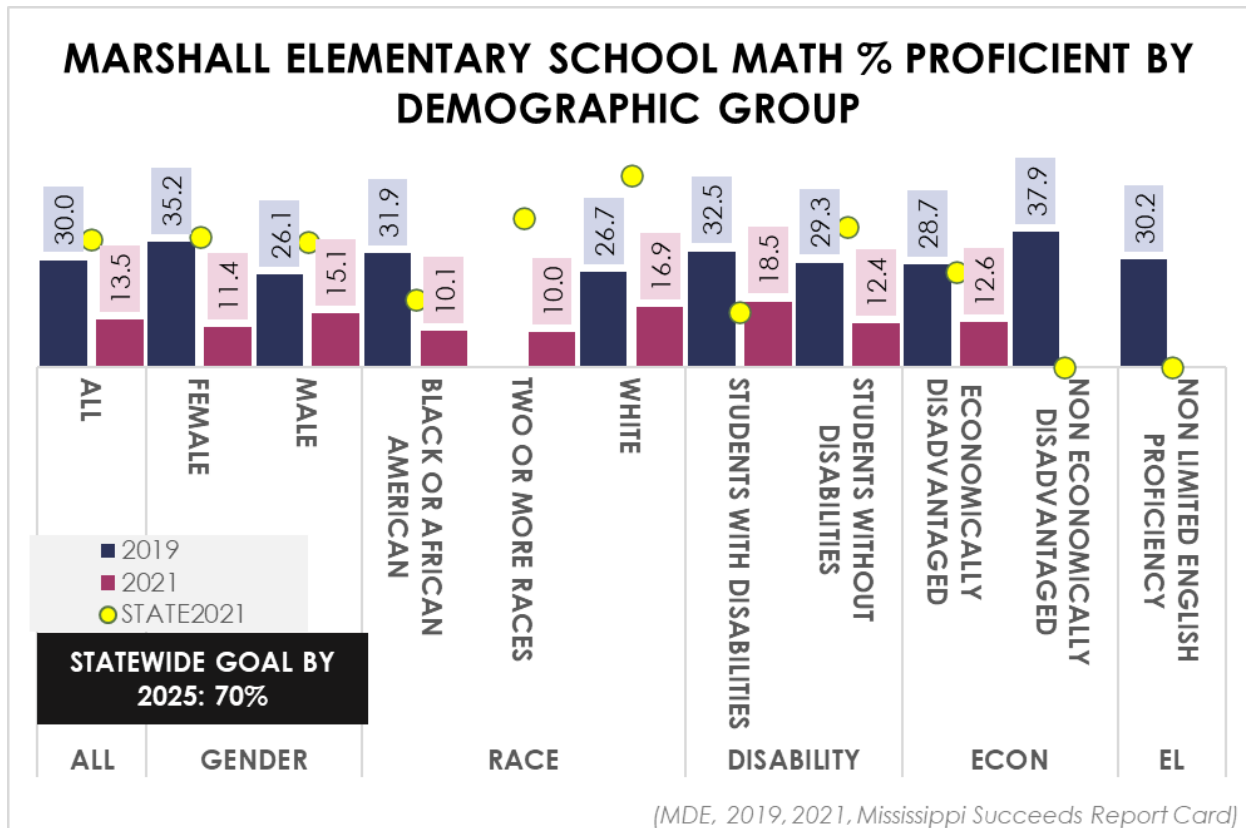


Figure 70: Marshall Elementary School Accountability: Math % Proficient

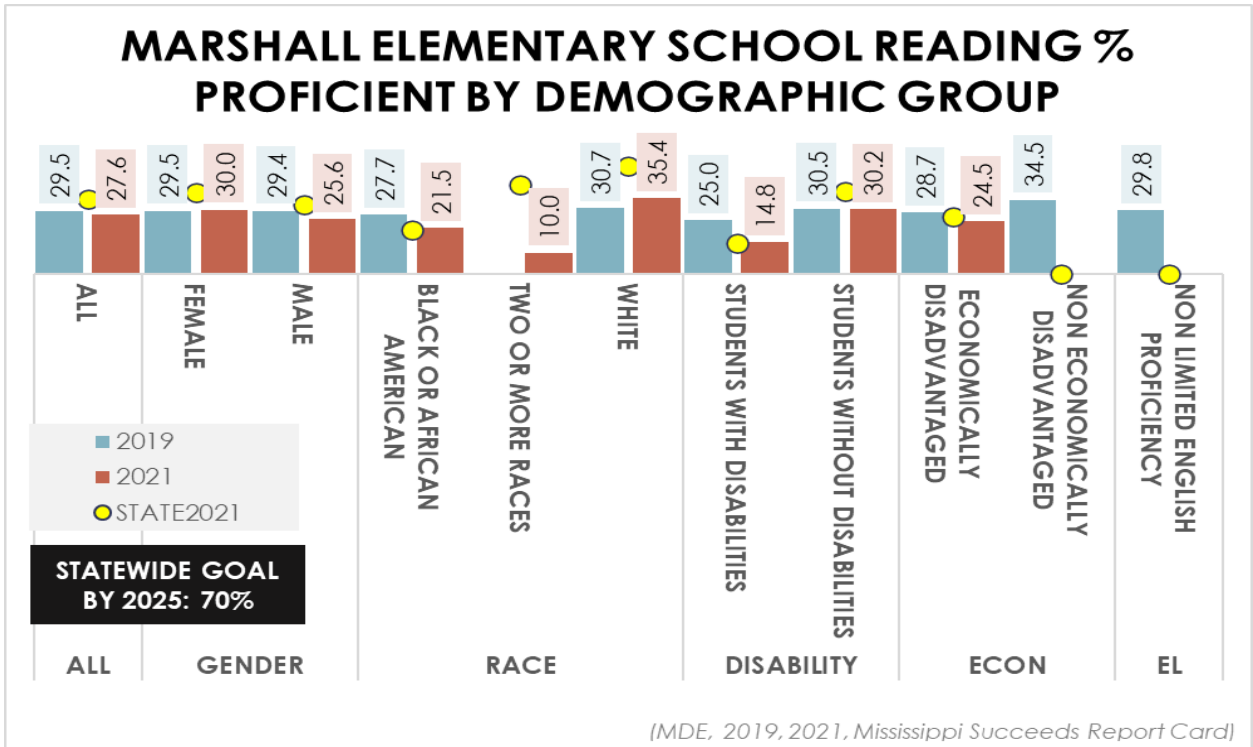


Figure 71: Marshall Elementary School Accountability: Reading % Proficient

PERSONNEL

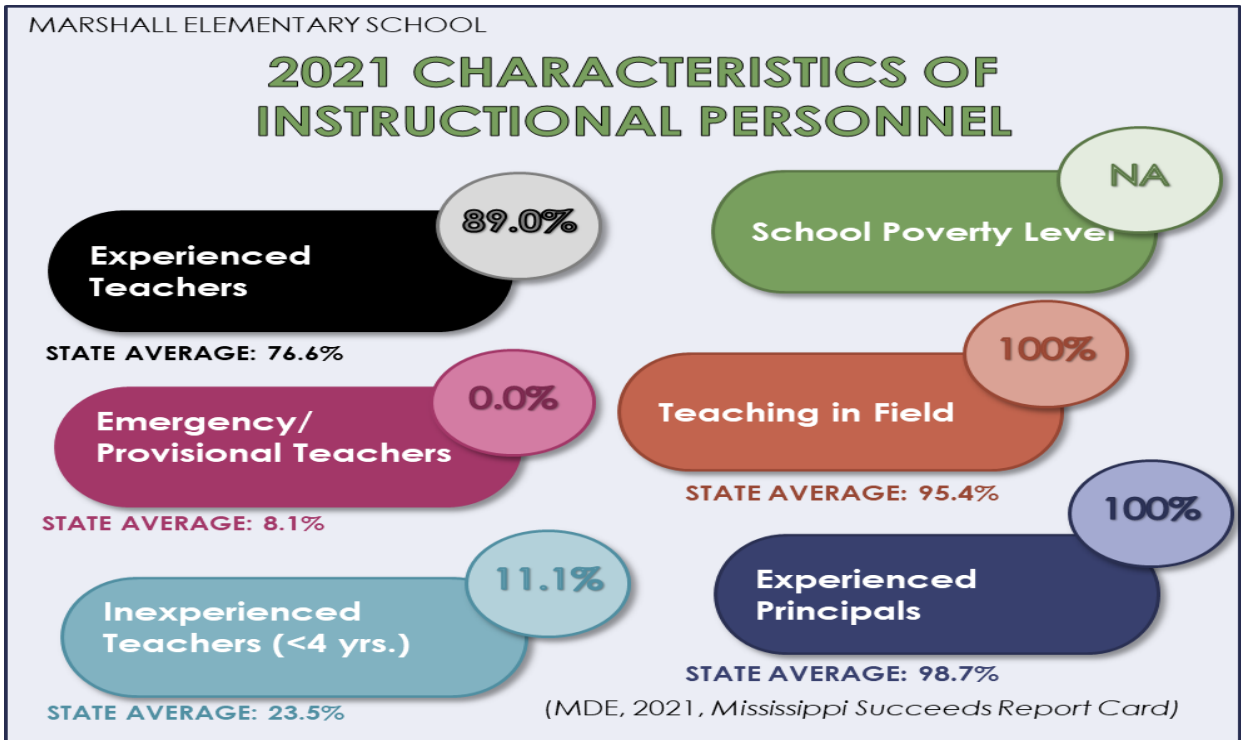


Figure 72: 2020 Marshall Elementary School Characteristics of Instructional Personnel



