Education Resources

2023 COMPREHENSIVE NEEDS ASSESSMENT

CLARKSDALE MUNICIPAL

SCHOOL DISTRICT

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Comprehensive Needs Assessment 2023

Survey and data analysis conducted and compiled by
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CLARKSDALE MUNICIPAL SCHOOL DISTRICT
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Clarksdale Municipal School District Profile

Introduction

Clarksdale Municipal School District is located at 526 South Choctaw Street in Clarksdale, Mississippi. In January of 2023, the district housed two thousand one hundred eighteen (2,118) students in prekindergarten through twelfth grade (PK-12). The district has four elementary schools serving prekindergarten through fourth grade (PK-4), one intermediate school serving fifth through sixth grades (5-6), one middle school serving seventh through eighth grades (7-8), one ninth grade academy serving ninth grade (9), and one high school serving tenth through twelfth grades (10-12). The district also runs a career and technical center.

Leading the district is its superintendent, Dr. Toya Harrell-Matthews. In her online welcome message, she states, "Our School Board, teachers, support staff, administrators, and parents are committed to our mission to educate young people with the knowledge and skills they need to be productive life-long learners and good citizens. The community and School Board support our efforts with the resources and facilities to encourage quality learning. We are very proud of the accomplishments and initiatives of our students and staff."

Philosophy

Mission

WE EXIST TO PROVIDE A COMPREHENSIVE EDUCATIONAL PROGRAM THAT LEVERAGES TECHNOLOGY TO ADDRESS OUR SCHOLARS' ACADEMIC, CAREER, AND SOCIAL NEEDS, EQUIPPING THEM FOR SUCCESS IN A DIVERSE AND EVOLVING WORLD.

Vision

OUR VISION IS A CLARKSDALE MUNICIPAL SCHOOL DISTRICT THAT EMPOWERS STUDENTS BY CREATING KEY COMMUNITY PARTNERSHIPS AND OFFERING A RIGOROUS ACADEMIC PROGRAM THAT ADDRESSES THE DIVERSE NEEDS OF EVERY SCHOLAR.

Goals

GOAL 1: Improve student achievement results as reported by state and other standardized test results to garner a performance rating of "C" or better.

GOAL 2: Maintain a safe and orderly school environment to promote success and wellness.

GOAL 3: Promote efficient and effective fiscal accountability using a needs-based approach while expanding resources that support student achievement.

GOAL 4: Increase community collaboration through parental involvement and strategic partnerships.

Core Values

- **Integrity**
- **Respect**
- **Individuality**
- **Empowerment**
- **Innovation**
- **Wellness**

(Clarksdale Municipal School District, 2023)

Community Characteristics

Located along the Sunflower River in the Mississippi Delta, Clarksdale is located in Coahoma County, where it is the county seat. Clarksdale was named after John Clark, who founded the city by establishing a timber mill and business. The city played a significant role during the Great Migration of the early 20th century. In 2021, Clarksdale had a population of 14,863 people with a median age of 34.7 and a median household income of $31,234. Demographically, the population was 81.2% Black, 16.4% White, and 0.5% Hispanic. Between 1% and 2% of the people in Clarksdale speak a non-English language, and 99.6% are U.S. citizens. Major industries include health care and social assistance, educational services, and manufacturing. Known as the Birthplace of the Blues, Clarksdale has a rich musical heritage and is a major stop on the Mississippi Blues Trail. Coahoma Community College is located in the county, just north of Clarksdale.

The poverty rate for Clarksdale is estimated by the U. S. Census Bureau at 42%, with 59% of children birth to 17 years old living in poverty and 59% of children ages 5 to 17 living in poverty-related households.

District Characteristics

The Clarksdale Municipal School District is in Clarksdale, Mississippi, in the heart of the Delta. Each of the elementary schools has a different magnet theme, including Visual and Performing Arts, Math and Science, Health and Medical Sciences, and International Studies. The themes continue through the intermediate and middle schools, with the focus turning to college and career placement in the upper grades. Over 70% of students are eligible to participate in the federal free and reduced price meal program.

Within Clarksdale Municipal School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 52% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment has not yet regained prepandemic levels, with a net loss of 9.6% over 5 years, which is a little more than the state, where enrollment has declined 6.5% since 2019.

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ENROLLMENT

	2019	2020	2021	2022	2023
ALL	2342	2294	2237	2108	2118
PK	59	73	62	77	75
K	209	185	145	150	173
K_SPED	0	0	0	0	0
ELEM_SPED	0	0	0	0	0
GR_1	144	177	172	149	167
GR_2	173	139	166	151	153
GR_3	210	228	145	146	179
GR_4	183	131	216	124	121
GR_5	207	184	120	184	110
GR_6	170	192	174	103	183
GR_7	175	176	209	168	110
GR_8	176	169	171	202	167
GR_9	164	163	161	171	190
GR_10	175	157	160	160	164
GR_11	152	154	156	144	149
GR_12	125	142	154	143	133
SEC_SPED	0	12	12	22	26

Figure 1: District Enrollment

CLARKSDALE MUNICIPAL SCHOOL DISTRICT CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
PK-5TH	1185	978	-207	**-17.5%**
6TH-8TH	521	460	-61	**-11.7%**
9TH - 12TH	616	636	20	**3.2%**
TOTAL	2342	2118	-224	**-9.6%**

Note: MDE masks enrollment figures for some grades to meet FERPA requirements. Counts for those grades are excluded except in final total.

Figure 2: District Change in Enrollment

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	2342	2294	2237	2108	2118
GENDER	FEMALE	1159	1143	1129	1069	1058
	MALE	1183	1151	1108	1039	1060
RACE	ASIAN	0	0	0	0	0
	BLACK OR AFRICAN AMERICAN	2267	2217	2157	2031	2039
	HISPANIC OR LATINO	18	22	25	24	26
	TWO OR MORE RACES	0	0	0	0	20
	WHITE	49	44	42	39	31

Figure 3: District Enrollment by Demographic Group

Attendance

TAKEAWAY: The district experienced a -2.9% change in average daily attendance between 2021 and 2022, a sharper decline than the state change of -1.9%. However, because ADA data collection during the pandemic years of 2020 and 2021 may have been less rigorous in all districts, the difference between 2021 and 2022 may not be as great as it appears. Chronic absence increased to 52.0% in 2022 and continues to be problematic.

Average Daily Attendance

Average Daily Attendance (ADA) information is reported from the Mississippi Student Information System for Months 1-9. ADA is the average number of pupils present each day school was in session during the period of the report.

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ADA					
	2018	2019	2020	2021	2022
K-5	1224.1	1077.2	995.8	897.5	805.4
6-8	521.5	488.5	511.6	477.6	401.9
9-12	581.2	531.0	562.8	478.3	501.1
TOTAL	2336.7	2114.0	2091.3	1875.7	1745.7

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 4: District Average Daily Attendance

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ADA AS PERCENTAGE OF ENROLLMENT

	2018	2019	2020	2021	2022
K-5	114.3%	114.2%	113.9%	109.3%	113.8%
6-8	94.0%	94.9%	100.7%	88.3%	74.3%
9-12	117.7%	79.6%	87.5%	73.8%	74.0%
TOTAL	110.2%	99.5%	103.3%	93.3%	90.6%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 5: District ADA as Percentage of Enrollment

Note: Percentages for the figure above are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Blanks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes and prekindergarten are not represented here.

Chronic Absence

According to the Mississippi Department of Education, any student enrolled in a school for at least 10 days and missing 10% of school days for which they are enrolled is considered chronically absent. In addition, a student who misses 50% or more of a school day will be counted as absent for that day.

Case Study of Chronic Absenteeism

In the 2017 publication, Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence, Attendance Works provided compelling evidence that any student absences equivalent to missing 10% or more of school, whether excused, unexcused or due to suspension predicts:

- lower levels of numeracy and literacy by third grade,
- class failure in middle school, higher levels of suspension, and
- higher likelihood of high school dropout and lower rates of college completion.

The impact begins in the early grades where chronic absenteeism effects the most vulnerable children living in poverty. The families do not typically have the financial resources to make up for lost educational opportunities. Chronic absence is missing so much school for any reason that a student is academically at risk. It means missing 10 percent or more of the school year for any reason - excused, unexcused and suspensions.

https://www.mdek12.org/chronicabsenteeism

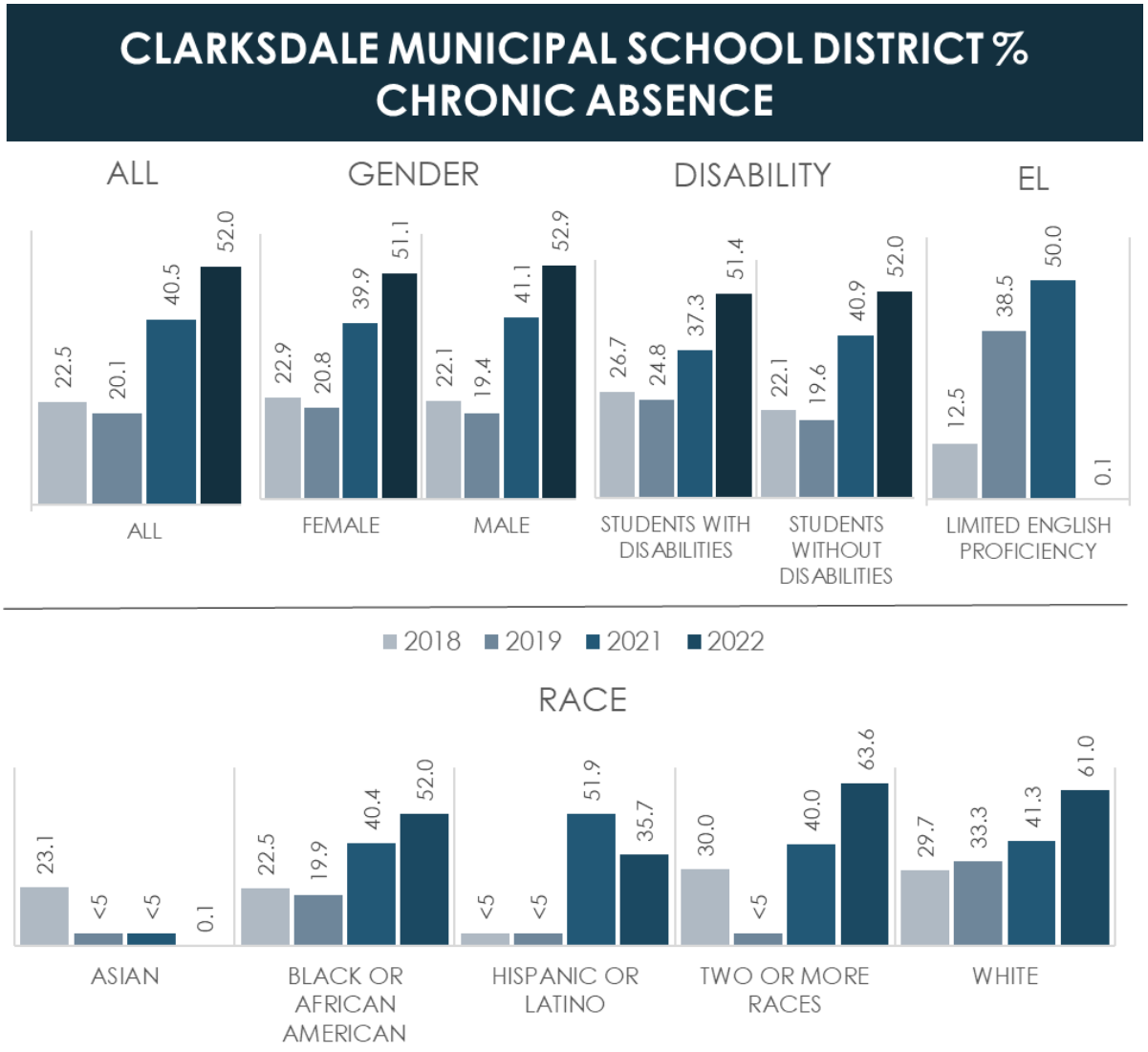


Figure 6: District Chronic Absence by Demographic Group

Accountability

TAKEAWAY: The district posted significant gains between 2021 and 2022 on all accountability measures except college and career readiness, which fell from 2021 levels and came in well below the state average. The highest proficiency levels for all demographic groups were in History Proficiency. All demographic groups fell under the 70% state-wide goal. Graduation rates made a jump in 2022 (AY2023) for all demographic groups. Enrollment in advanced courses has increased since 2019, while enrollment in post-secondary courses has declined significantly.

Accountability Measures

On the Mississippi Succeeds Report Card, MDE states that "COVID-19 pandemic disruptions continue to be reflected in 2021-2022 accountability data, particularly growth data. Growth calculations for some high school students required measuring growth from the 2018-2019 school year, and overall student performance on assessments improved since the first full year of pandemic-era schooling in 2020-2021. Additionally, students did not have to pass end-of-course high school assessments in 2020-2021, which affected the 2021-22 graduation rate."

Accountability measures set out by the Mississippi Public School Accountability Standards include the following:

1. **Proficiency in English/language arts, mathematics, science, and U. S. History** measured by the percentage of students who score proficient or advanced on the state MAAP, MAAP-SCI, and MAAP-EOC assessments.
2. **Growth in English/language arts and mathematics** measured by the percentage of students making adequate progress toward proficiency from one year to the next.
3. **Growth in English/ language arts and mathematics for students who fall in the lowest quartile of performance** measured by the percentage of students making adequate progress toward proficiency from one year to the next.

4. **College and career readiness** measured by the percentage of high school students who meet the ACT benchmarks for English (18) or reading (22) and for math (22).
5. **Acceleration** measured by the number of points earned for a combination of student participation and performance in accelerated courses like Advanced Placement, Dual Credit, and International Baccalaureate.
6. **Graduation rate** measured by the number of students who graduate within four years of entering high school.
7. **English language proficiency** measured by the percentage of English Learners who reach English Language Proficiency.

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	F	F	F
POINTS	476		460
ELA/READING			
% PROFICIENT	19.1	11.5	15.9
STATE	41.8	35	41.9
% GROWTH	49.4		43.8
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	57.3		47.8
STATE	56.2		56.6
MATH			
% PROFICIENT	18.5	5.9	14.9
STATE	47	36	46.8
% GROWTH	49.7		58.6
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	56.6		62.8
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 7: District Accountability: ELA and Math

CLARKSDALE MUNICIPAL SCHOOL DISTRICT ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	24.8	18.9	24.8
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	27	17.7	47
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	9.5	11.7	9.7
STATE	37.4	34.3	42.9
ACCELERATION	17.2	16.2	19.5
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY	4		9.1
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	64.3		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 8: District Accountability: Science, History, Other

Proficiency by Demographic Groups

The Every Student Succeeds Act requires that districts report disaggregated data to the public. Mississippi collects and reports assessment results consistent with ESSA 1111(h). Subgroup data is evaluated to identify performance gaps and target support schools. Subgroups include economically disadvantaged students, students with limited English proficiency, various racial and ethnic groups, and students with disabilities.