ASSESSMENT

KINDERGARTEN READINESS

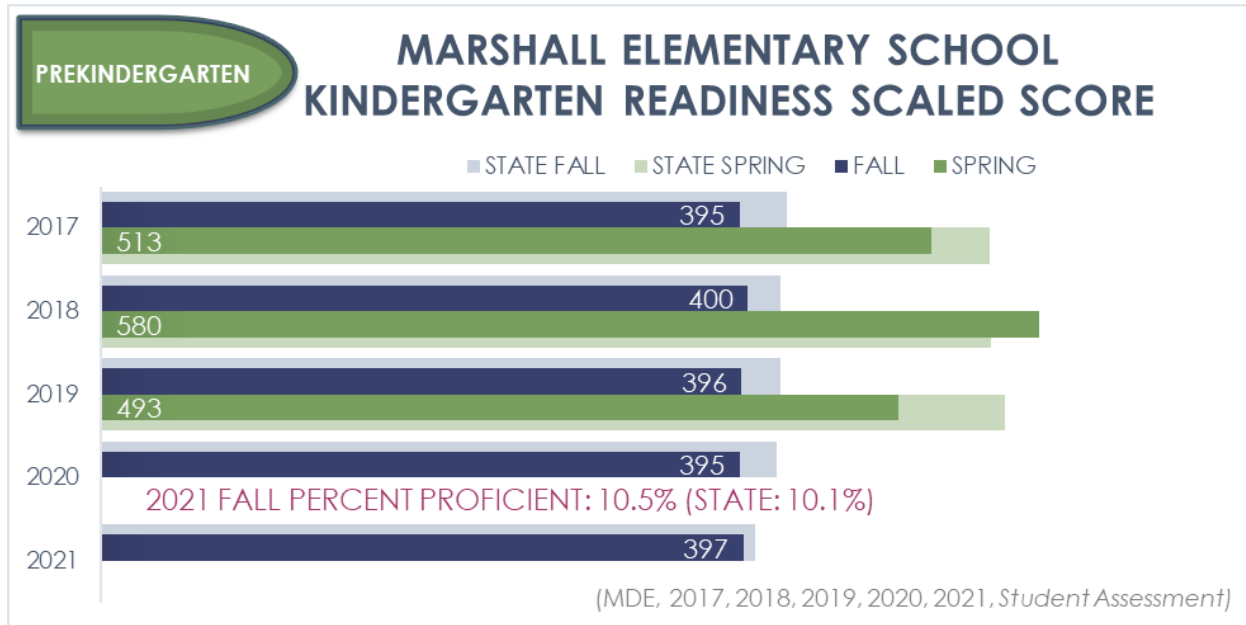


Figure 73: Marshall Elementary School Kindergarten Readiness: Prekindergarten

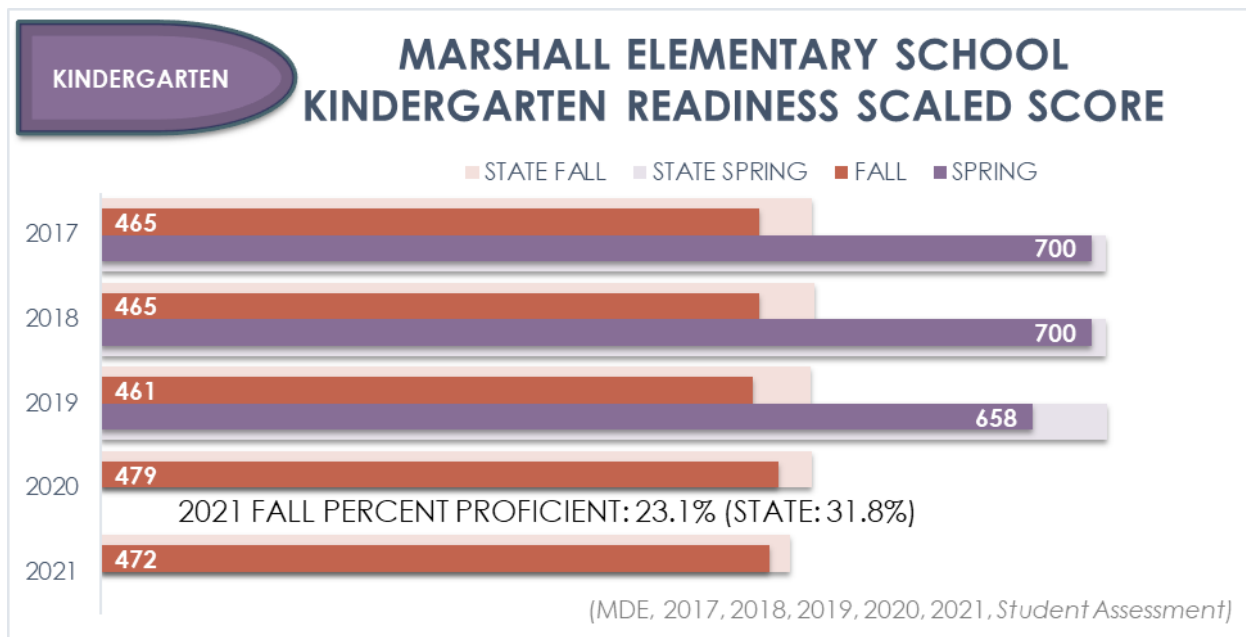


Figure 74: Marshall Elementary School Kindergarten Readiness: Kindergarten

MAAP

50.7% of Marshall Elementary School’s third-graders received a passing score on the initial LBPA reading test. Third-graders must pass the test or qualify for a good-cause exemption to move on to fourth grade. Students who were unsuccessful on the first administration were able to retest in May and again in the summer. The test was canceled in 2020 due to Covid restrictions, and, although it was administered in 2021, the passing requirement was waived (MDE, 2022).

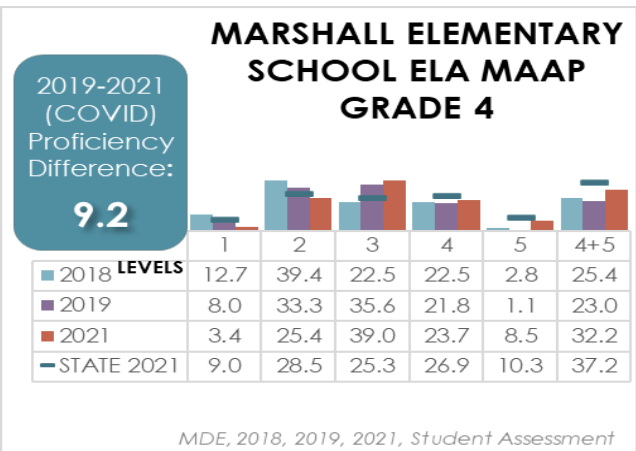
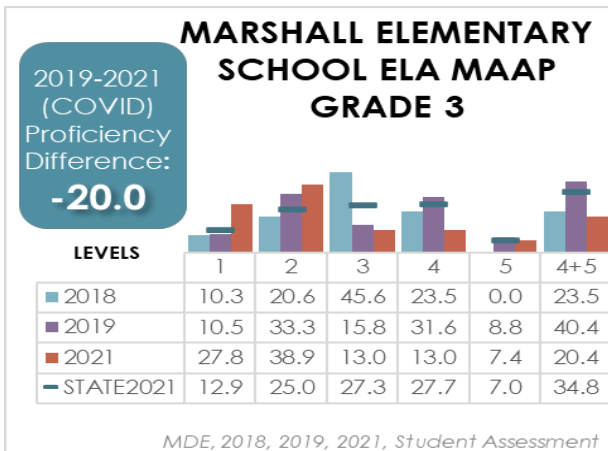


Figure 75: Marshall Elementary School MAAP ELA Grades 3 and 4

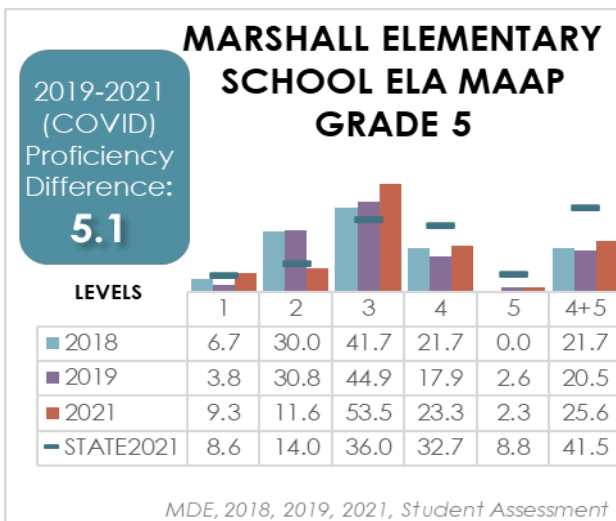


Figure 76: Marshall Elementary School MAAP ELA Grade 5



Marshall Elementary School

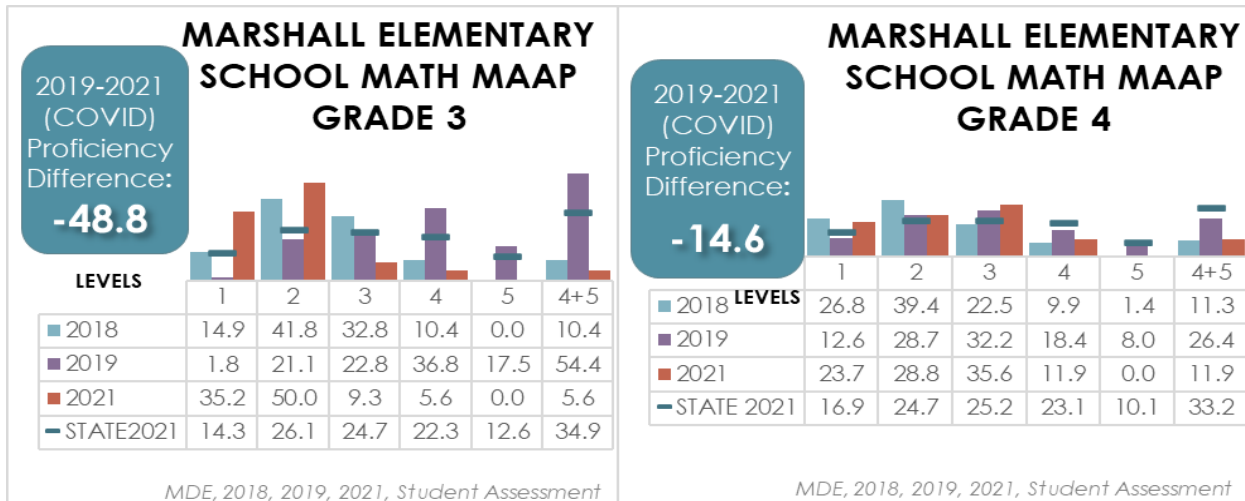


Figure 77: Marshall Elementary School MAAP Math Grades 3 and 4

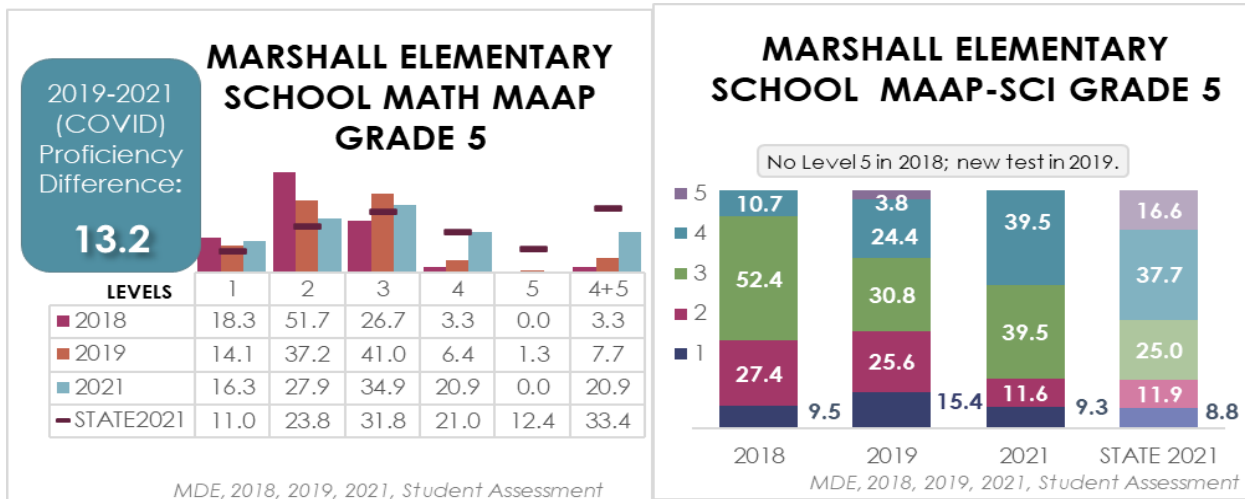


Figure 78: Marshall Elementary School MAAP Math and MAAP-SCI Grade 5



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Marshall Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-four (24) faculty and staff members, four (4) parents, and zero (0) students responded to the survey.

MARSHALL ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	14	58.3%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	11	45.8%
Supporting college and career counseling	3	12.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	37.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	41.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	8.3%



Marshall Elementary School

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	11	45.8%
Providing school-based mental health services and counseling	13	54.2%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	6	25.0%
Establishing or improving dropout prevention	6	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	2	8.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	25.0%
Implementing systems and practices to prevent bullying and harassment	10	41.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	29.2%
Establishing community partnerships	7	29.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	9	37.5%
Building technological capacity and infrastructure	11	45.8%
Carrying out innovative blended learning projects	5	20.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	37.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	25.0%

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	14	58.3%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	12.5%	58.3%	12.5%	0.0%	16.7%
Developing and using classroom assessments.	25.0%	62.5%	0.0%	0.0%	12.5%
Closing the achievement gap between diverse groups of students.	20.8%	62.5%	8.3%	0.0%	8.3%
Successful classroom management.	37.5%	45.8%	0.0%	4.2%	12.5%
Teaching special needs students.	29.2%	50.0%	4.2%	4.2%	12.5%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	33.3%
Expedited evaluation services for students with limited english	11	45.8%
Expedited evaluation services for gifted and talented students	3	12.5%
Additional academic support	8	33.3%
Tutoring	13	54.2%
Enrichment educational services	8	33.3%
Counseling	13	54.2%
Mentors	6	25.0%
School supplies	10	41.7%



Marshall Elementary School

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
School uniforms	10	41.7%
Dental referrals	8	33.3%
Medical referrals	6	25.0%
Bullying assistance	4	16.7%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	4	16.7%
Agree	16	66.7%
Disagree	4	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).

	Count	Percentage
Strongly Agree	3	12.5%
Agree	16	66.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	6	25.0%
Utilize technology such as class websites, blogs, and videos	12	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	33.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	45.8%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	54.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	25.0%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	10	41.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	10	41.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	10	41.7%
Disagree	5	20.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	15	62.5%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Marshall Elementary School

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	14	58.3%
Disagree	5	20.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	10	41.7%
Disagree	5	20.8%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	3	12.5%
Agree	10	41.7%
Disagree	8	33.3%
Strongly Disagree	3	12.5%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	10	41.7%
Disagree	3	12.5%
Strongly Disagree	3	12.5%
Not Applicable or No Information	2	8.3%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	18	75.0%
Agree	6	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Reading for at risk students	#2
Differentiated Instruction	#3
English Learners (ELs)	#4
Successful inclusion strategies	#5
My specific content area	#6
Teaching and understanding students in poverty	#7
Conflict resolution	#8



Marshall Elementary School

Rank your top ten choices for professional development topics.

	Rank
Writing strategies	#9
Interpreting and analyzing student data	#10
Using technology to enhance instruction	#11
Mississippi College and Career Readiness Standards	#12
Response to Intervention (RTI/MTSS)	#13
Depth of Knowledge	#14
Developing quality assessments	#15
Culture sensitivity	#16
Teaching and understanding homeless students	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	1	4.2%
Agree	9	37.5%
Disagree	8	33.3%
Strongly Disagree	3	12.5%
Not Applicable or No Information	3	12.5%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	2	8.3%
Agree	13	54.2%
Disagree	5	20.8%
Strongly Disagree	2	8.3%
Not Applicable or No Information	2	8.3%

COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	13	54.2%
Remote appointments with a counselor or mental health professional	9	37.5%
Remote appointments with a school nurse	4	16.7%
Devices to use for schoolwork	10	41.7%
Meals for students	5	20.8%
Class materials available online	9	37.5%

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Mobile hotspots or other ways to access the internet	14	58.3%
School supplies (pencils, paper, etc.)	5	20.8%
Class materials available offline (sent through mail, picked up at school)	7	29.2%
Virtual school events (assemblies, awards ceremonies, graduation)	5	20.8%
Other	1	4.2%
None of the above	1	4.2%

Which of the following have been the biggest professional challenges related to the move to distance learning and working remotely?

	Count	Percentage
Finding space to do work	1	4.2%
Doing live lessons	11	45.8%
Supporting parents	8	33.3%
Figuring out how to approach distance learning	9	37.5%
Finding enough work for students to do	5	20.8%
"Absent" students for online lessons or check-ins	15	62.5%
Keeping my students engaged in learning	12	50.0%
Time management	4	16.7%
Recording and posting lessons	2	8.3%
Using the online platform	6	25.0%
Lack of equipment for recording lessons or doing live chats	3	12.5%
Maintaining communication with students	8	33.3%
Converting offline materials into online resources	4	16.7%
Maintaining a good work-life balance	3	12.5%
Maintaining professional relationships with colleagues	2	8.3%
Keeping up with grading	5	20.8%



Marshall Elementary School

What resources and supports for staff has the district offered or should the district offer for ongoing distance learning?

	Count	Percentage
Childcare support for staff	2	8.3%
Classroom materials	5	20.8%
Technical support	13	54.2%
Resources for staff in crisis	7	29.2%
Equipment needed for recording lessons or doing live chats	6	25.0%
Professional development on how to use online platforms (how to record lectures, host live chats)	14	58.3%
Sample online lesson plans	6	25.0%
Professional development on converting offline materials into online resources	6	25.0%
Check-in sessions with administrators	3	12.5%
Formal curriculum	2	8.3%
Mobile hotspots or other ways to access the internet	9	37.5%
Professional learning network	3	12.5%
Professional development on engaging students through distance learning	8	33.3%
Staff-only discussion boards to receive peer support and advice	4	16.7%
Other	2	8.3%
None of the above	1	4.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty from Marshall Elementary School reported that they do well in working together to make students feel encouraged. Teachers would like to see an update to the school facilities. They also believe that the school would benefit from hiring additional substitute teachers. Furthermore, teachers would like to see more transparency and better communication from school and district administration. Lastly, teachers believe that the school would benefit from a revision to the school discipline policy.

MARSHALL ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	1	25.0%
Supporting college and career counseling	1	25.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	3	75.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	25.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	0	0.0%
Providing school-based mental health services and counseling	1	25.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	0	0.0%
Establishing or improving dropout prevention	0	0.0%



Marshall Elementary School

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	1	25.0%
Implementing systems and practices to prevent bullying and harassment	4	100.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	25.0%
Establishing community partnerships	0	0.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	3	75.0%
Building technological capacity and infrastructure	2	50.0%
Carrying out innovative blended learning projects	1	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	2	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	0	0.0%

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	0	0.0%
Conflict Resolution	1	25.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	1	25.0%
English as a Second Language	0	0.0%
Health Classes	0	0.0%
Literacy Classes	1	25.0%

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Math Classes	1	25.0%
Parent-to-School Relationships	1	25.0%
Parent/Child Communication	1	25.0%
Preparing for College	0	0.0%
Parenting Workshops	1	25.0%
Social Media Classes	1	25.0%
Stress/Anger Management	2	50.0%
Understanding College- and Career-Ready Standards	0	0.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	0	0.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	2	50.0%
Resource materials for parental training	1	25.0%
Training for parents to work with other parents on becoming involved in the schools	1	25.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	1	25.0%
Home/School Planners	2	50.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	2	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Marshall Elementary School

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	1	25.0%
Disagree	2	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	3	75.0%
Checked my child's grades/assignments online	3	75.0%
Been in contact with my child's teacher	4	100.0%
Received a newsletter from the district, school, or teacher	2	50.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	1	25.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	2	50.0%
Volunteered at my child's school	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Marshall Elementary School

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	2	50.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

COVID-19 AND DISTANCE LEARNING

How satisfied are you with your school or district's COVID-19 remote learning program?

	Count	Percentage
Extremely satisfied	0	0.0%
Very satisfied	1	25.0%
Moderately satisfied	2	50.0%
Somewhat satisfied	1	25.0%
Not at all satisfied	0	0.0%

To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	0	0.0%
To great extent	1	25.0%
To a moderate extent	2	50.0%
To a small extent	1	25.0%
Not at all	0	0.0%

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	2	50.0%
Remote appointments with a counselor or mental health professional	1	25.0%
Remote appointments with a school nurse	0	0.0%
Devices to use for schoolwork	2	50.0%
Meals for students	1	25.0%
Class materials available online	2	50.0%
Mobile hotspots or other ways to access the internet	1	25.0%
School supplies (pencils, paper, etc.)	0	0.0%
Class materials available offline (sent through mail, picked up at school)	0	0.0%
Virtual school events (assemblies, awards ceremonies, graduation)	1	25.0%
Other	0	0.0%
None of the above	1	25.0%



Marshall Elementary School

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents from Marshall Elementary School reported that the school does a great job in providing opportunities for students to visit the library to check out books. Parents would like to see the district implement a bullying prevention program to combat the acts of bullying that students face within the school. They also believe that teachers would benefit from teachers being trained on how to identify signs of bullying amongst students. Lastly, parents believe that the school could benefit from updates to the discipline policy to ensure that students are given the best possible setting in which to learn.