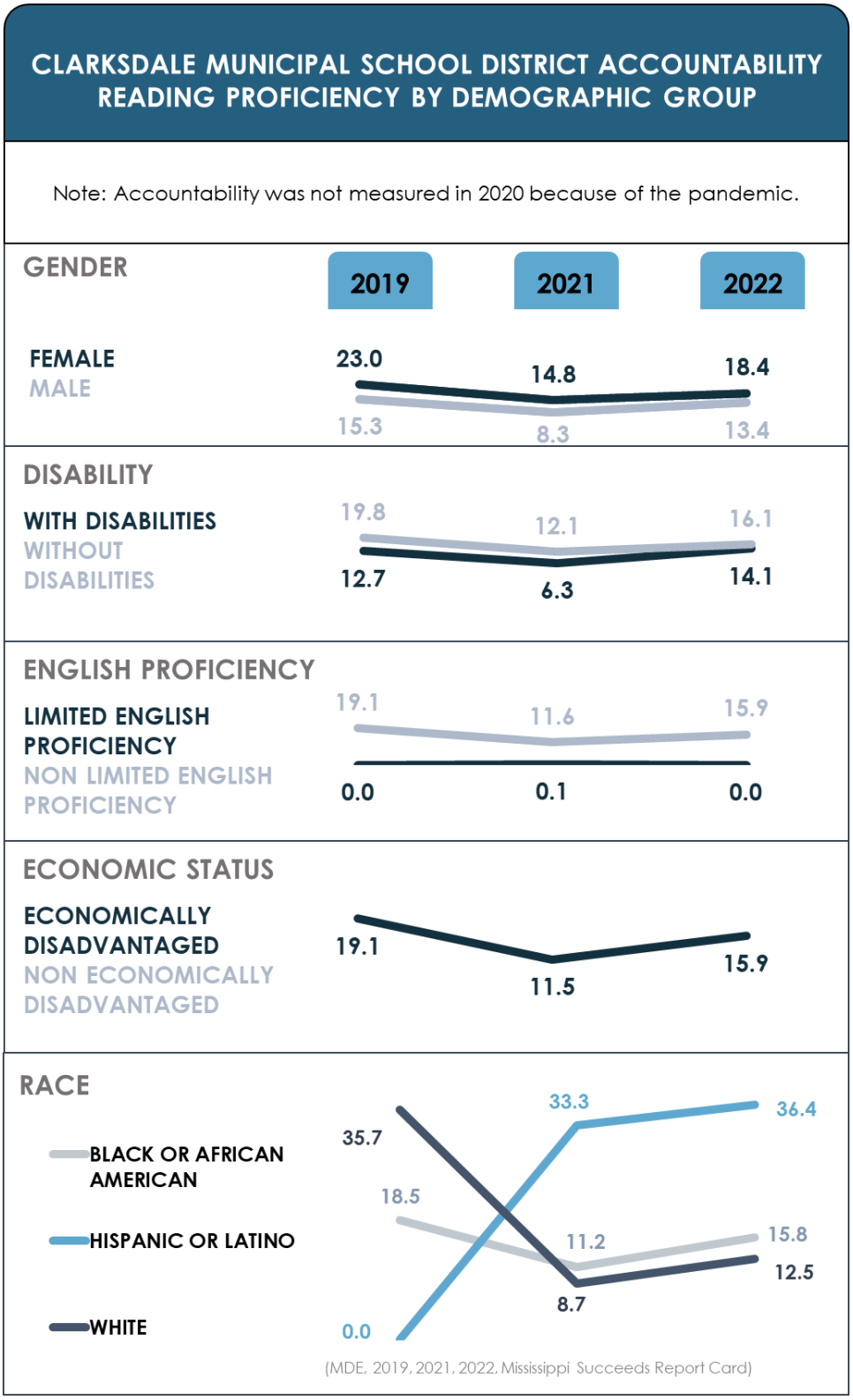


Figure 9: District Reading Proficiency by Demographic Group

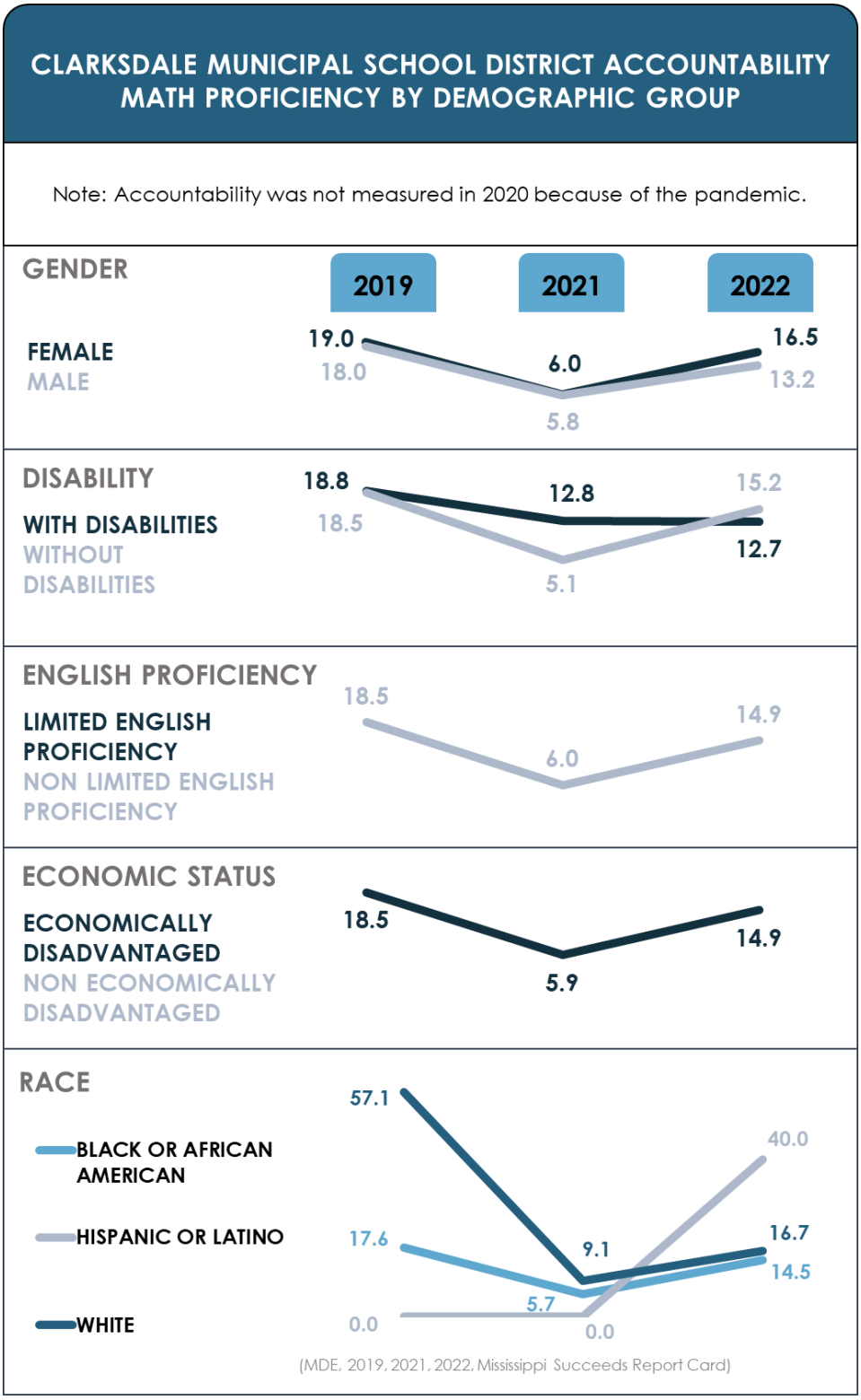


Figure 10: District Math Proficiency by Demographic Group

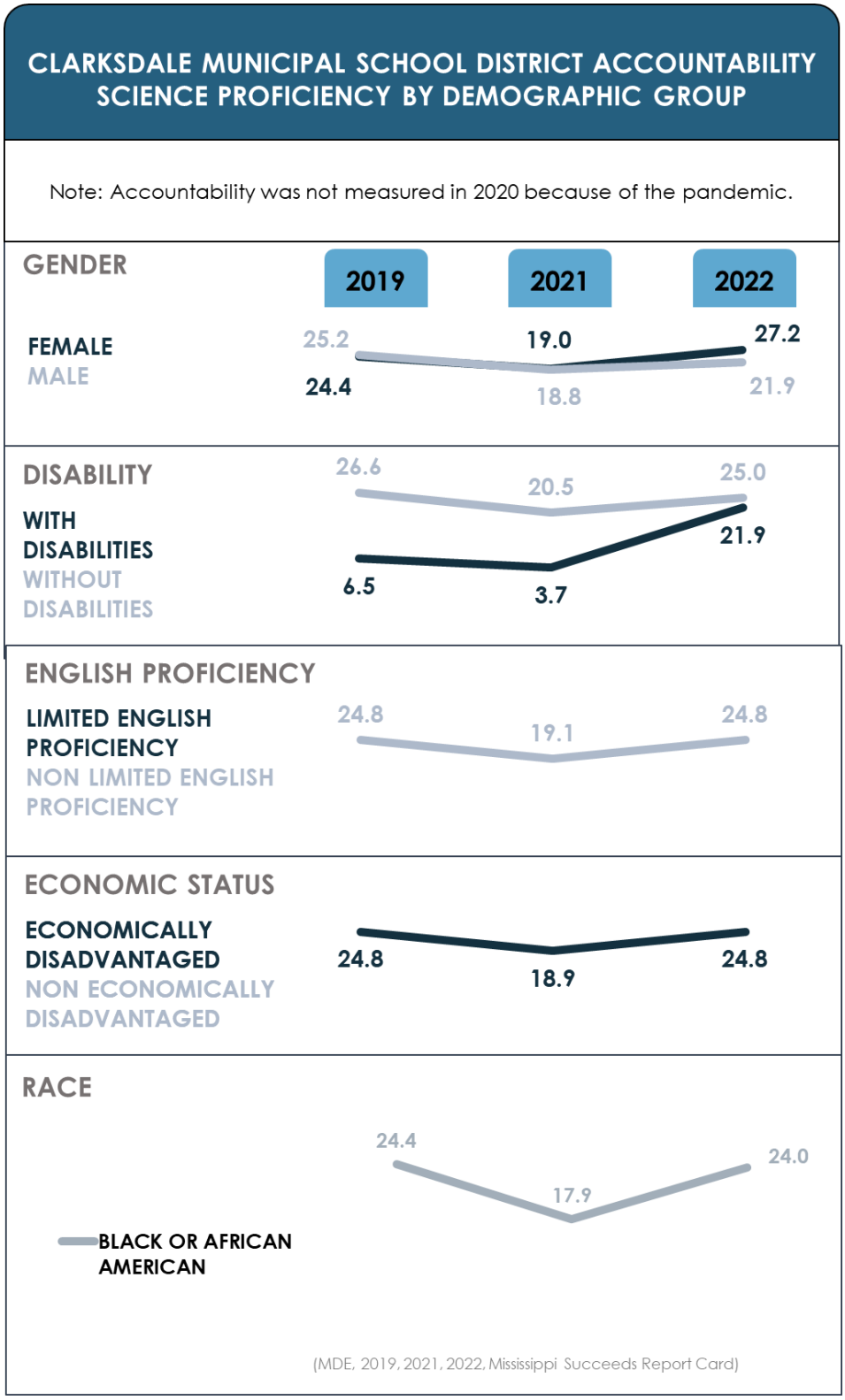


Figure 11: District Science Proficiency by Demographic Group

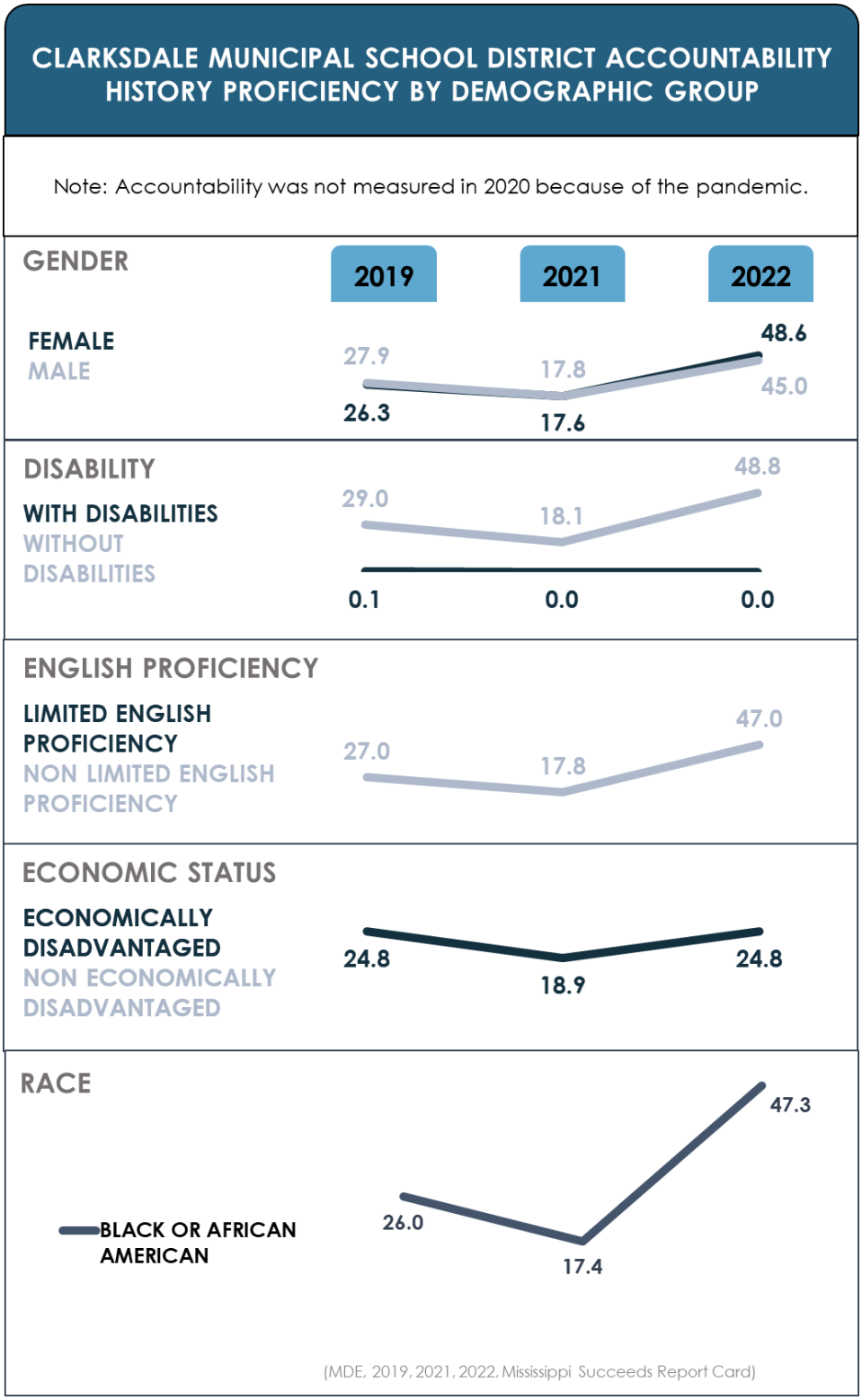


Figure 12: District History Proficiency by Demographic Group

Gap-to-Goal by Demographic Group

The Mississippi Succeeds Plan for the Every Student Succeeds Act specifies a goal of 70% proficiency for all students by 2025. Other specific long-range goals for the state include:

- Eliminate the proficiency gap between Black students and all students entirely, as the overall student proficiency rate increases to 70% by 2025.
- Close the graduation rate gap between students with disabilities and all students. This gap will be reduced to 20%, as the overall graduation rate increases to 90% by 2025.
- Have 70% of English learners making expected progress toward English language proficiency by 2025 (MDE, 2022)

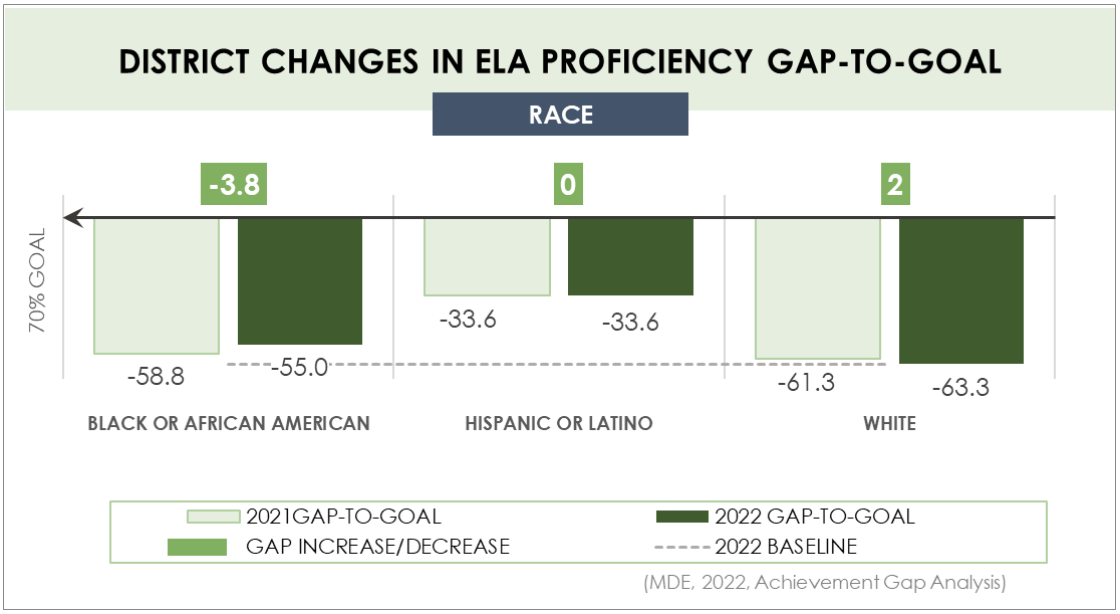


Figure 13: District Changes in ELA Proficiency Gap-to-Goal by Race

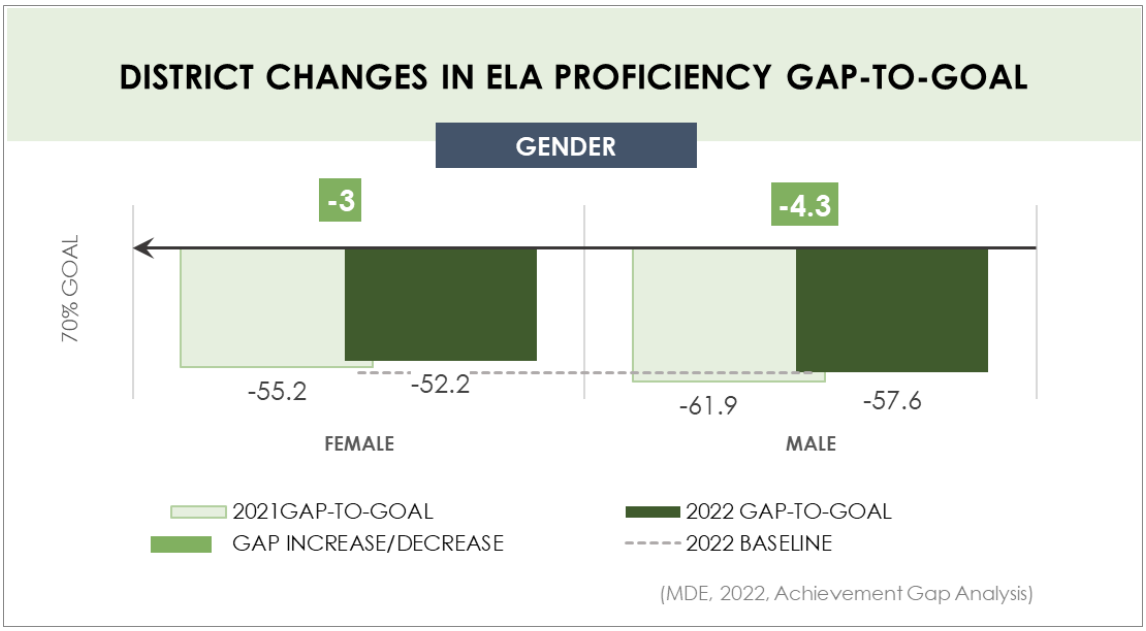


Figure 14: District Changes in ELA Proficiency Gap-to-Goal by Gender

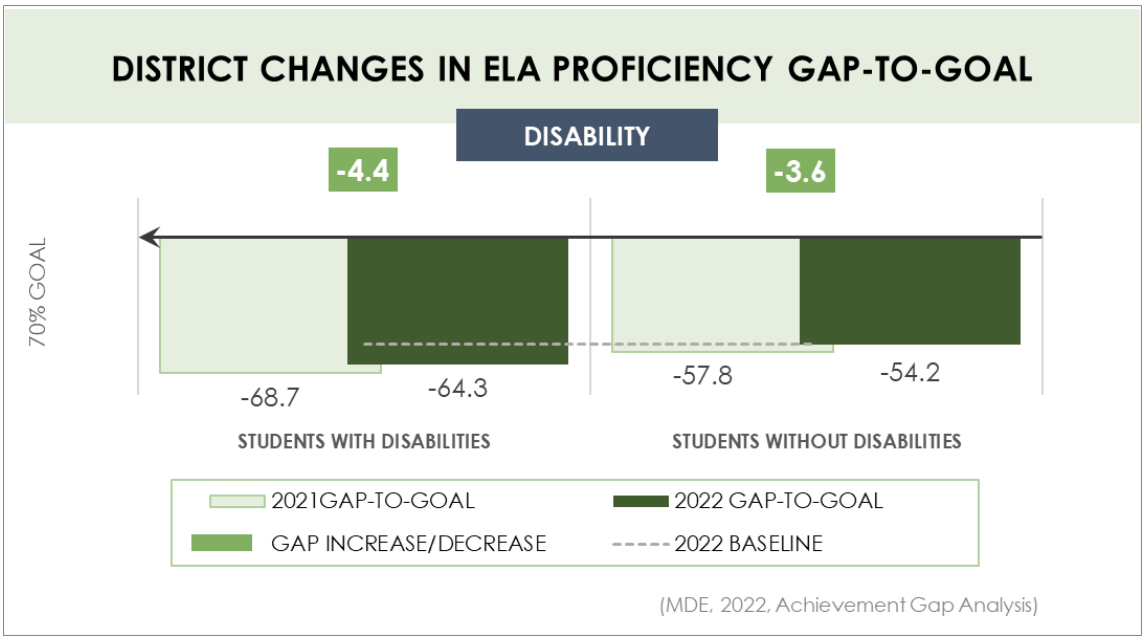


Figure 15: District Changes in ELA Proficiency Gap-To-Goal by Disability

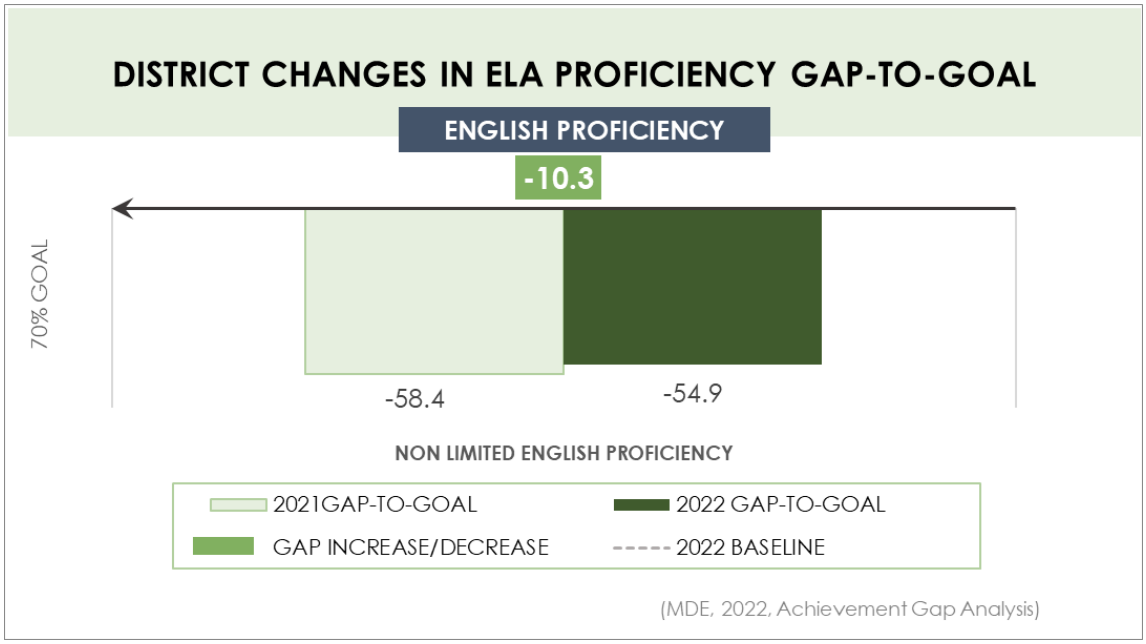


Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

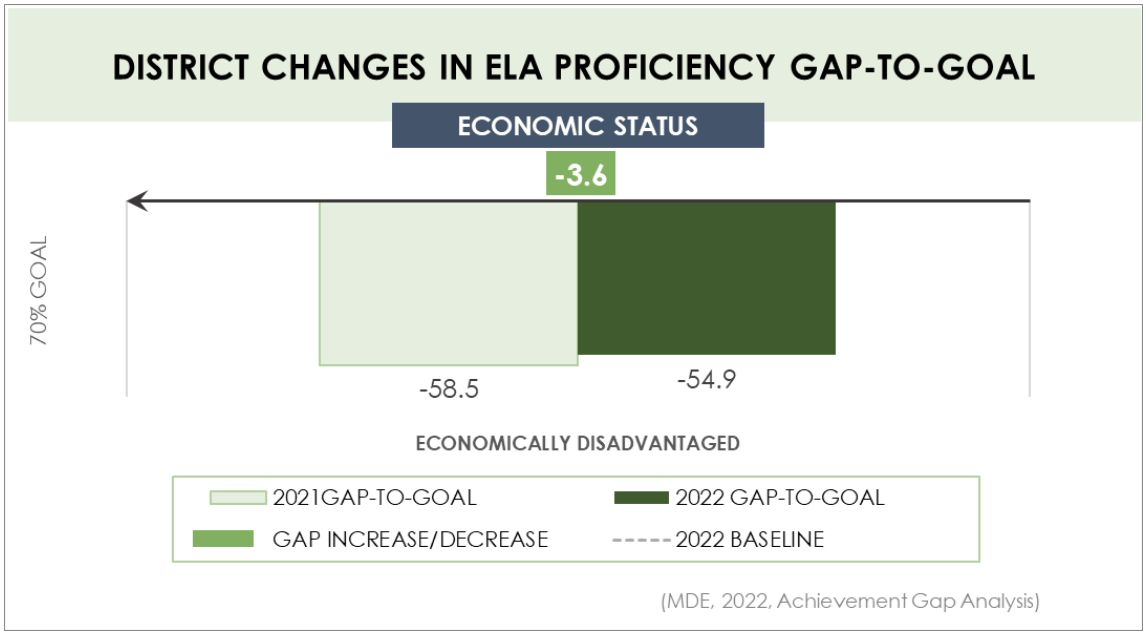


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

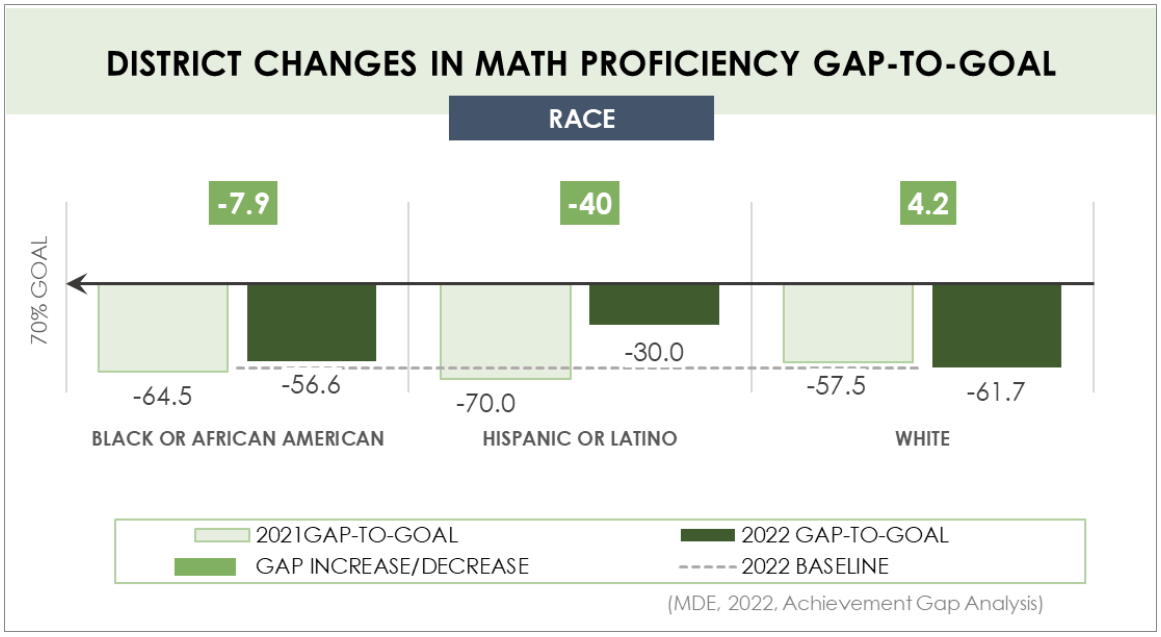


Figure 18: District Changes in Math Proficiency Gap-to-Goal by Race

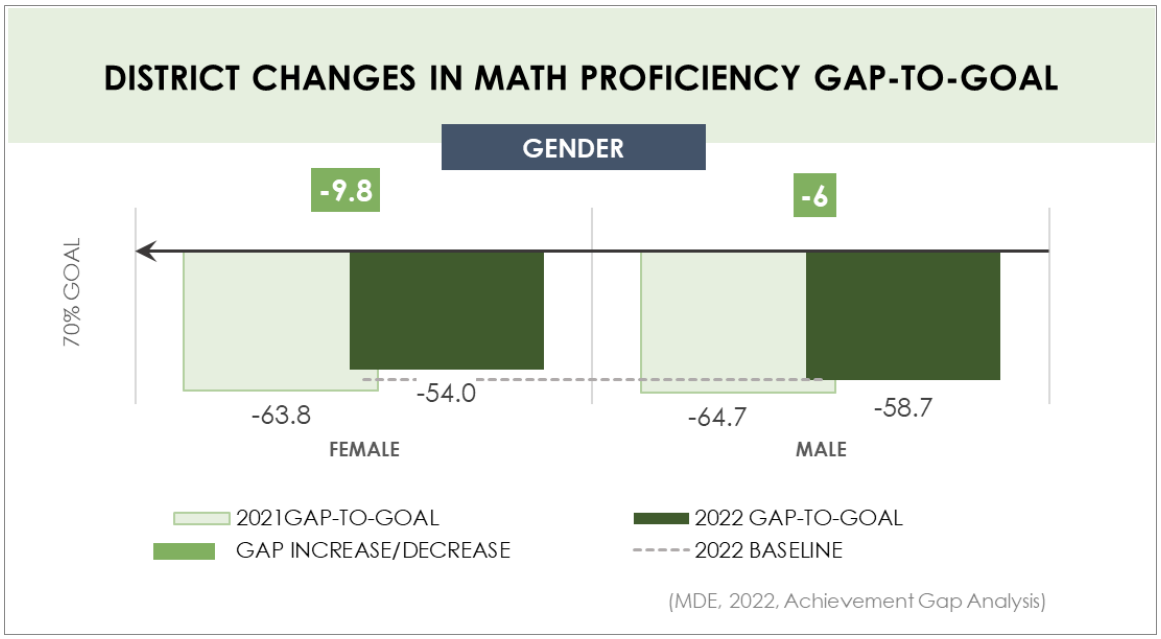


Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender

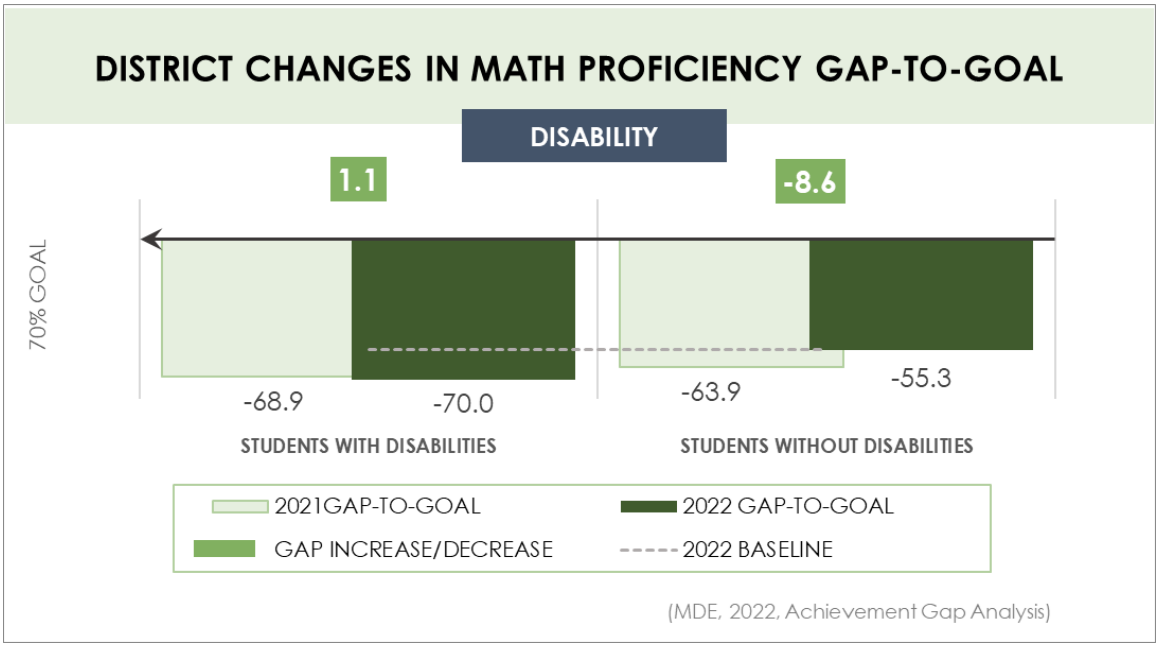


Figure 20: District Changes in Math Proficiency Gap-To-Goal by Disability

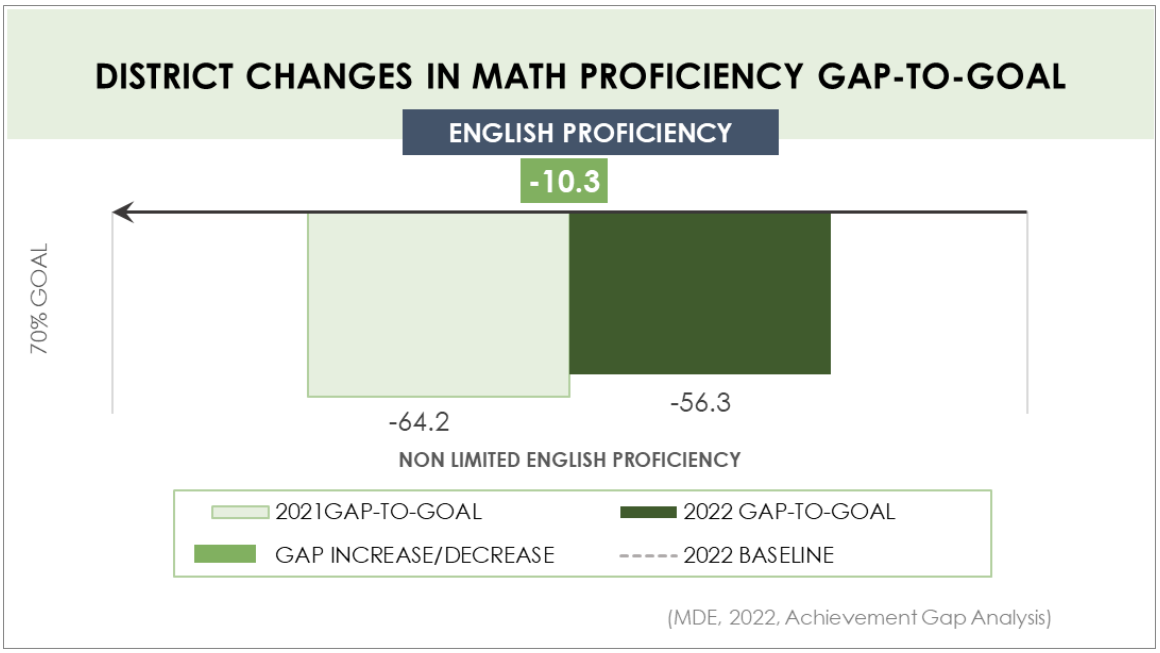


Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

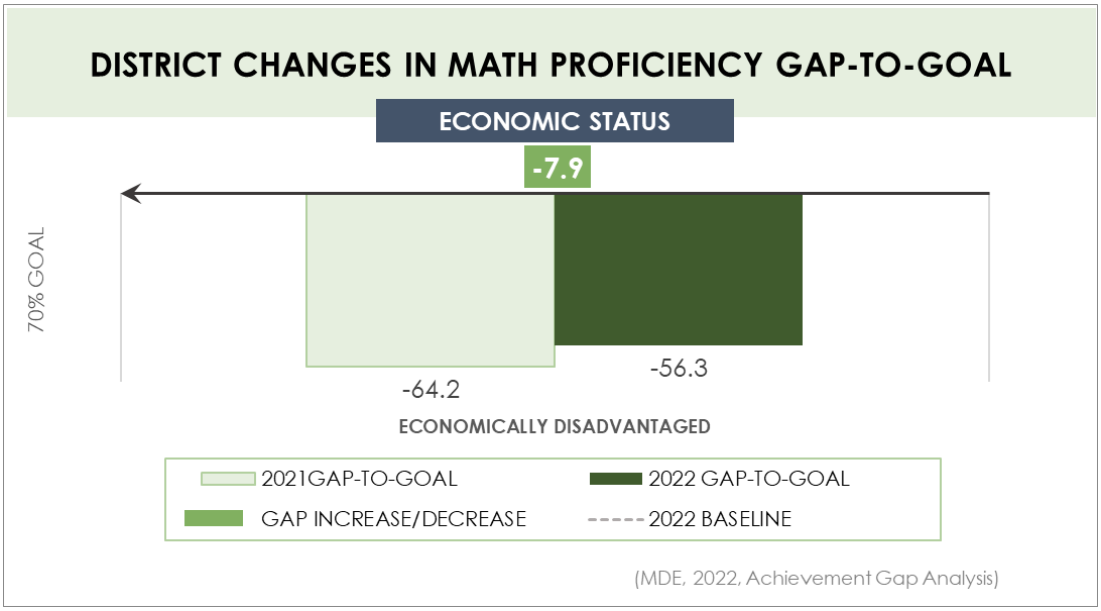


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status

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) 2018 - 2019 (Seniors SY 2021 - 2022) and graduated within the cohort window which ended July 31, 2022.

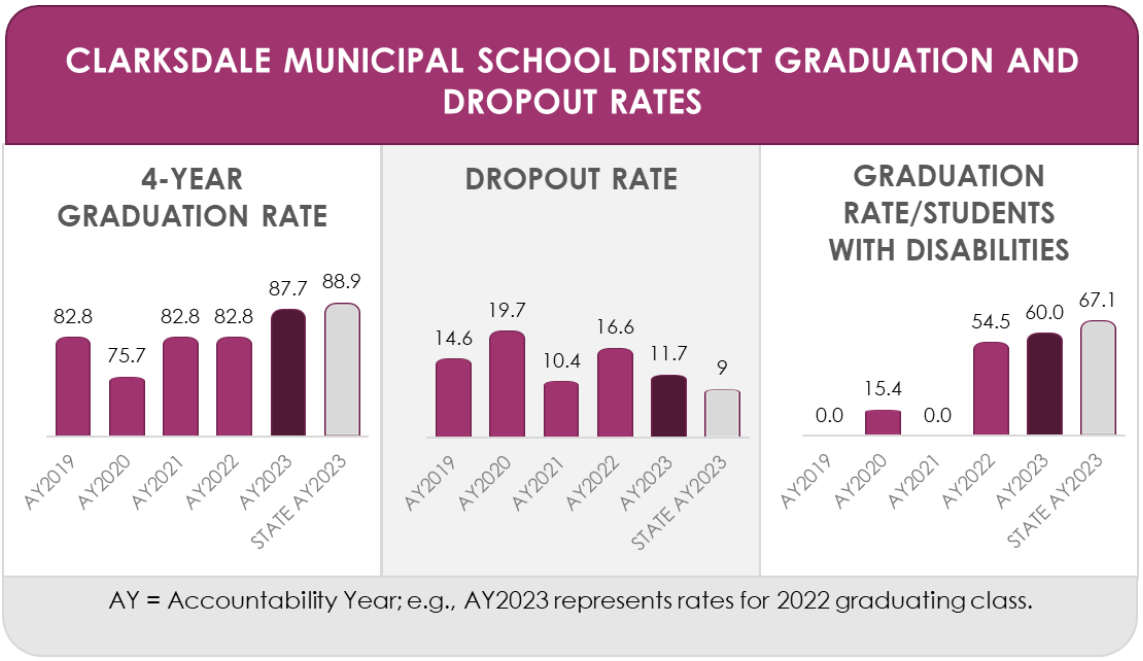


Figure 23: District 4-Year Graduation Rates

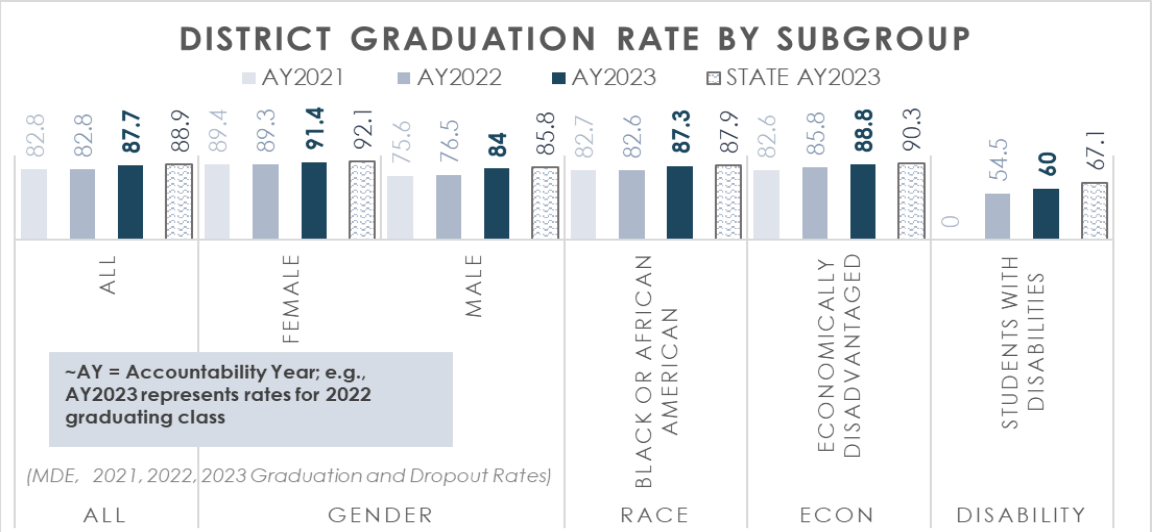


Figure 24: District Graduation Rate by Subgroup

School Improvement Designations

The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals.

George H. Oliver Elementary School was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years. It was first identified as **CSI** in 2017.

Oakhurst Intermediate Academy was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years. It was first identified as **CSI** in 2017.

W. A. Higgins Middle School was newly identified in 2023 as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.

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 2023 report uses the 2022 graduating class) (MDE, 2021).

ENROLLED IN ADVANCED COURSES							
		2019		2021		2022	
		#	%	#	%	#	%
ALL							
	ALL	59.5	21.3%	82.3	25.3%	110.3	37.4%
GENDER							