SECTION 7

J.Z. GEORGE HIGH SCHOOL

INTRODUCTION

J.Z. George High School is located at 900 George Street in North Carrollton, Mississippi. In 2021-2022, it housed four hundred seventy-four (474) students in sixth through twelfth grades (6-12). The principal's online welcome message stated, "Our commitment at J.Z. George High School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, and inspired learners prepared to thrive in the twenty-first century." The school places an emphasis on building students' pride in themselves. J.Z. George High School offers various career and technical pathways to graduation including Construction and Health Services. The construction pathway is designed in a way that enables students to enter the workforce upon graduation already obtaining the foundational skills necessary to begin working in the field of construction. The Health Services pathway introduces students to health careers, the basic health sciences, and basic health career skills.



ENROLLMENT

J. Z. GEORGE HIGH SCHOOL ENROLLMENT					
<i>(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)</i>					
	2018	2019	2020	2021	2022
ALL	504	510	509	468	474
ELEM_SPED		*	*		*
GR_6	67	84	93	80	53
GR_7	78	68	76	88	90
GR_8	79	77	69	68	81
GR_9	63	81	75	58	80
GR_10	82	53	69	62	50
GR_11	69	73	52	59	48
GR_12	*	67	70	*	59
SEC_SPED	*	*	*	*	*

Figure 79: J.Z. George High School Enrollment

<i>(MDE, 2016, 2017, 2018, 2019, 2020, 2021, Enrollment)</i>					
J. Z. GEORGE HIGH SCHOOL CHANGE IN ENROLLMENT 2018-2022					
	2018	2022	CHANGE		
ALL	504	474	-30	↓	-6.0%
GR_6	67	53	-14	↓	-20.9%
GR_7	78	90	12	↑	15.4%
GR_8	79	81	2	↑	2.5%
GR_9	63	80	17	↑	27.0%
GR_10	82	50	-32	↓	-39.0%
GR_11	69	48	-21	↓	-30.4%
GR_12	*	59			
SEC_SPED	*	*			

Figure 80: J.Z. George High School Change in Enrollment



J. Z. GEORGE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP					
	2018	2019	2020	2021	2022
ALL	504	510	509	468	474
FEMALE	246	260	244	216	229
MALE	258	250	265	252	245
ALASKAN NATIVE OR NATIVE AMERICAN	NA	NA	NA	NA	NA
ASIAN	*	*	*	*	*
BLACK OR AFRICAN AMERICAN	282	285	292	259	262
HISPANIC OR LATINO	17	22	20	23	19
NATIVE HAWAIIAN OR PACIFIC ISLANDER	NA	NA	NA	NA	NA
TWO OR MORE RACES	*	*	*	*	*
WHITE	196	194	182	177	181

(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

Figure 81: J.Z. George High School Enrollment by Demographic Group



ATTENDANCE

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

J. Z. GEORGE HIGH SCHOOL ADA

	2016	2017	2018	2019	2020	2021
ALL	258.9	489.2	454.9	462.6	464.9	428.1
GR_6	0.0	78.5	60.4	80.7	87.1	76.1
GR_7	0.0	80.2	72.0	65.5	72.2	83.5
GR_8	0.0	62.4	73.2	71.4	64.3	64.2
GR_9	73.6	79.9	57.8	72.7	68.9	54.7
GR_10	60.7	66.2	75.6	47.6	62.7	55.0
GR_11	71.6	52.8	62.2	68.3	46.5	54.6
GR_12	53.0	69.1	53.7	56.3	63.3	40.0

Figure 82: J.Z. George High School ADA

Note: Blanks in the following graph indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." ADA percentages are calculated by dividing ADA by enrollment. Since enrollment is compiled in January of each year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

(MDE, 2017, 2018, 2019, 2020, 2021, ADA)

J. Z. GEORGE HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

	2016	2017	2018	2019	2020	2021
ALL	90.8%	90.8%	91.6%	92.0%	92.2%	90.0%
GR_6		92.3%	90.1%	96.1%	93.6%	95.2%
GR_7		93.3%	92.4%	96.3%	95.0%	94.9%
GR_8		91.8%	92.6%	92.7%	93.1%	94.3%
GR_9	89.7%	91.9%	91.7%	89.8%	91.9%	94.3%
GR_10	93.3%	90.6%	92.2%	89.8%	90.9%	88.7%
GR_11	93.0%	88.1%	90.2%	93.6%	89.4%	
GR_12	86.9%	86.4%		84.1%	90.4%	

Figure 83: J.Z. George High School ADA as Percentage of Enrollment



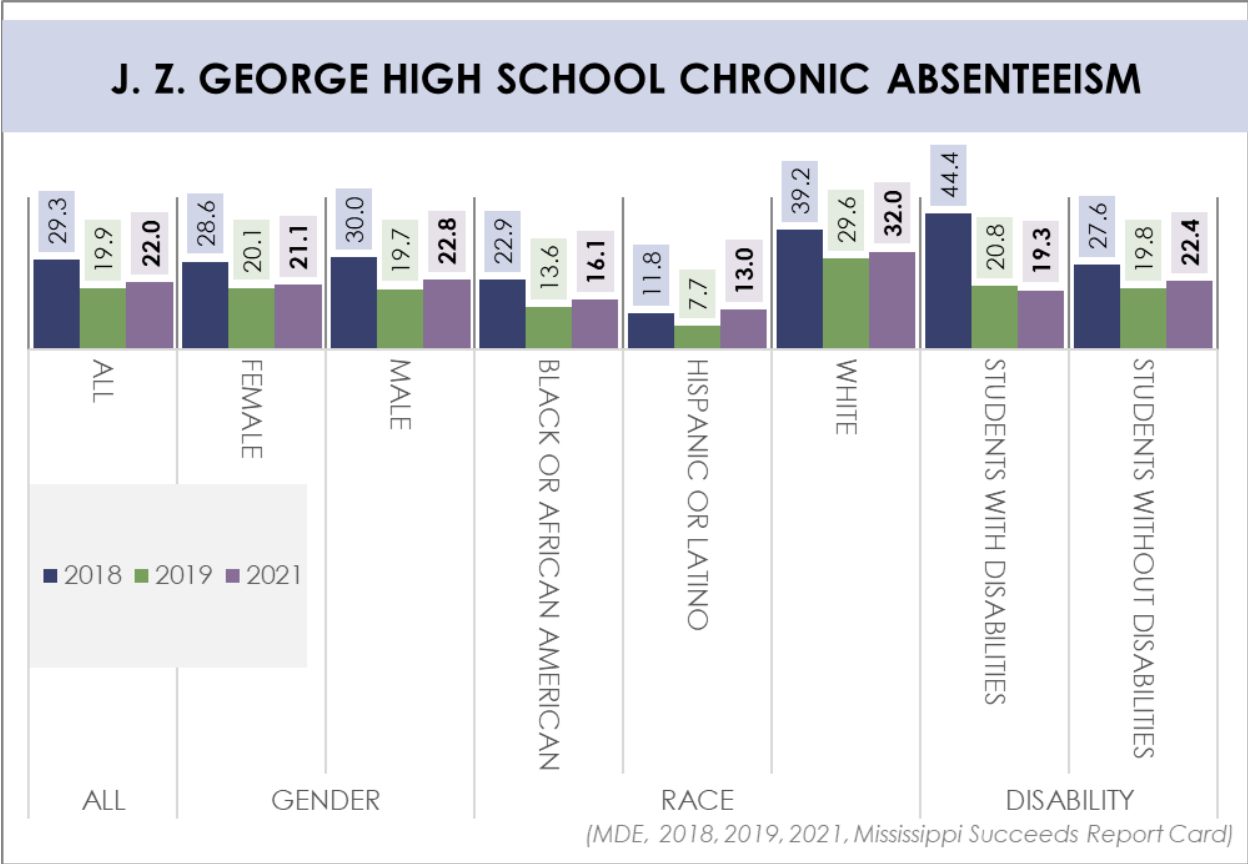


Figure 84: J.Z. George High School Chronic Absenteeism



ACCOUNTABILITY

ACCOUNTABILITY					
	2018		2019		2021
RATING	D	→	D	→	D
POINTS	516	↓	498	●	NA

ELA/READING					
	2018		2019		2021
PROFICIENCY	24.1%	↑	24.3%	↓	17.9%
STATE	39.8%		41.8%		35.0%
GROWTH ALL STUDENTS	50.2%	↓	49.5%	●	NA
STATE	60.6%		58.8%		NA
GROWTH LOW 25%	57.3%	↑	60.8%	●	NA
STATE	61.4%		56.2%		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 85: J.Z. George High School Accountability: ELA

ACCOUNTABILITY					
MATH					
	2018		2019		2021
PROFICIENCY	27.7%	↓	24.7%	↓	10.5%
STATE	43.2%		39.8%		41.8%
GROWTH ALL STUDENTS	47.7%	↓	44.8%	●	NA
STATE	NA		NA		NA
GROWTH LOW 25%	49.0%	↑	53.3%	●	NA
STATE	NA		NA		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 86: J.Z. George High School Accountability: Math



ACCOUNTABILITY

PROFICIENCY

	2018		2019		2021
SCIENCE	59.1%	↓	48.0%	↓	35.0%
STATE	64.5%		56.2%		49.6%
U. S. HISTORY	41.8%	↓	37.8%	↓	26.4%
STATE	53.9%		55.7%		47.8%
ENGLISH LEARNERS	NA	●	NA	●	NA
STATE	71.4%		NA		NA

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 87: J.Z. George High School Accountability: Other Subject Areas