	FEMALE	44.3	29.7%	54.2	33.1%	78.2	50.8%
	MALE	15.2	11.7%	28.1	17.4%	32.1	22.8%
RACE							
	BLACK OR AFRICAN AMERICAN	58.3	21.1%	81.2	25.5%	108.1	38.5%
	HISPANIC OR LATINO	NA	NA	<10	<5%	<10	<5%
	WHITE	<10	<5%	<10	<5%	<10	<5%
DISABILITY							
	STUDENTS WITH DISABILITIES	<10	<5%	<10	<5%	<10	<5%
	STUDENTS WITHOUT DISABILITIES	59.5	22.7%	82.3	26.7%	110.3	40.7%
EL							
	LIMITED ENGLISH PROFICIENCY	NA	NA	<10	<5%	NA	NA
	NON LIMITED ENGLISH PROFICIENCY	59.5	21.3%	82.3	25.5%	110.3	37.4%

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2019	2021	2022
ALL				
	ALL	79.5%	78.3%	62.2%
GENDER				
	FEMALE		81.7%	62.7%
	MALE		74.5%	61.7%
RACE				
	BLACK OR AFRICAN AMERICAN	79.5%	78.3%	61.9%
	WHITE	<5%		<5%
DISABILITY				
	STUDENTS WITH DISABILITIES	<5%		

Figure 26: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2022, district ACT scores are below state averages, but they are outperforming 2019 levels. Kindergarten Readiness scores are down and have not yet matched prepandemic levels. For third graders required to pass the Third-Grade Reading Assessment for promotion for the first time since 2019, both initial and re-test passing percentages have increased significantly. MAAP proficiency percentages were higher in 2022 than in 2021 in all subjects and grades except ELA 5th and 8th grades, Math 5th grade, and Science 5th and 8th grades. The largest gains were made in Biology I and Algebra I.

Mississippi's statewide assessments measure students' academic aptitude from prekindergarten through high school. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need.

Statewide assessments include screeners and the Kindergarten Readiness Assessment to determine what children know and are able to do upon entering school, the Third-Grade ELA Assessment to comply with the Literacy-Based

Promotion Act, the Mississippi Academic Assessment Program (MAAP) to assess proficiency and growth in English/language arts, mathematics, science, and social studies, and the ACT for eleventh graders to measure college readiness, The state also administers the English Language Proficiency Test (ELPT) to students identified as English Learners.