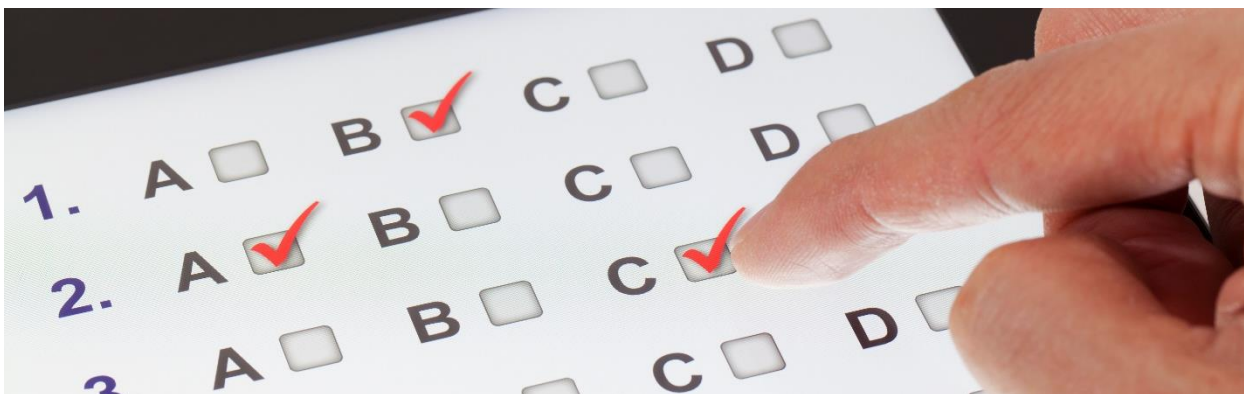
ACCOUNTABILITY

OTHER

	2018		2019		2021
GRADUATION RATE	81.3%	↓	73.5%	↑	91.1%
STATE	83.0%		84.0%		87.7%
ACCELERATION	69.4%	↓	67.5%	↓	52.2%
STATE	58.2%		65.9%		65.7%
COLLEGE/ CAREER READINESS	24.0%	↓	22.2%	↑	27.6%
STATE	38.1%		37.4%		34.3%

(MDE, 2018, 2019, 2021, Mississippi Succeeds Report Card)

Figure 88: J.Z. George High School Accountability: Other



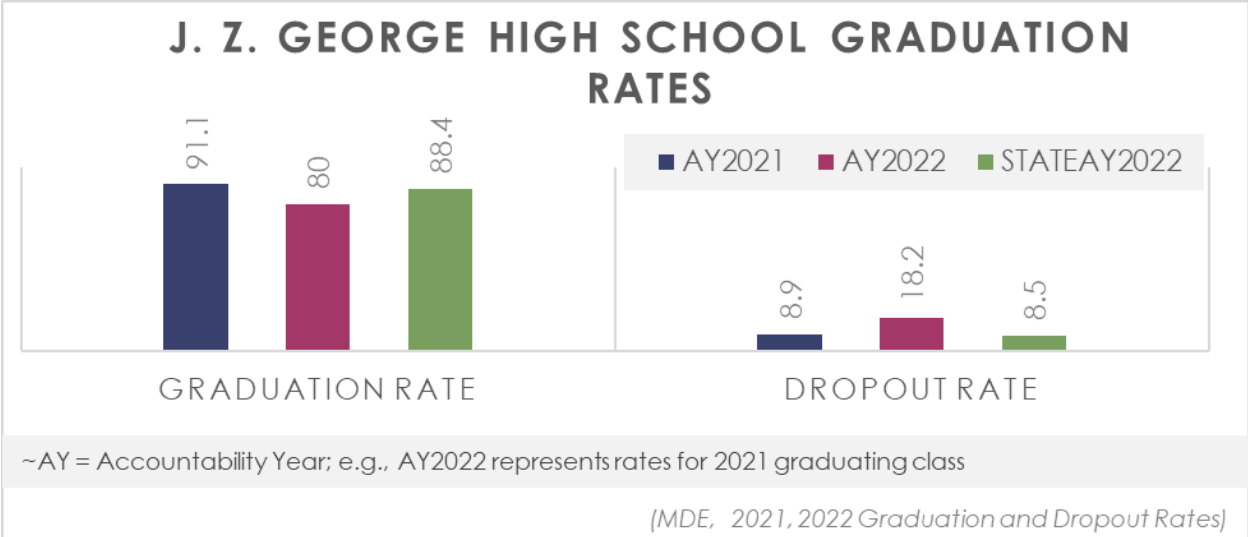


Figure 89: J.Z. George High School Graduation Rates

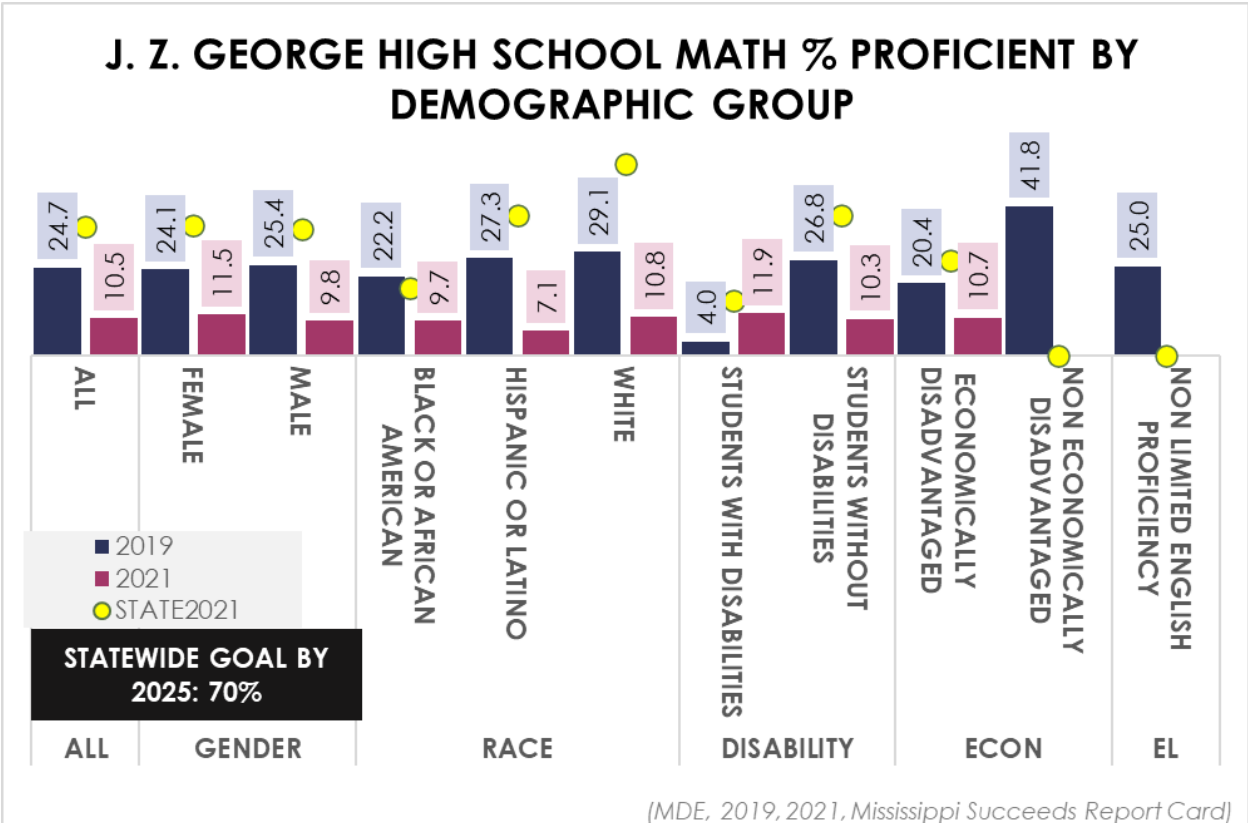


Figure 90: J.Z. George High School Accountability Math % Proficient



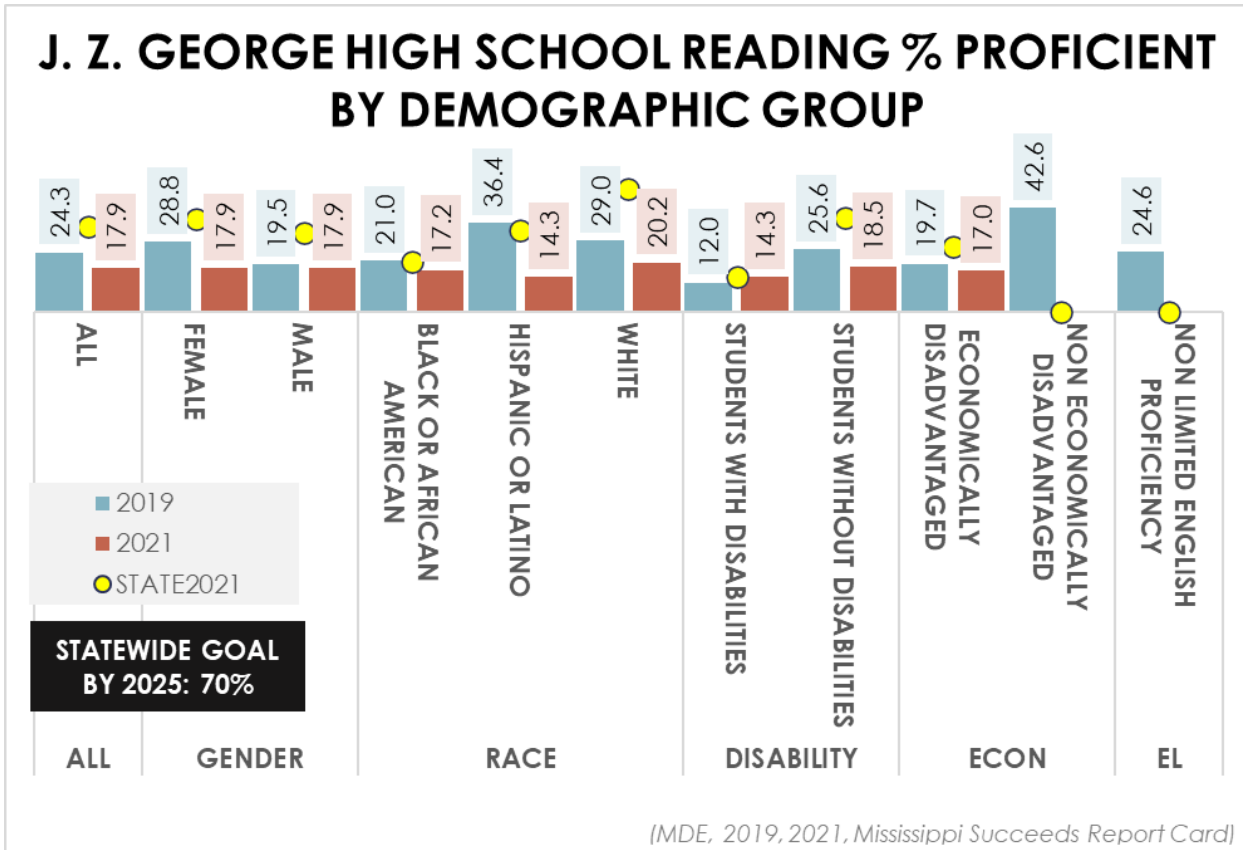


Figure 91: J.Z. George High School Accountability: Reading % Proficient

(MDE, 2021, Mississippi Succeeds Report Card)

2021 J. Z. GEORGE HIGH SCHOOL ADVANCED COURSE AND POST-SECONDARY ENROLLMENT BY DEMOGRAPHIC GROUP

		# ENROLLED IN ADVANCED COURSES	% ENROLLED IN ADVANCED COURSES	% ENROLLED IN POST-SECONDARY EDUCATION AFTER GRADUATION
ALL	ALL	38.7	37.6%	62.3%
GENDER	FEMALE	25.7	47.6%	75.0%
	MALE	13	26.5%	48.0%
RACE	BLACK OR AFRICAN AMERICAN	20.3	31.2%	67.6%
	WHITE	14.3	44.7%	60.0%
DISABILITY	STUDENTS WITHOUT DISABILITIES	37.7	39.3%	

Figure 92: J.Z. George High School Advanced Course and Post-Secondary Enrollment by Demographic Group

PERSONNEL

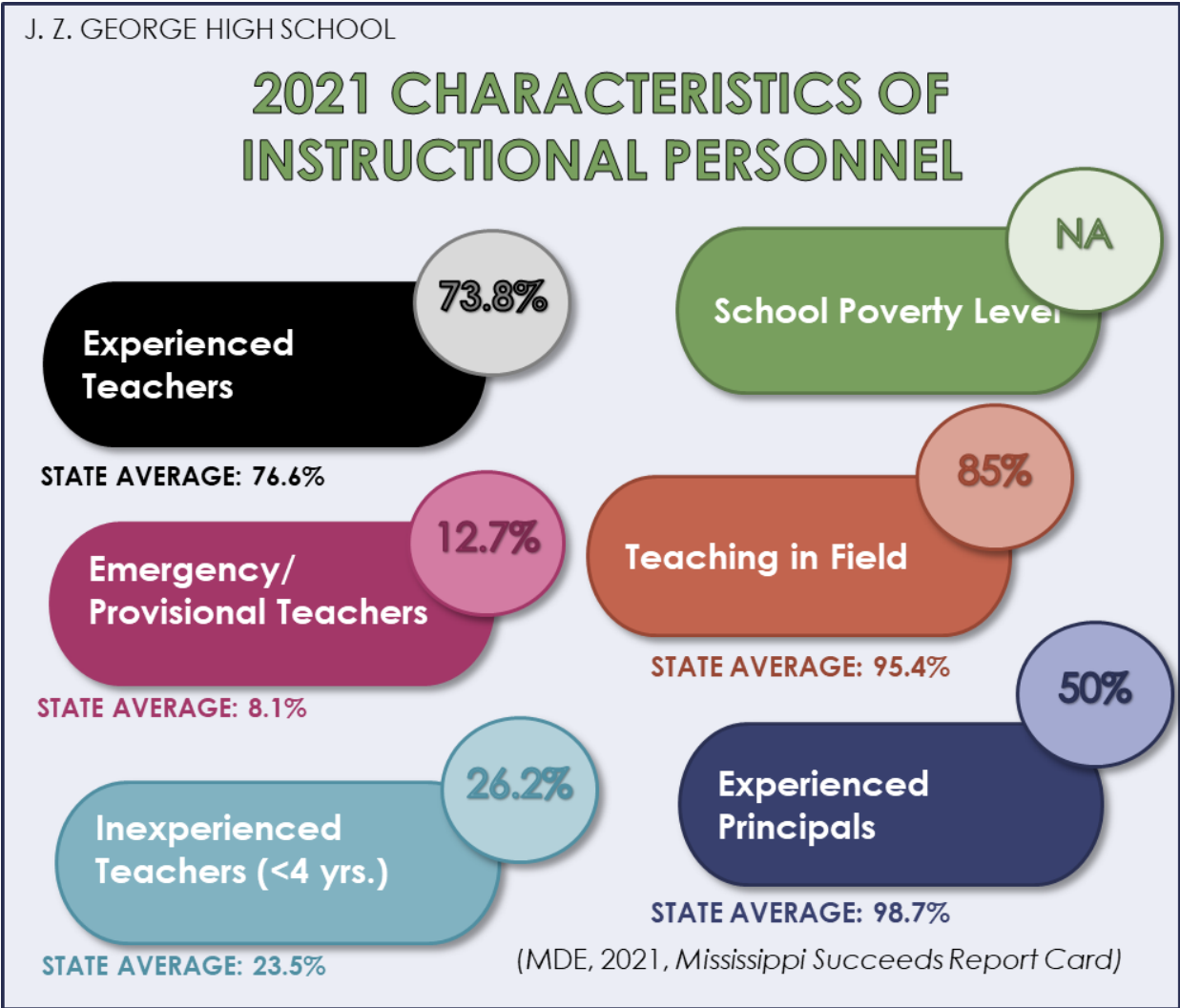


Figure 93: J.Z. George High School Characteristics of Instructional Personnel



ASSESSMENT

ACT

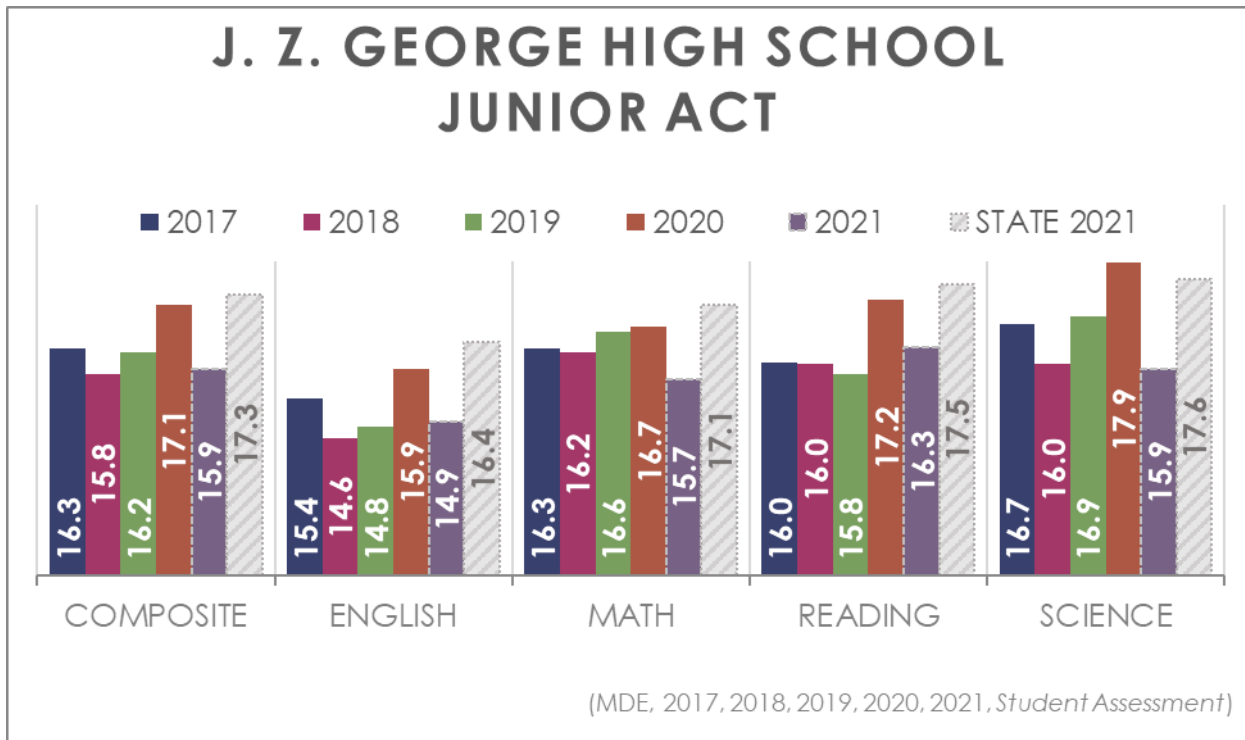


Figure 94: 2017-2019 J.Z. George High School Junior ACT

MAAP

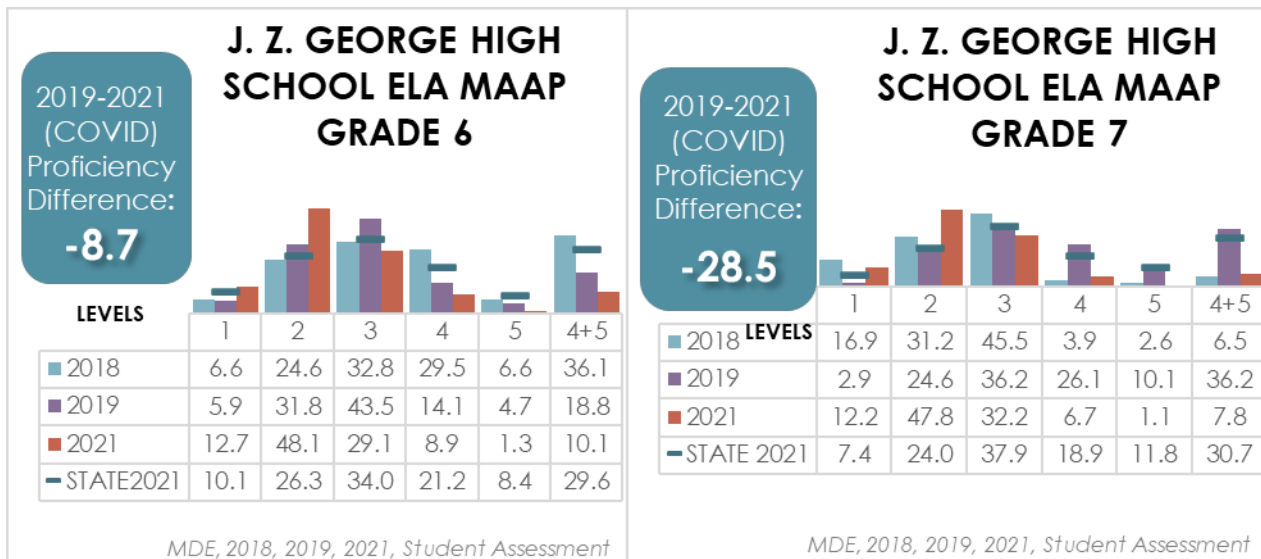


Figure 95: J.Z. George High School MAAP ELA Grades 6 and 7

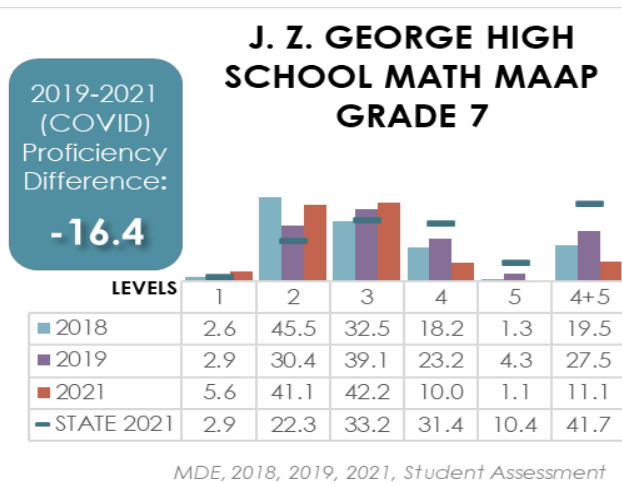