ACT

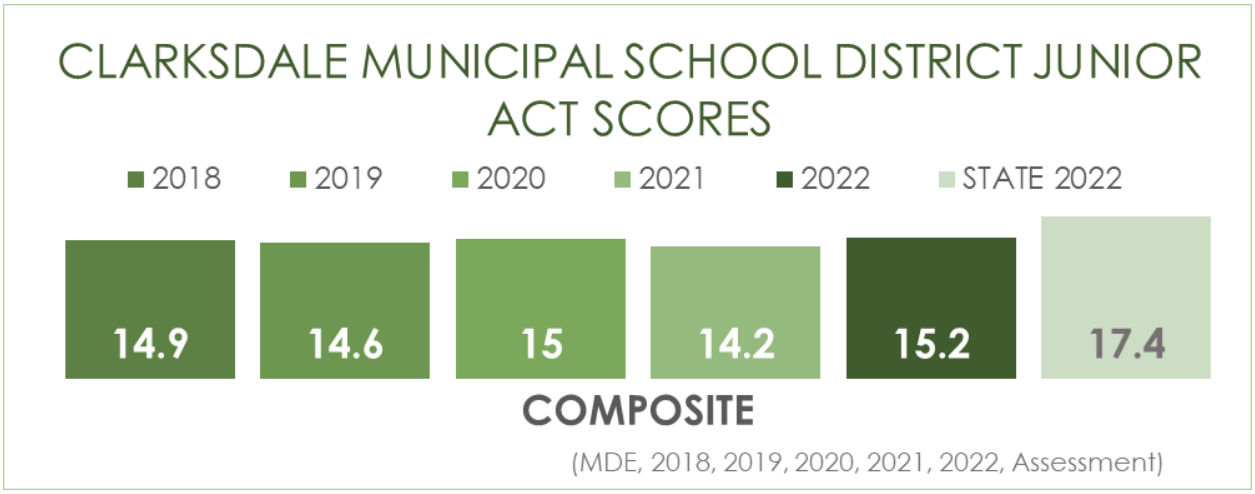


Figure 27: District Junior ACT: Composite

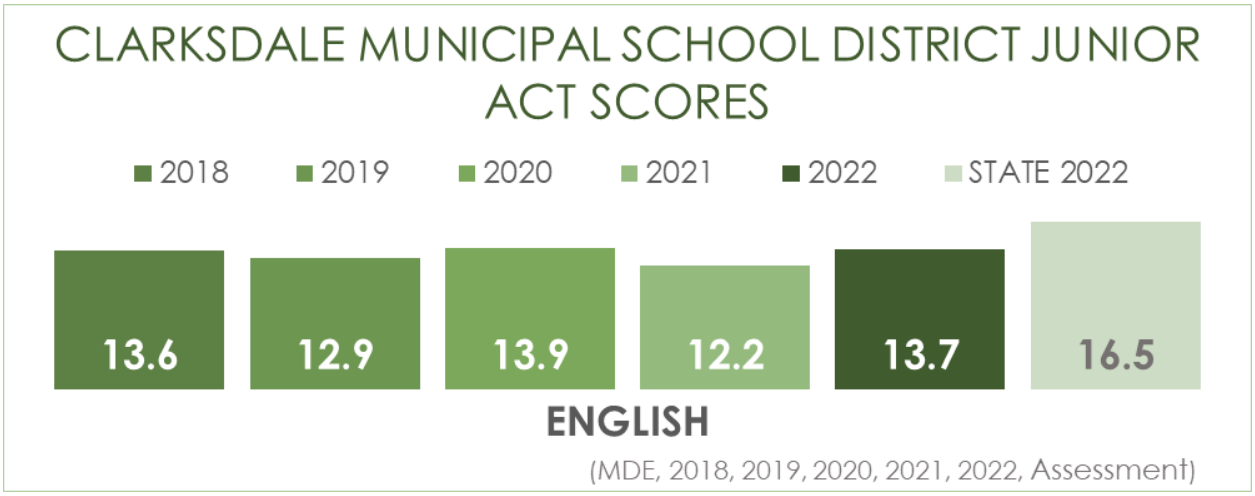


Figure 28: District Junior ACT: English

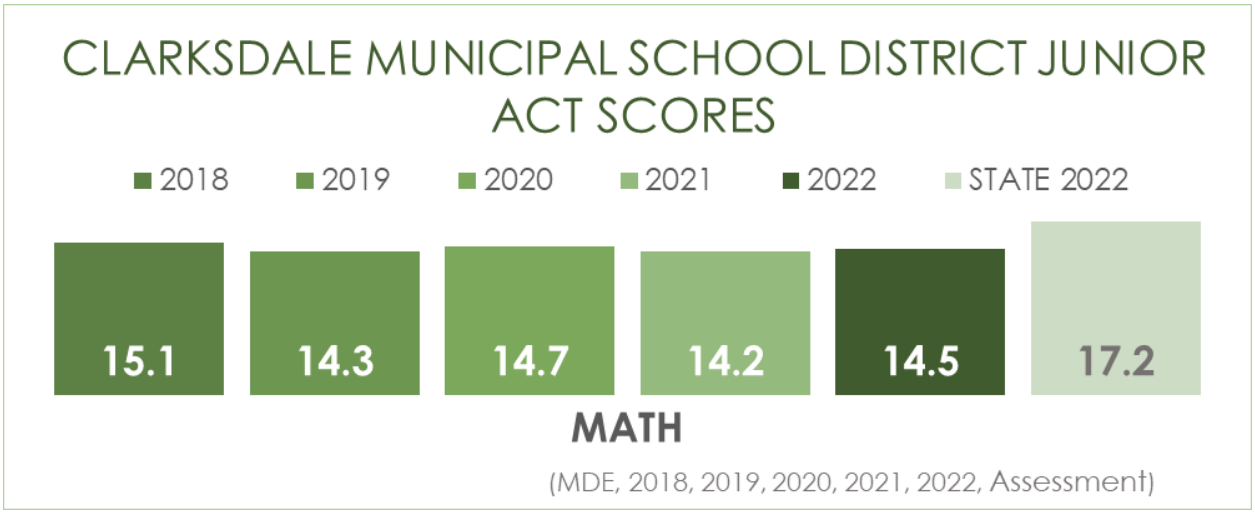


Figure 29: District Junior ACT: Math

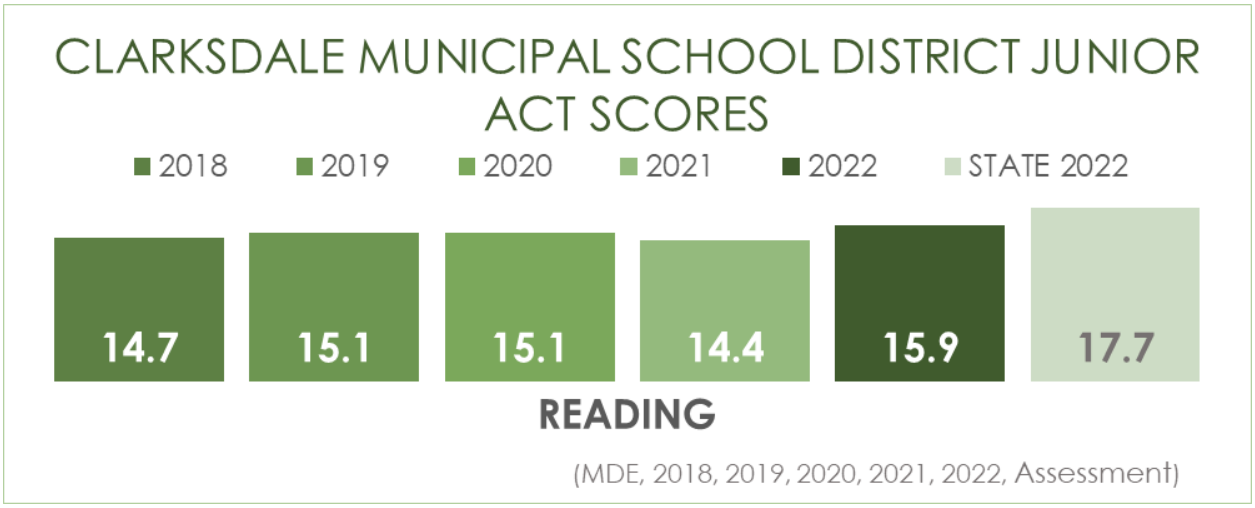


Figure 30: District Junior ACT: Reading

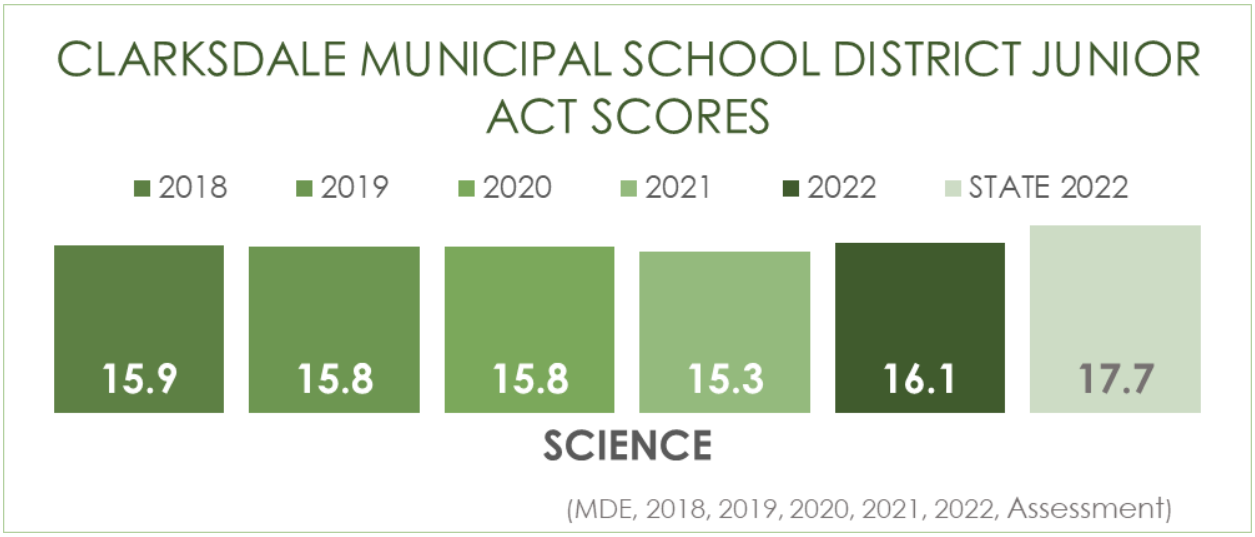


Figure 31: District Junior ACT: Science

Kindergarten Readiness Assessment (KRA)

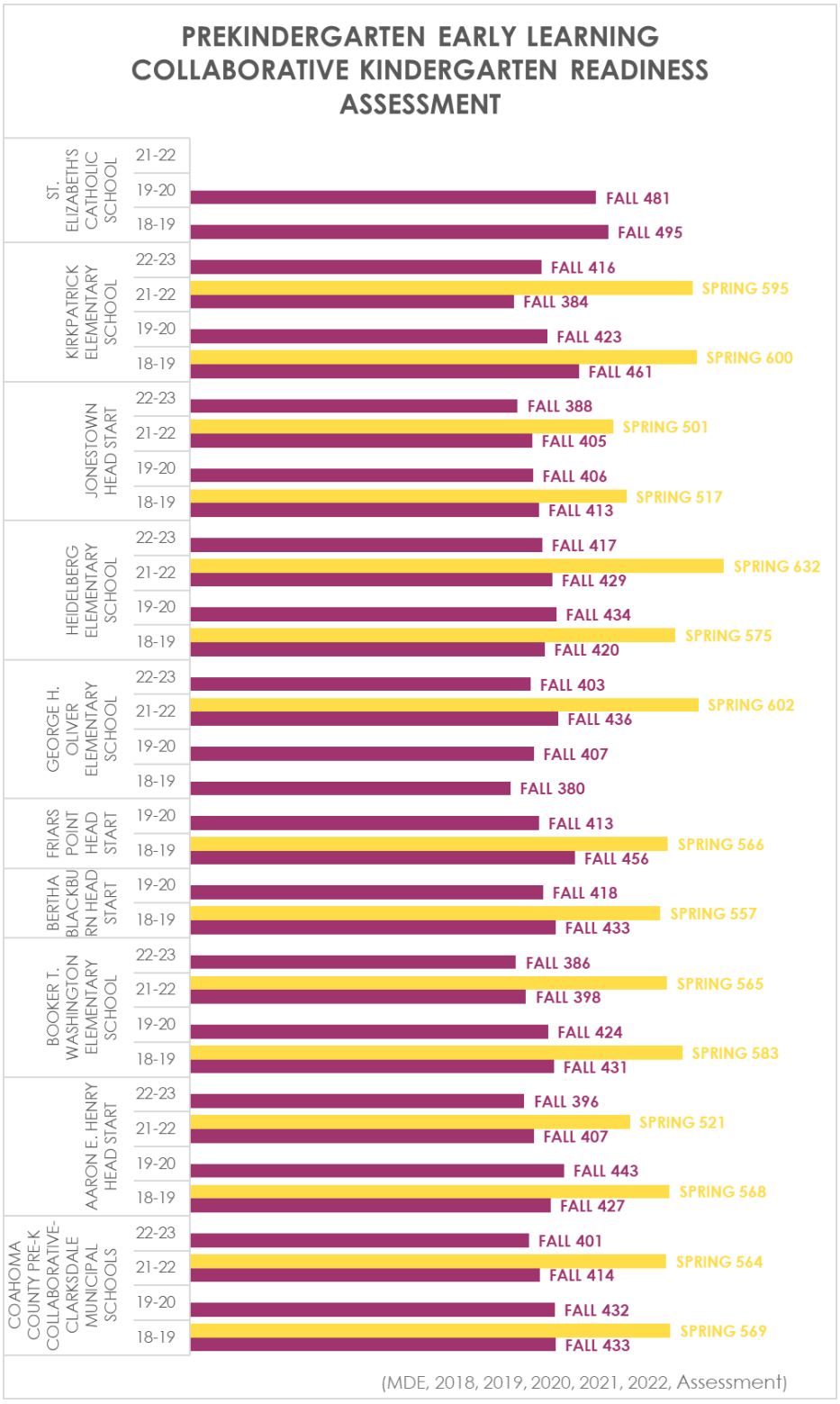


Figure 32: Prekindergarten Early Learning Collaborative Kindergarten Readiness Assessment

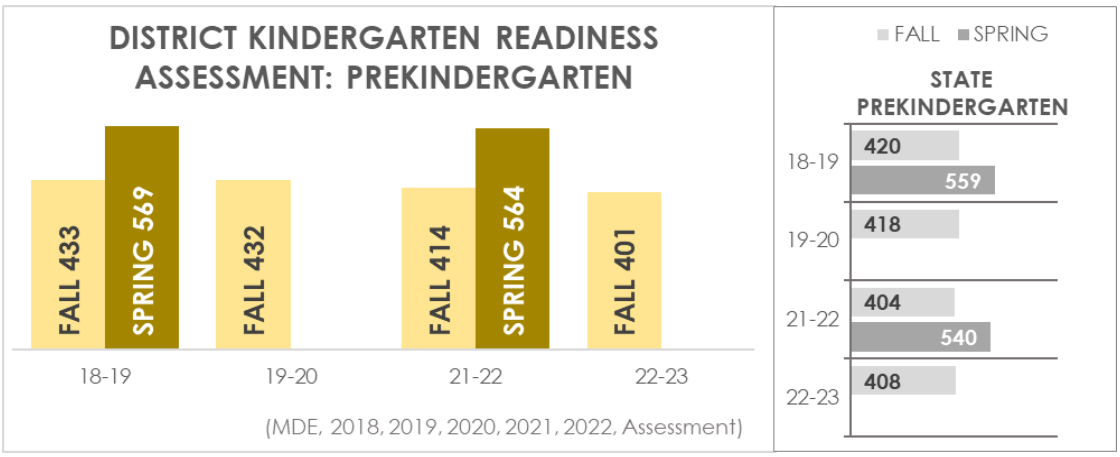


Figure 33: District Kindergarten Readiness Assessment: Prekindergarten

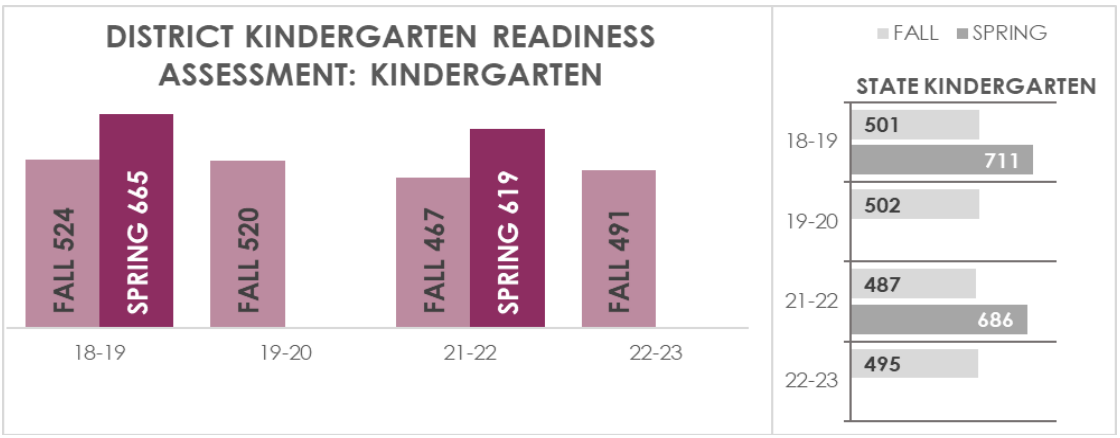


Figure 34: District Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

Note: The Literacy-Based Promotion Act requirements for passing the third grade were waived in 2020 and 2021 because of the pandemic.

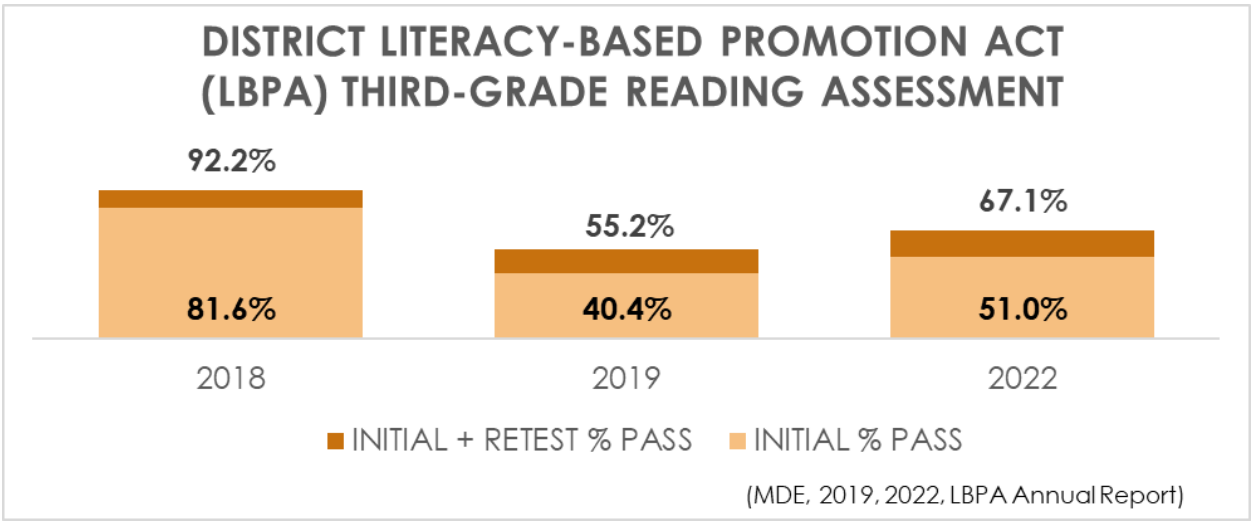


Figure 35: District Literacy-Based Promotion Act Third Grade Reading Assessment

Students who do not pass the Third-Grade Reading Assessment may still be promoted to the fourth grade if they meet one of the approved exemption criteria.

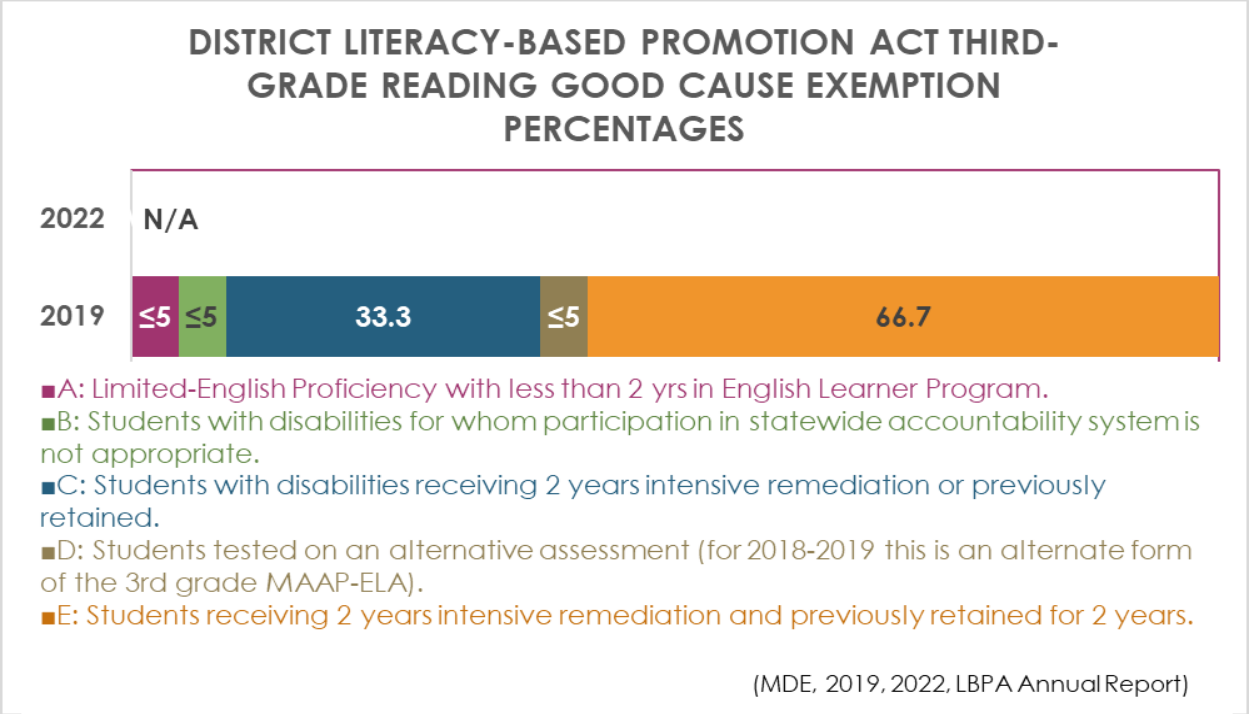


Figure 36: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

Kindergarten through eighth-grade retention rates are also published by MDE in the Literacy-Based Promotion Act report. Rates for 2019 and 2022 are shown below; no report was posted publicly for 2020 or 2021.

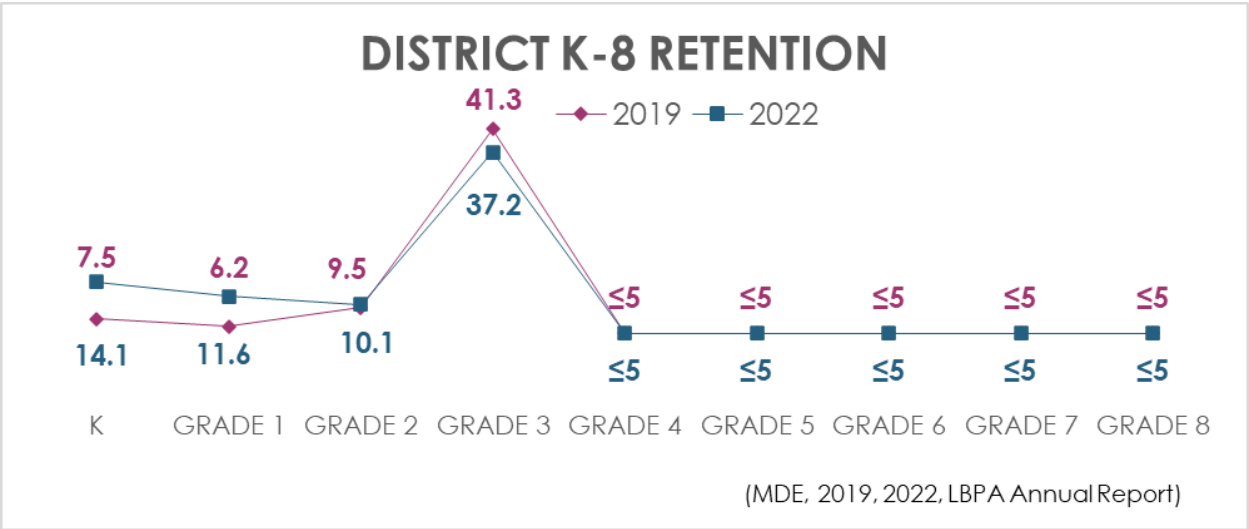
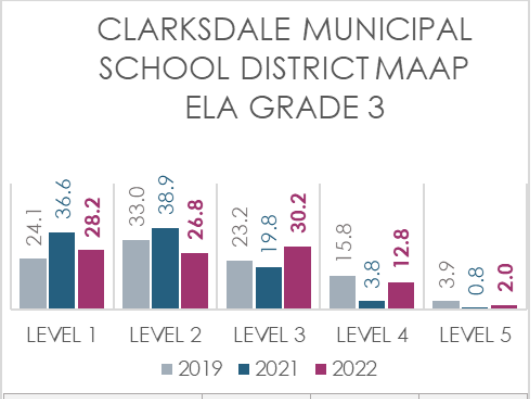


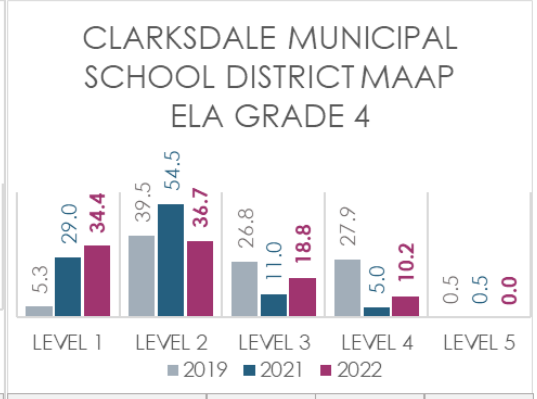
Figure 37: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

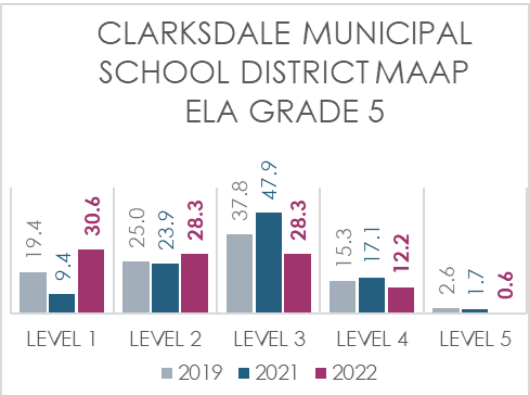


	2019	2021	2022
PROFICIENT (4 +5)	19.7	4.6	14.8
STATE PROFICIENT	48.3	34.8	46.4

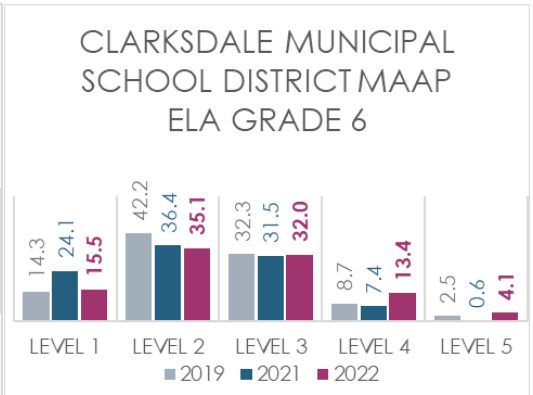


	2019	2021	2022
PROFICIENT (4 +5)	28.4	5.5	10.2
STATE PROFICIENT	48.5	37.2	43.8

Figure 38: District MAAP ELA Grades 3 and 4

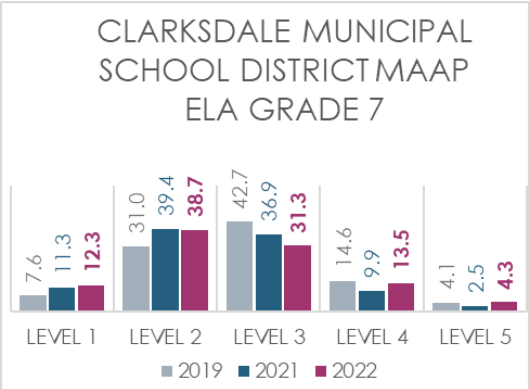


	2019	2021	2022
PROFICIENT (4 +5)	17.9	18.8	12.8
STATE PROFICIENT	43.1	41.5	46.5

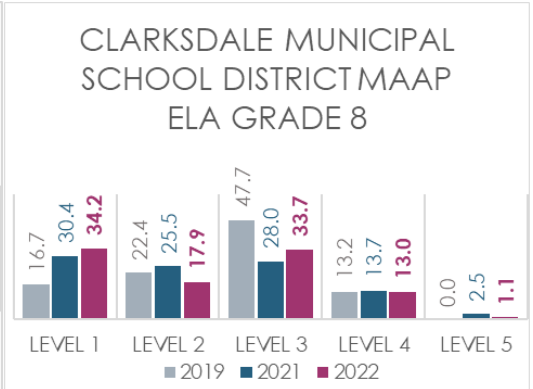


	2019	2021	2022
PROFICIENT (4 +5)	11.2	8.0	17.5
STATE PROFICIENT	33.6	29.6	41.0

Figure 39: District MAAP ELA Grades 5 and 6

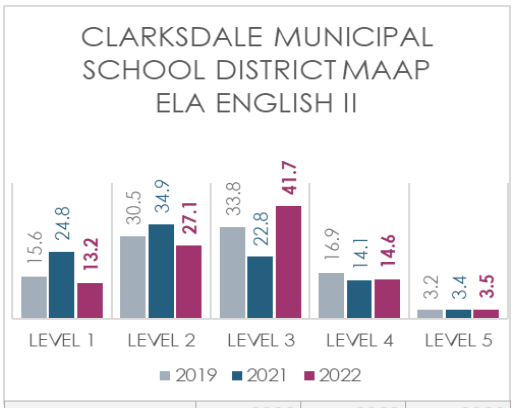


	2019	2021	2022
PROFICIENT (4 +5)	18.7	12.3	17.8
STATE PROFICIENT	39.0	30.7	38.3



	2019	2021	2022
PROFICIENT (4 +5)	13.2	16.1	14.1
STATE PROFICIENT	35.5	35.6	36.3

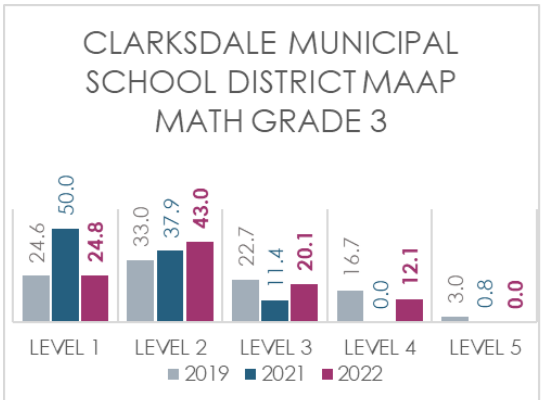
Figure 40: District MAAP ELA Grades 7 and 8



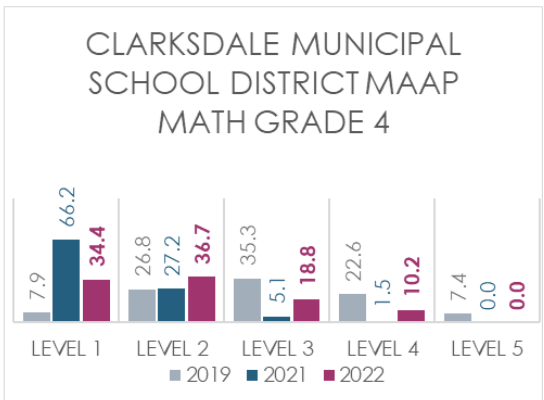
	2019	2021	2022
PROFICIENT (4 +5)	20.1	17.4	18.1
STATE PROFICIENT	43.8	34.9	44.0

Figure 41: District MAAP ELA English II

MAAP MATH

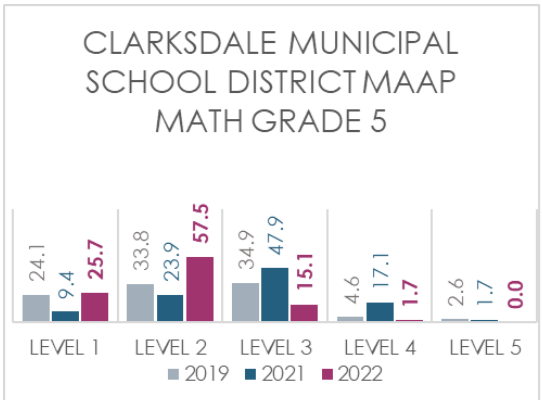


	2019	2021	2022
PROFICIENT (4 +5)	19.7	0.8	12.1
STATE PROFICIENT	51.4	34.9	49.5

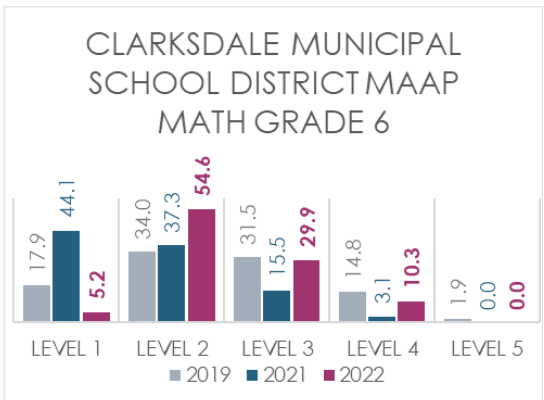


	2019	2021	2022
PROFICIENT (4 +5)	30.0	1.5	10.2
STATE PROFICIENT	48.8	33.2	45.5

Figure 42: District MAAP Math Grades 3 and 4

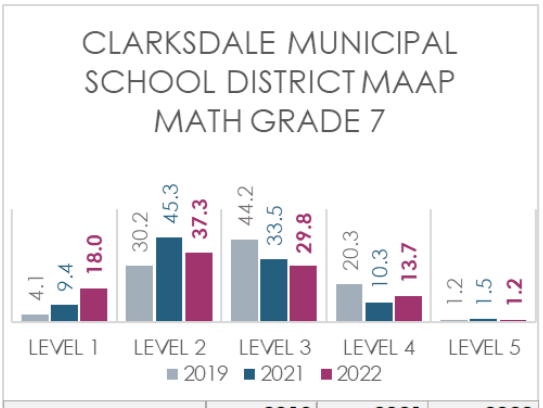


	2019	2021	2022
PROFICIENT (4 +5)	7.2	18.8	1.7
STATE PROFICIENT	38.9	33.4	36.6

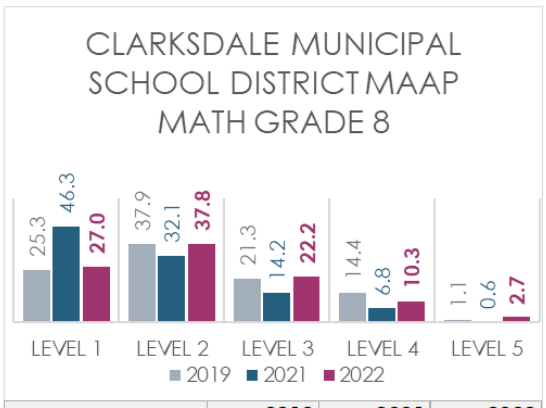


	2019	2021	2022
PROFICIENT (4 +5)	16.7	3.1	10.3
STATE PROFICIENT	47.6	35.0	45.2

Figure 43: District MAAP Math Grades 5 and 6

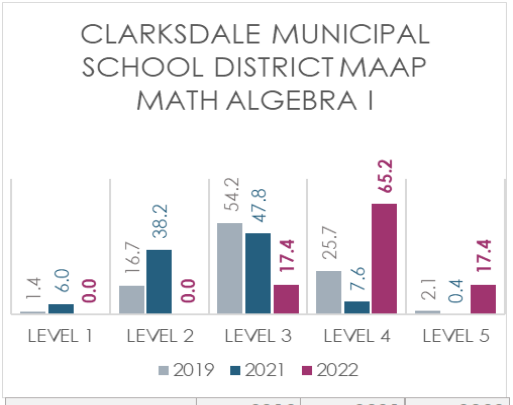


	2019	2021	2022
PROFICIENT (4 +5)	21.5	11.8	14.9
STATE PROFICIENT	51.1	41.7	46.1



	2019	2021	2022
PROFICIENT (4 +5)	15.5	7.4	13.0
STATE PROFICIENT	44.8	34.3	44.8

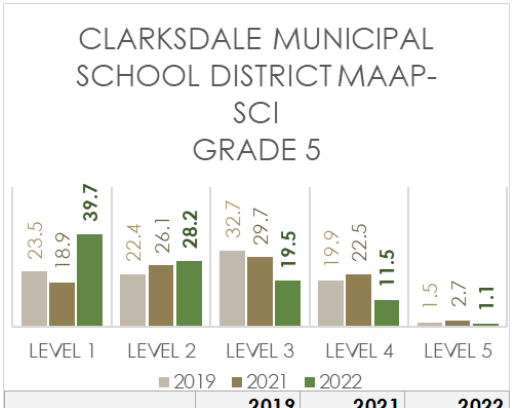
Figure 44: District MAAP Math Grades 7 and 8



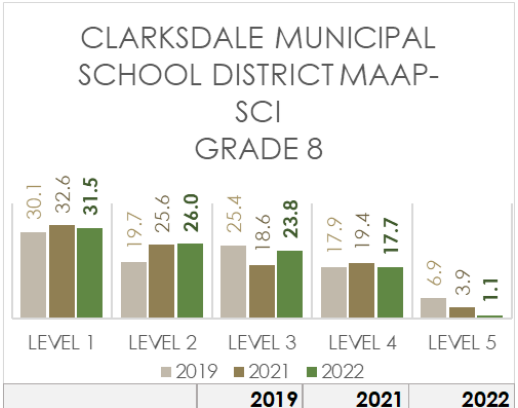
	2019	2021	2022
PROFICIENT (4 +5)	27.8	8.0	82.6
STATE PROFICIENT	49.3	33.2	64.9

Figure 45: District MAAP Math Algebra I

MAAP-SCIENCE



	2019	2021	2022
PROFICIENT (4 +5)	21.4	25.2	12.6
STATE PROFICIENT	55.8	54.3	58.1

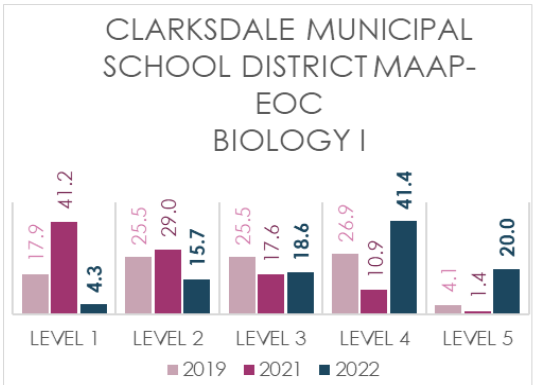


	2019	2021	2022
PROFICIENT (4 +5)	24.9	23.3	18.8
STATE PROFICIENT	52.7	48.4	50.5

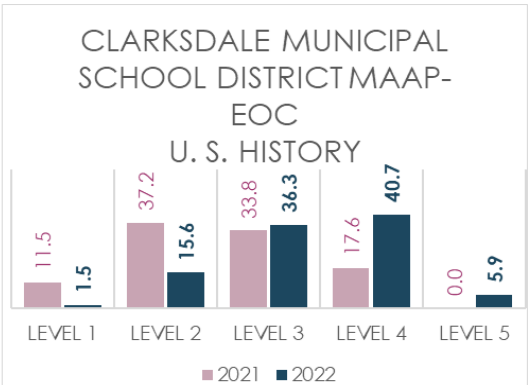
Figure 46: District MAAP-SCI Grades 5 and 8

MAAP-END-OF-COURSE

MAAP assessments were not administered in 2020 because of school shutdowns during the covid pandemic. in 2021, amid ongoing pandemic adjustments, End-of-Course MAAP passing requirements (English II, Algebra I, Biology I, and U. S. History) for graduation were waived, although all tests were administered to determine learning loss since 2019.