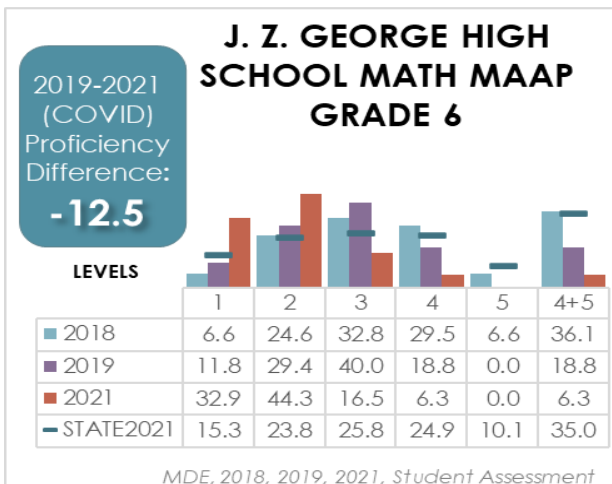


Figure 96: J.Z. George High School MAAP Math Grades 6 and 7

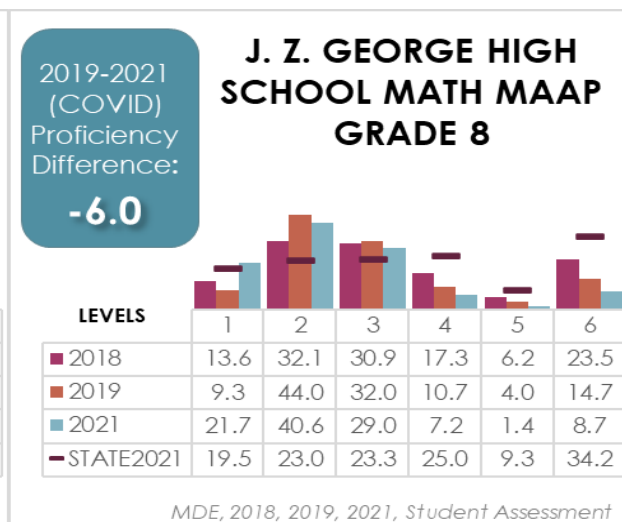
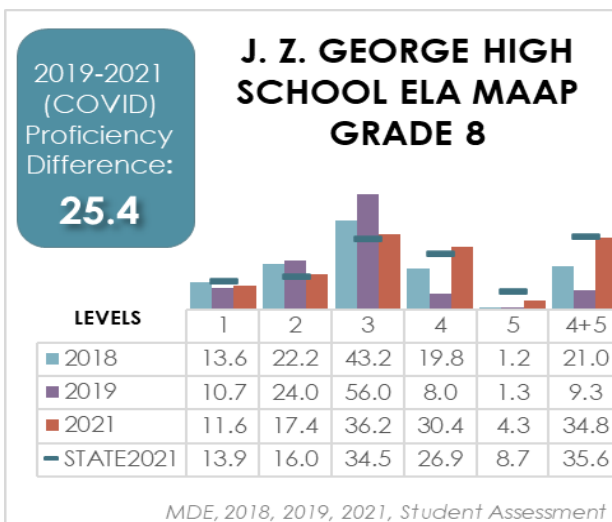


Figure 97: J.Z. George High School MAAP ELA and Math Grade 8

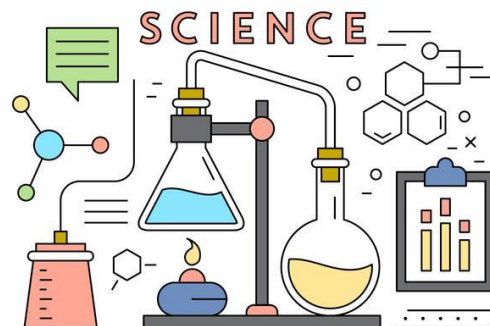
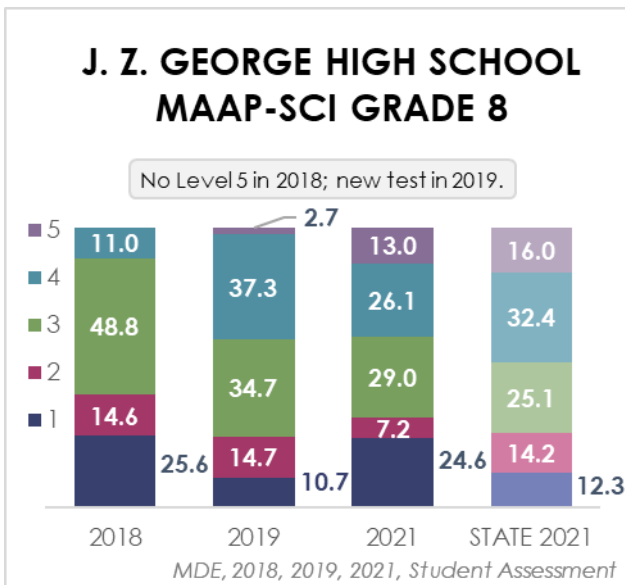


Figure 98: J.Z. George High School MAAP-SCI Grade 8

J.Z. George High School

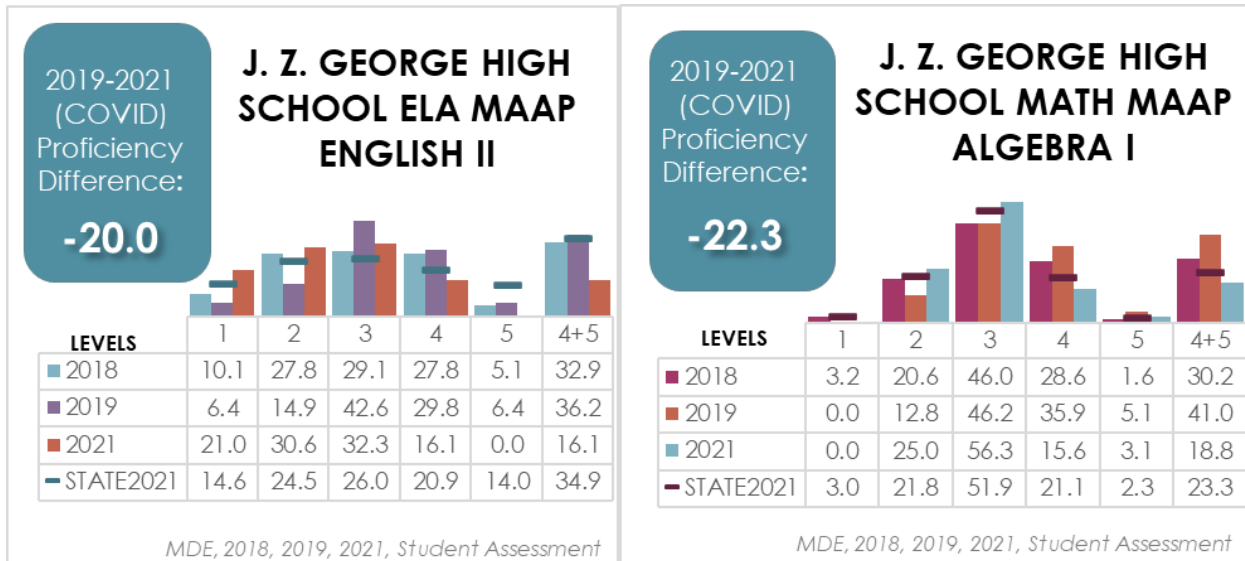


Figure 99: J.Z. George High School MAAP ELA and Math English II and Algebra I

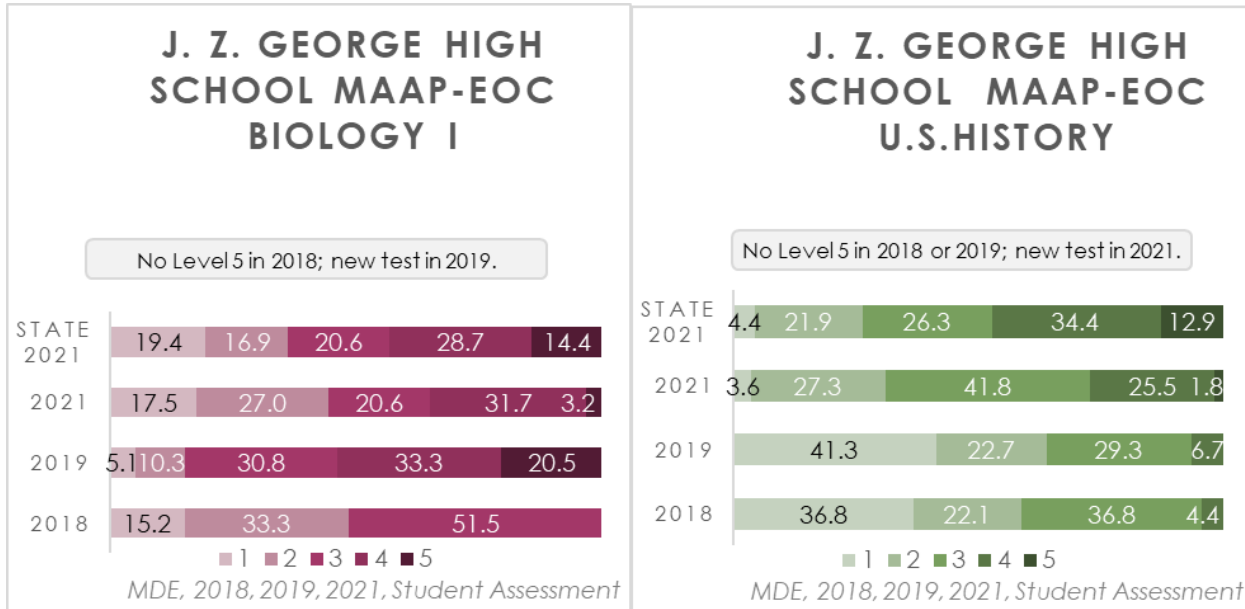


Figure 100: 2017-2019 J.Z. George High School MAAP-EOC Biology I and U. S. History



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at J.Z. George High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-two (22) faculty and staff members, six (6) parents, and two (2) students responded to the survey.