	2019	2021	2022
PROFICIENT (4 +5)	31.0	12.2	61.4
STATE PROFICIENT	57.3	47.4	59.7



		2021	2022
PROFICIENT (4 +5)	2019 TEST NOT COMPARABLE	17.6	46.7
STATE PROFICIENT		47.4	69.3

Figure 47: District MAAP-EOC Biology I and U. S. History

In 2022, the statewide percentage of students scoring proficient or advanced on MAAP assessments reached an all-time high of 42.2% in English Language Arts (ELA) and 55.9% in science, and reached 47.3% in mathematics, just shy of the prepandemic rate of 47.4%. (MDE, 2023)

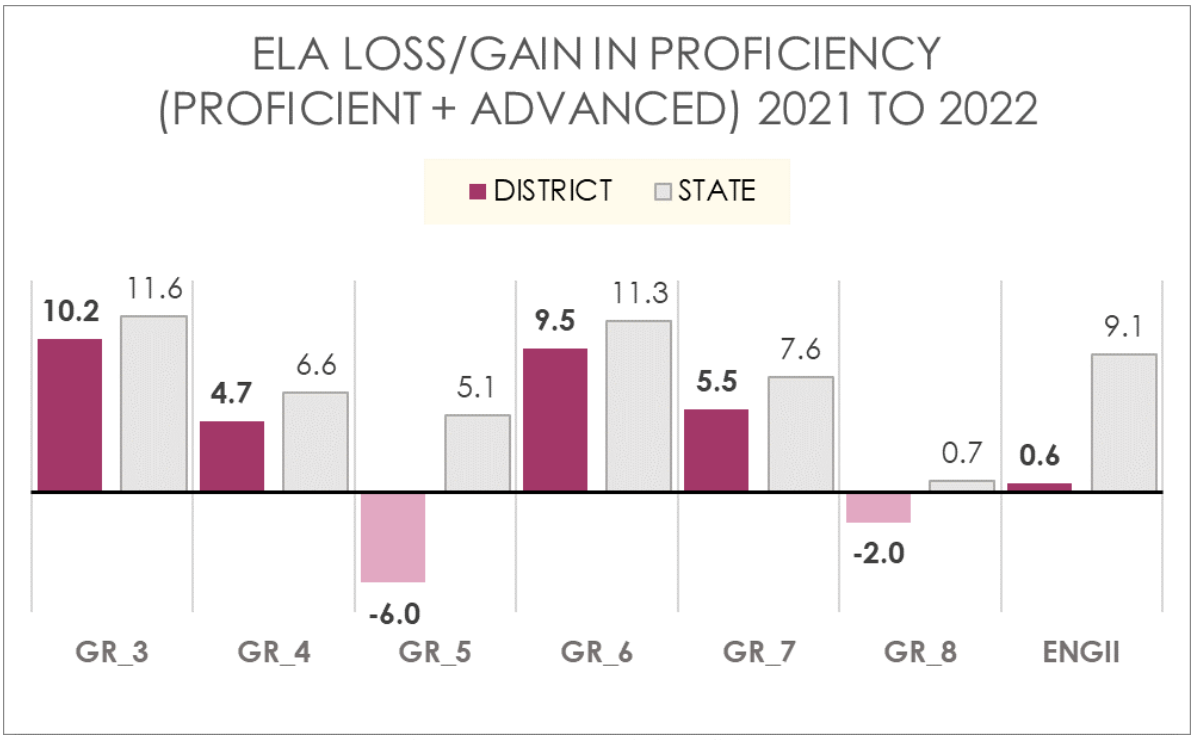


Figure 48: ELA Loss/Gain in Proficiency

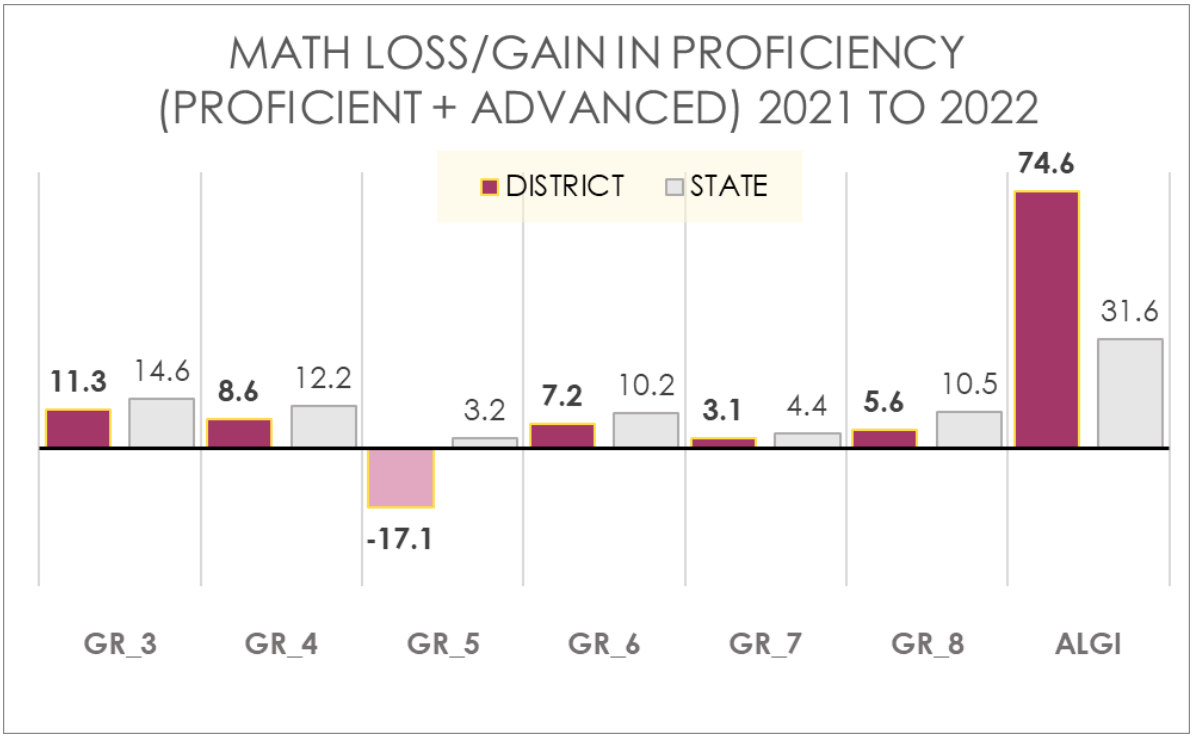


Figure 49: Math Loss/Gain in Proficiency

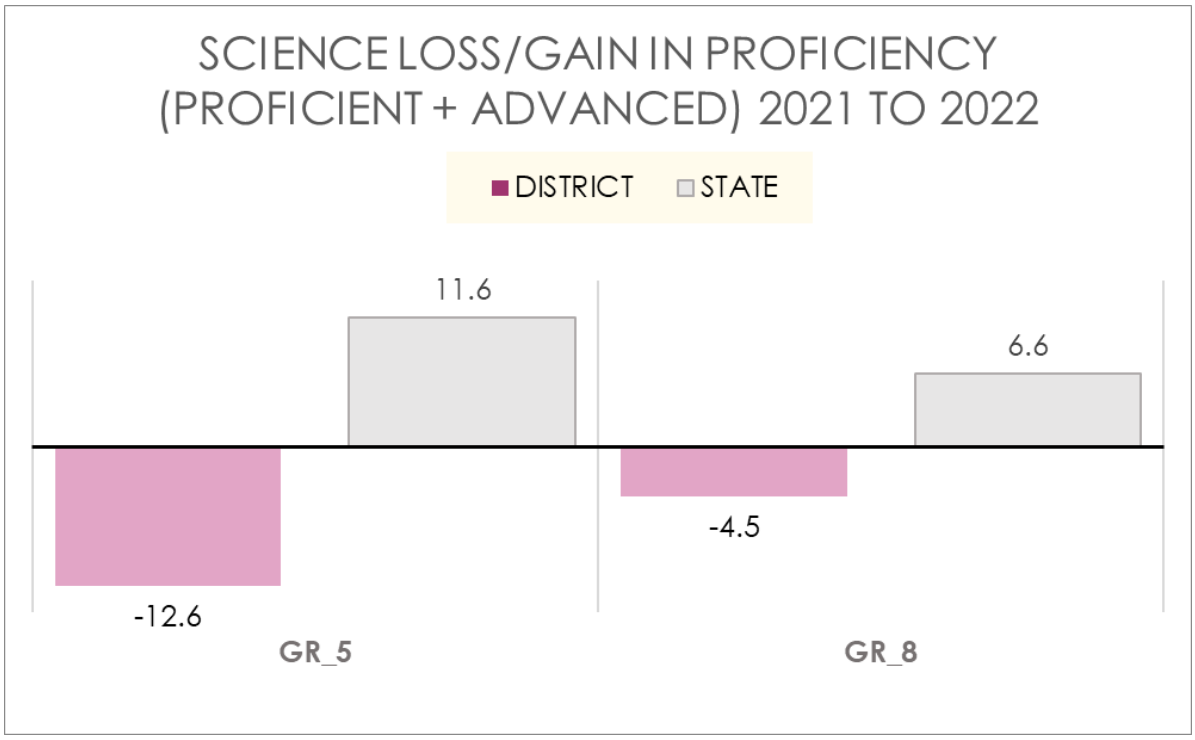


Figure 50: Science Loss/Gain in Proficiency

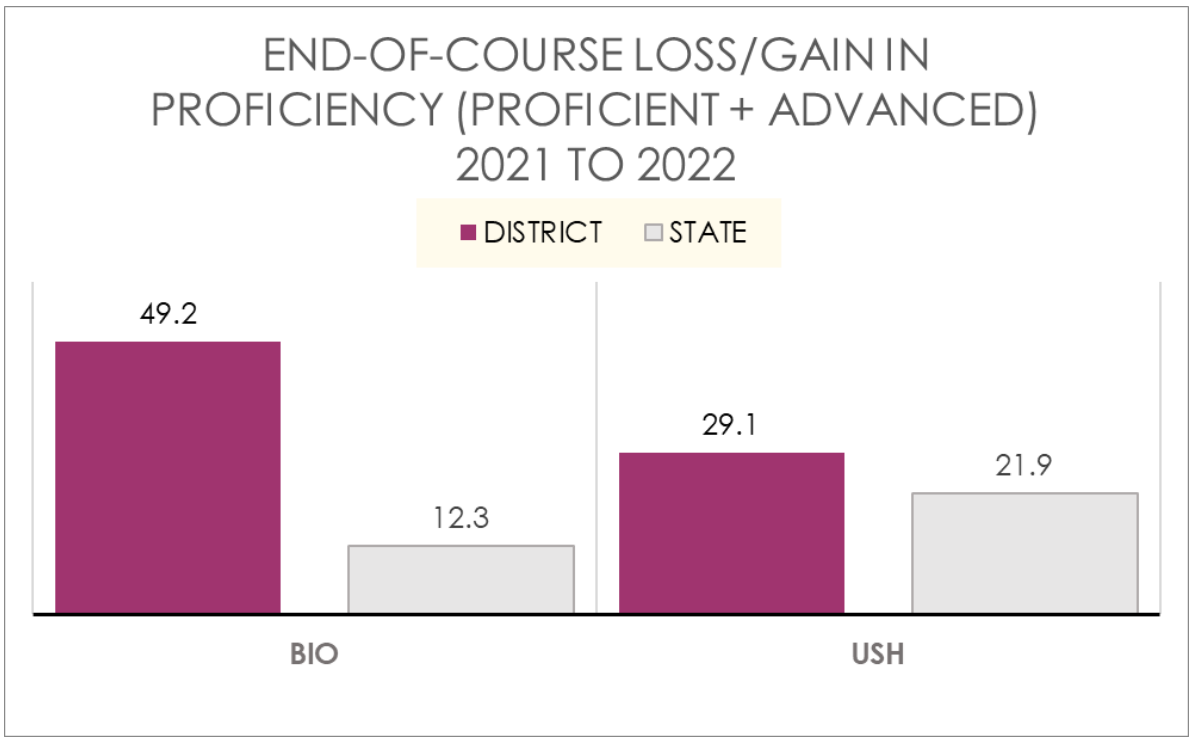


Figure 51: End-of-Course Loss/Gain in Proficiency

Discipline

TAKEAWAY: Minimal disciplinary actions were reported during the pandemic years of 2020 and 2021. The number of incidents of violence increased between 2021 and 2022 and significantly passed prepandemic levels.

CLARKSDALE MUNICIPAL SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	12	<5		<5	12.7	<5	<5	17	<5	<5		
GENDER	FEMALE	10.1			<5	9.49		<5	12.8				
	MALE	14			<5	15.8		<5	21.2				
RACE	ASIAN	<5				<5							
	BLACK OR AFRICAN AMERICAN	12.3			<5	12.9		<5	17.1				
	HISPANIC OR LATINO	10.5			<5	10.5		<5	11.1				
	TWO OR MORE RACES												
	WHITE	<5			<5	6			18				
DISABILITY	STUDENTS WITH DISABILITIES	16.4			<5	18.5		<5	16.6				
	STUDENTS WITHOUT DISABILITIES	11.6			<5	12.1		<5	17				
EL	LIMITED ENGLISH PROFICIENCY	7.69				11.5							
	NON LIMITED ENGLISH PROFICIENCY	12.1			<5	12.7			17				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	79	<10	<10	262	<5			<5	<5			<5
GENDER	FEMALE	24		<10	114	<5			<5	<5			<5
	MALE	55			148	<5			<5	<5			<5
RACE	ASIAN					<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	79		<10	260	<5			<5	<5			<5
	HISPANIC OR LATINO				<10	<5			<5	<5			<5
	TWO OR MORE RACES								<5				<5
	WHITE				<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	18			31	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	61		<10	231	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY					<5			<5	<5			<5
	NON LIMITED ENGLISH PROFICIENCY	79			262	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 52: District Disciplinary Actions Reported to MDE

Finance

TAKEAWAY: Spending for instructional support has increased slightly since 2018. Total revenue is up $6.7M, while total operational expenditure has increased $2.1M. The majority of title funding is up, and ESSER funds for pandemic expenses have expired. FY2023 MAEP allocations are down $293.4K since FY2022 and fall $1.4M below full funding.

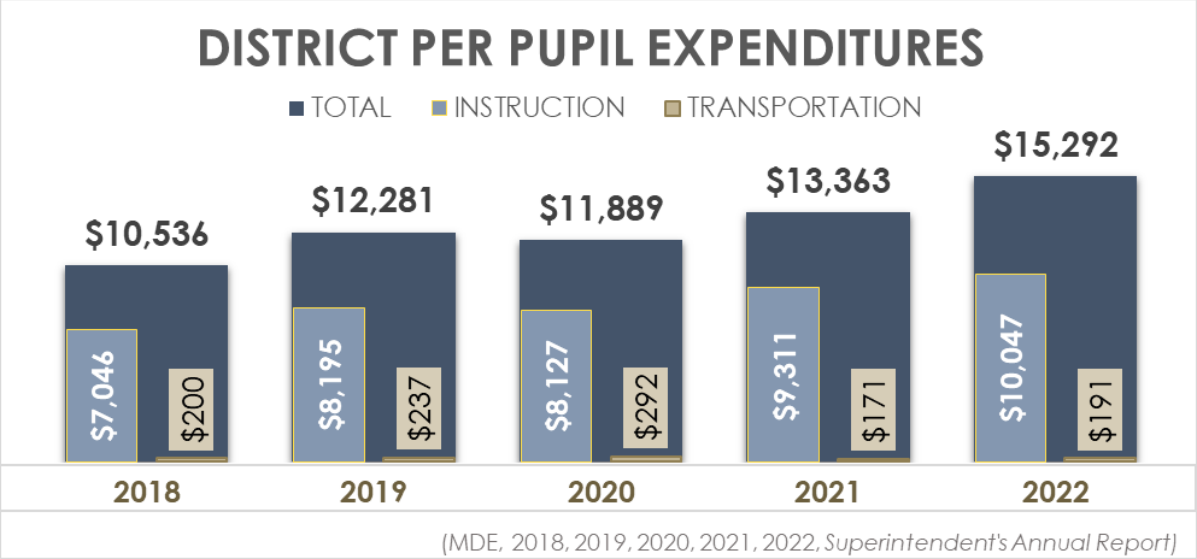


Figure 53: District Per Pupil Expenditures

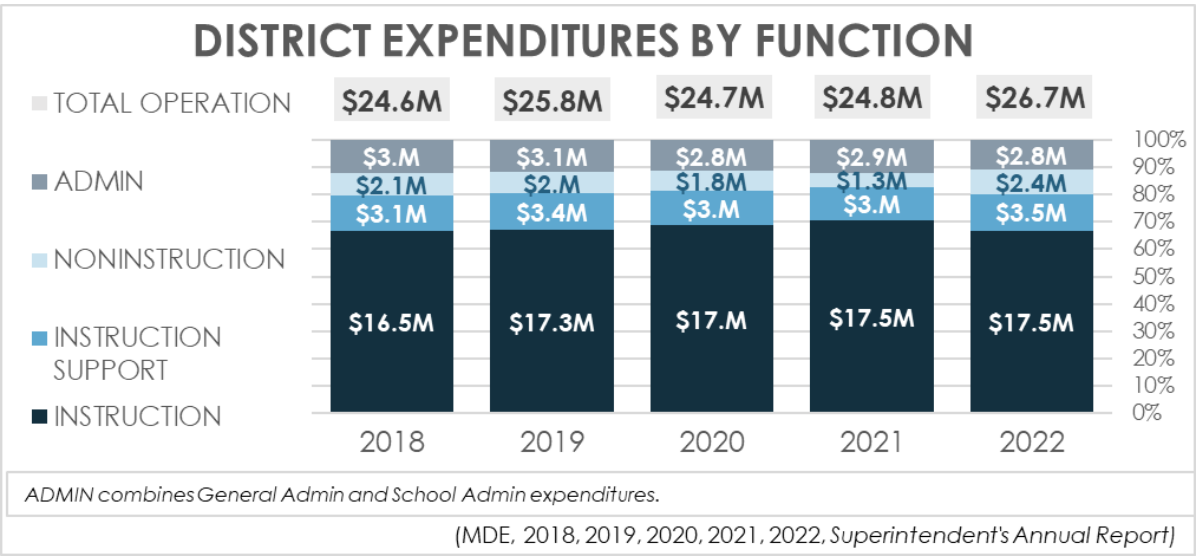


Figure 54: District Expenditures by Function

CHANGES IN PERCENTAGES OF EXPENDITURES BY FUNCTION 2018 TO 2022

	2018		2022
INSTRUCTION	66.9%	↑	66.9%
INSTRUCTION SUPPORT	12.6%	↑	13.3%
NONINSTRUCTION	8.5%	↑	9.0%
ADMIN	12.0%	↓	10.8%

combines General Admin and School Admin expenditures.