J.Z. GEORGE HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	8	36.4%
Agree	13	59.1%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	7	31.8%
Supporting college and career counseling	10	45.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	59.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	31.8%

J.Z. George High School

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	27.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	12	54.5%
Providing school-based mental health services and counseling	12	54.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	31.8%
Establishing or improving dropout prevention	6	27.3%
Supporting re-entry programs and transition services for Justice-involved youth	1	4.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	31.8%
Implementing systems and practices to prevent bullying and harassment	6	27.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	36.4%
Establishing community partnerships	9	40.9%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	8	36.4%
Building technological capacity and infrastructure	9	40.9%
Carrying out innovative blended learning projects	2	9.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	10	45.5%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	50.0%

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	4	18.2%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	27.3%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	22.7%	59.1%	4.5%	0.0%	13.6%
Closing the achievement gap between diverse groups of students.	22.7%	59.1%	4.5%	0.0%	13.6%
Successful classroom management.	31.8%	54.5%	0.0%	0.0%	13.6%
Teaching special needs students.	22.7%	63.6%	0.0%	0.0%	13.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	13.6%	59.1%	4.5%	4.5%	18.2%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	7	31.8%
Expedited evaluation services for students with limited english	8	36.4%



J.Z. George High School

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for gifted and talented students	4	18.2%
Additional academic support	11	50.0%
Tutoring	11	50.0%
Enrichment educational services	8	36.4%
Counseling	10	45.5%
Mentors	5	22.7%
School supplies	6	27.3%
School uniforms	7	31.8%
Dental referrals	4	18.2%
Medical referrals	5	22.7%
Bullying assistance	7	31.8%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	3	13.6%
Agree	16	72.7%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).

	Count	Percentage
Strongly Agree	5	22.7%
Agree	12	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	5	22.7%
Utilize technology such as class websites, blogs, and videos	9	40.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	50.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	54.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	8	36.4%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	10	45.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	31.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	10	45.5%
Disagree	5	22.7%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%



J.Z. George High School

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	13.6%
Agree	18	81.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	3	13.6%
Agree	15	68.2%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	1	4.5%
Agree	18	81.8%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	15	68.2%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	5	22.7%
Agree	14	63.6%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	2	9.1%
Agree	14	63.6%
Disagree	6	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	1	4.5%
Agree	16	72.7%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	7	31.8%
Agree	13	59.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%



PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	8	36.4%
Agree	9	40.9%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Using technology to enhance instruction	#2
Teaching and understanding students in poverty	#3
My specific content area	#4
Mississippi College and Career Readiness Standards	#5
Conflict resolution	#6
Depth of Knowledge	#7
Culture sensitivity	#8
Reading for at risk students	#9
Differentiated Instruction	#10
English Learners (ELs)	#11
Response to Intervention (RTI/MTSS)	#12
Writing strategies	#13
Successful inclusion strategies	#14
Interpreting and analyzing student data	#15
Teaching and understanding homeless students	#16
Developing quality assessments	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	1	4.5%
Agree	9	40.9%
Disagree	8	36.4%
Strongly Disagree	3	13.6%
Not Applicable or No Information	1	4.5%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	1	4.5%
Agree	12	54.5%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	14	63.6%
Remote appointments with a counselor or mental health professional	7	31.8%
Remote appointments with a school nurse	3	13.6%
Devices to use for schoolwork	10	45.5%
Meals for students	5	22.7%
Class materials available online	8	36.4%
Mobile hotspots or other ways to access the internet	11	50.0%
School supplies (pencils, paper, etc.)	4	18.2%
Class materials available offline (sent through mail, picked up at school)	4	18.2%
Virtual school events (assemblies, awards ceremonies, graduation)	5	22.7%
Other	0	0.0%
None of the above	2	9.1%



J.Z. George High School

Which of the following have been the biggest professional challenges related to the move to distance learning and working remotely?

	Count	Percentage
Finding space to do work	1	4.5%
Doing live lessons	6	27.3%
Supporting parents	9	40.9%
Figuring out how to approach distance learning	9	40.9%
Finding enough work for students to do	1	4.5%
"Absent" students for online lessons or check-ins	14	63.6%
Keeping my students engaged in learning	9	40.9%
Time management	2	9.1%
Recording and posting lessons	0	0.0%
Using the online platform	1	4.5%
Lack of equipment for recording lessons or doing live chats	1	4.5%
Maintaining communication with students	6	27.3%
Converting offline materials into online resources	3	13.6%
Maintaining a good work-life balance	4	18.2%
Maintaining professional relationships with colleagues	2	9.1%
Keeping up with grading	4	18.2%

What resources and supports for staff has the district offered or should the district offer for ongoing distance learning?

	Count	Percentage
Childcare support for staff	0	0.0%
Classroom materials	7	31.8%
Technical support	9	40.9%
Resources for staff in crisis	4	18.2%
Equipment needed for recording lessons or doing live chats	1	4.5%
Professional development on how to use online platforms (how to record lectures, host live chats)	7	31.8%
Sample online lesson plans	3	13.6%
Professional development on converting offline materials into online resources	2	9.1%
Check-in sessions with administrators	1	4.5%
Formal curriculum	2	9.1%
Mobile hotspots or other ways to access the internet	6	27.3%

What resources and supports for staff has the district offered or should the district offer for ongoing distance learning?

	Count	Percentage
Professional learning network	3	13.6%
Professional development on engaging students through distance learning	7	31.8%
Staff-only discussion boards to receive peer support and advice	4	18.2%
Other	1	4.5%
None of the above	4	18.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty from J.Z. George High School stated that they believe that the administrative team does well in handling discipline issues. They also believe that there is a strong culture and working relationships amongst school staff. One teacher stated, “Teachers and administrators support each other and work well together.” Teachers would like to see additional substitute teachers hired within the district. They would also like to see more transparency and better communication from both the school and district administration.



J.Z. GEORGE HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	2	100.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%



SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



COVID-19 AND DISTANCE LEARNING

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	1	50.0%
Remote appointments with a counselor or mental health professional	0	0.0%
Remote appointments with a school nurse	0	0.0%
Devices to use for schoolwork	2	100.0%
Meals for students	0	0.0%
Class materials available online	2	100.0%
Mobile hotspots or other ways to access the internet	2	100.0%
School supplies (pencils, paper, etc.)	1	50.0%
Class materials available offline (sent through mail, picked up at school)	0	0.0%
Virtual school events (assemblies, awards ceremonies, graduation)	2	100.0%
Other	0	0.0%
None of the above	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

No responses were given.

J.Z. GEORGE HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	3	50.0%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	2	33.3%
Supporting college and career counseling	3	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	4	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	66.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	33.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	2	33.3%
Providing school-based mental health services and counseling	3	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	50.0%
Establishing or improving dropout prevention	1	16.7%

J.Z. George High School

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Supporting re-entry programs and transition services for Justice-involved youth	1	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	50.0%
Implementing systems and practices to prevent bullying and harassment	3	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	16.7%
Establishing community partnerships	2	33.3%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	6	100.0%
Building technological capacity and infrastructure	2	33.3%
Carrying out innovative blended learning projects	3	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	2	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	50.0%

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	16.7%
Conflict Resolution	2	33.3%
Discipline	3	50.0%
Drug/Alcohol Awareness	3	50.0%
English as a Second Language	0	0.0%
Health Classes	2	33.3%
Literacy Classes	0	0.0%

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Math Classes	0	0.0%
Parent-to-School Relationships	3	50.0%
Parent/Child Communication	4	66.7%
Preparing for College	2	33.3%
Parenting Workshops	3	50.0%
Social Media Classes	2	33.3%
Stress/Anger Management	2	33.3%
Understanding College- and Career-Ready Standards	4	66.7%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	4	66.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	3	50.0%
Resource materials for parental training	1	16.7%
Training for parents to work with other parents on becoming involved in the schools	3	50.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	50.0%
Home/School folders	1	16.7%
Home/School Planners	2	33.3%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	83.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	1	16.7%
Agree	4	66.7%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	83.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	3	50.0%
Checked my child's grades/assignments online	5	83.3%
Been in contact with my child's teacher	5	83.3%
Received a newsletter from the district, school, or teacher	1	16.7%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	33.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	4	66.7%
Volunteered at my child's school	2	33.3%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



J.Z. George High School

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	1	16.7%
Agree	4	66.7%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	3	50.0%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

COVID-19 AND DISTANCE LEARNING

How satisfied are you with your school or district's COVID-19 remote learning program?

	Count	Percentage
Extremely satisfied	0	0.0%
Very satisfied	1	16.7%
Moderately satisfied	0	0.0%
Somewhat satisfied	2	33.3%
Not at all satisfied	3	50.0%

To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	0	0.0%
To great extent	3	50.0%
To a moderate extent	3	50.0%
To a small extent	0	0.0%
Not at all	0	0.0%

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	2	33.3%
Remote appointments with a counselor or mental health professional	3	50.0%
Remote appointments with a school nurse	1	16.7%
Devices to use for schoolwork	2	33.3%
Meals for students	1	16.7%
Class materials available online	2	33.3%
Mobile hotspots or other ways to access the internet	1	16.7%
School supplies (pencils, paper, etc.)	0	0.0%
Class materials available offline (sent through mail, picked up at school)	1	16.7%
Virtual school events (assemblies, awards ceremonies, graduation)	3	50.0%
Other	0	0.0%
None of the above	0	0.0%

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