, 2018, 2019, 2020, 2021, 2022, *Superintendent's Annual Report)*

This the forn

Figure 55: District Changes in Percentages of Expenditures by Function

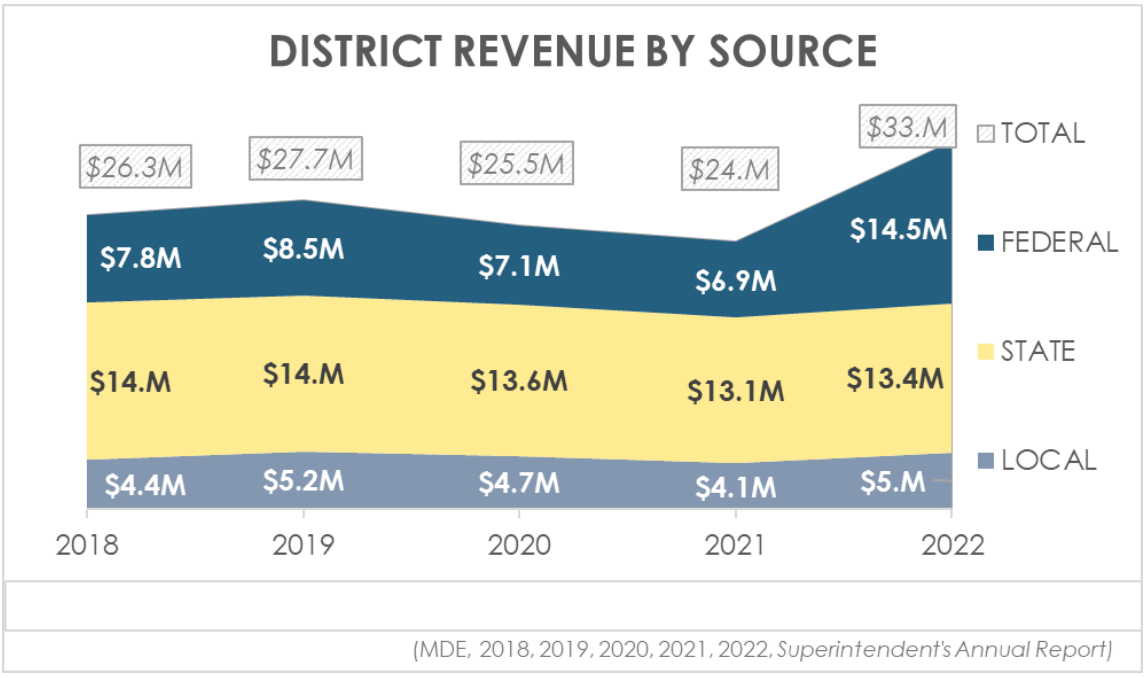


Figure 56: District Revenue by Source

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS

2023 FULL FUNDING	2023 ALLOCATION	2022 ALLOCATION	BELOW FULL (10.5%)	+/- 2022 VS 2023
$13.0M	$11.6M	$11.9M	-$1.4M	-$293.4K

Figure 57: Mississippi Adequate Education Program (MAEP) Allocations

DISTRICT FEDERAL TITLE PROGRAMS FUNDING ALLOCATION					
	2018	2019	2020	2021	2022
TITLE I A	$2.5M	$2.1M	$3.5M	$3.4M	$3.2M
TITLE II A	$295.5K	$367.1K	$274.1K	$262.8K	$238.5K
TITLE IV A		$175.7K	$262.4K	$263.7K	$253.5K
TITLE V B		$46.5K	$49.1K	$47.0K	$45.0K
ESSER 1			$2.8M	$2.8M	
ESSER 2				$11.1M	

Figure 58: District Federal Title Programs Funding Allocation

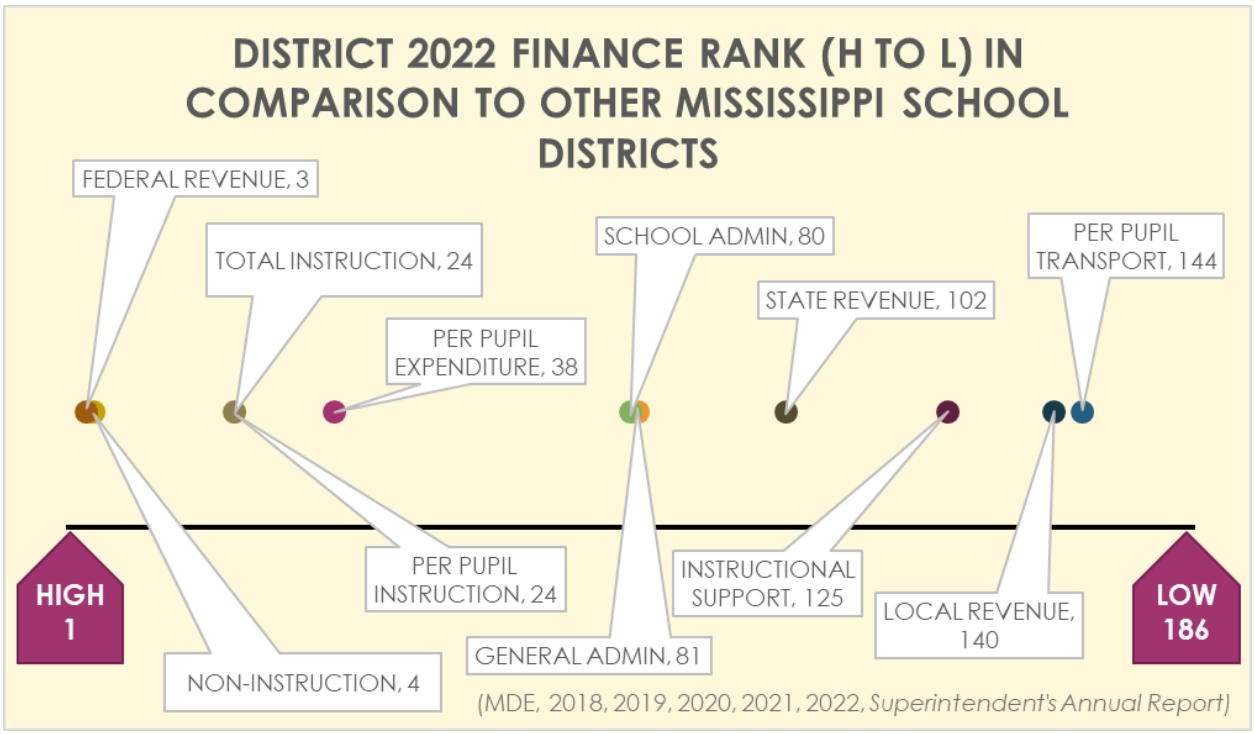
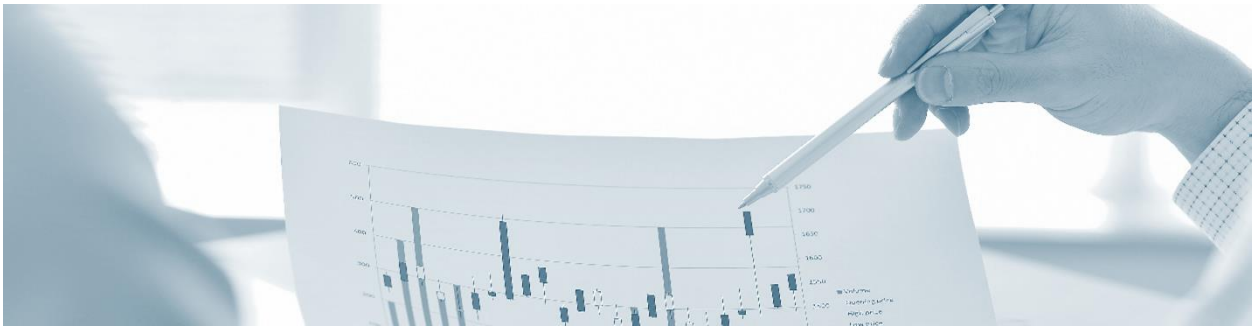


Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: The percentage of teachers teaching in their certified field has declined, while the percentage of experienced teachers districtwide has remained at about 59% since 2018. The per-pupil ratio has decreased to 12.4. Average teacher salaries have remained about the same, as well as salaries for most administrators and support personnel.

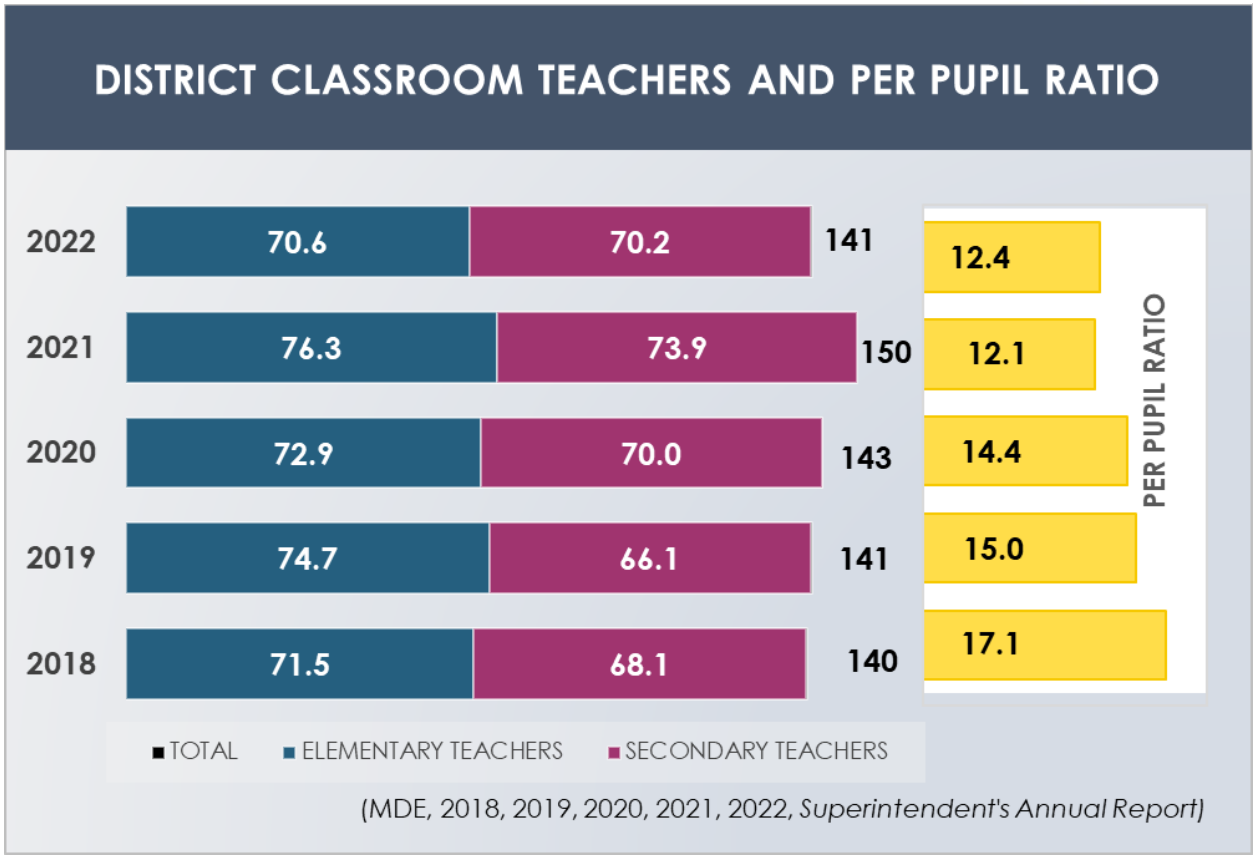


Figure 60: District Classroom Teachers and Per Pupil Ratio

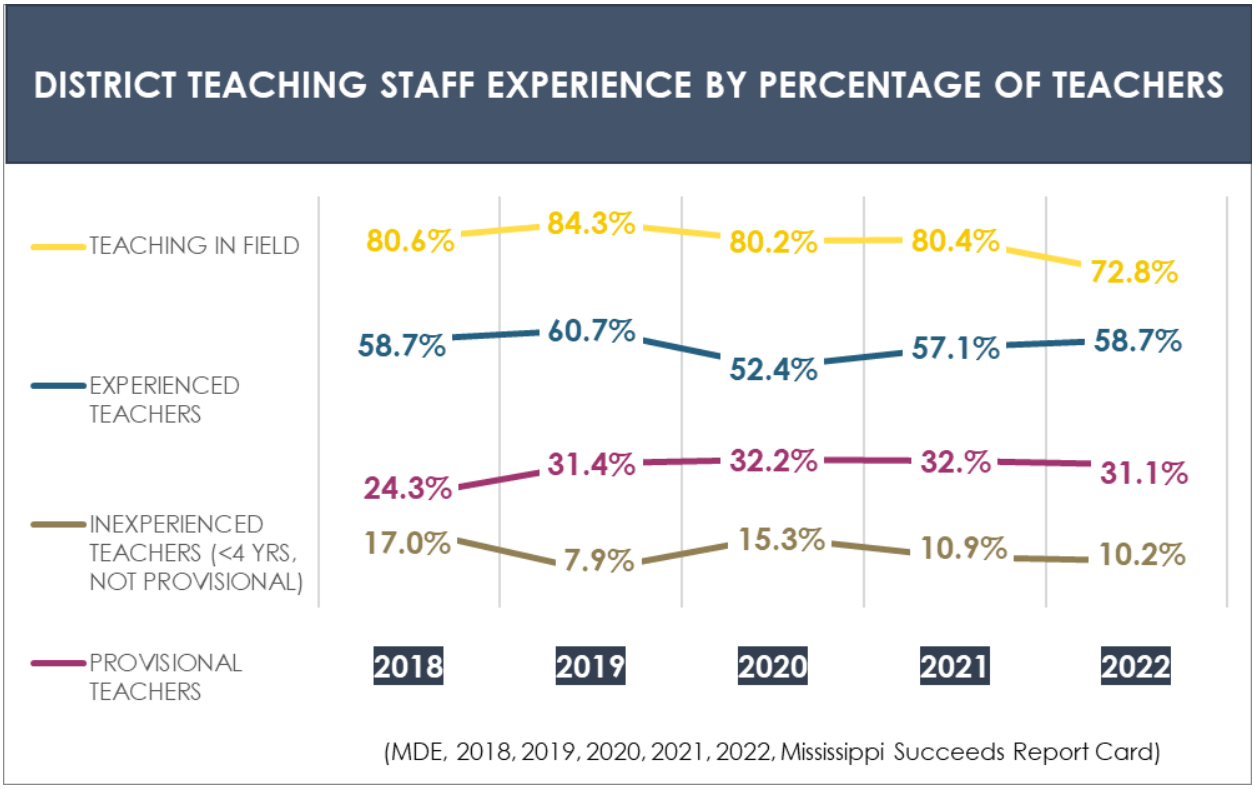


Figure 61: District Teaching Staff Experience by Percentage of Teachers

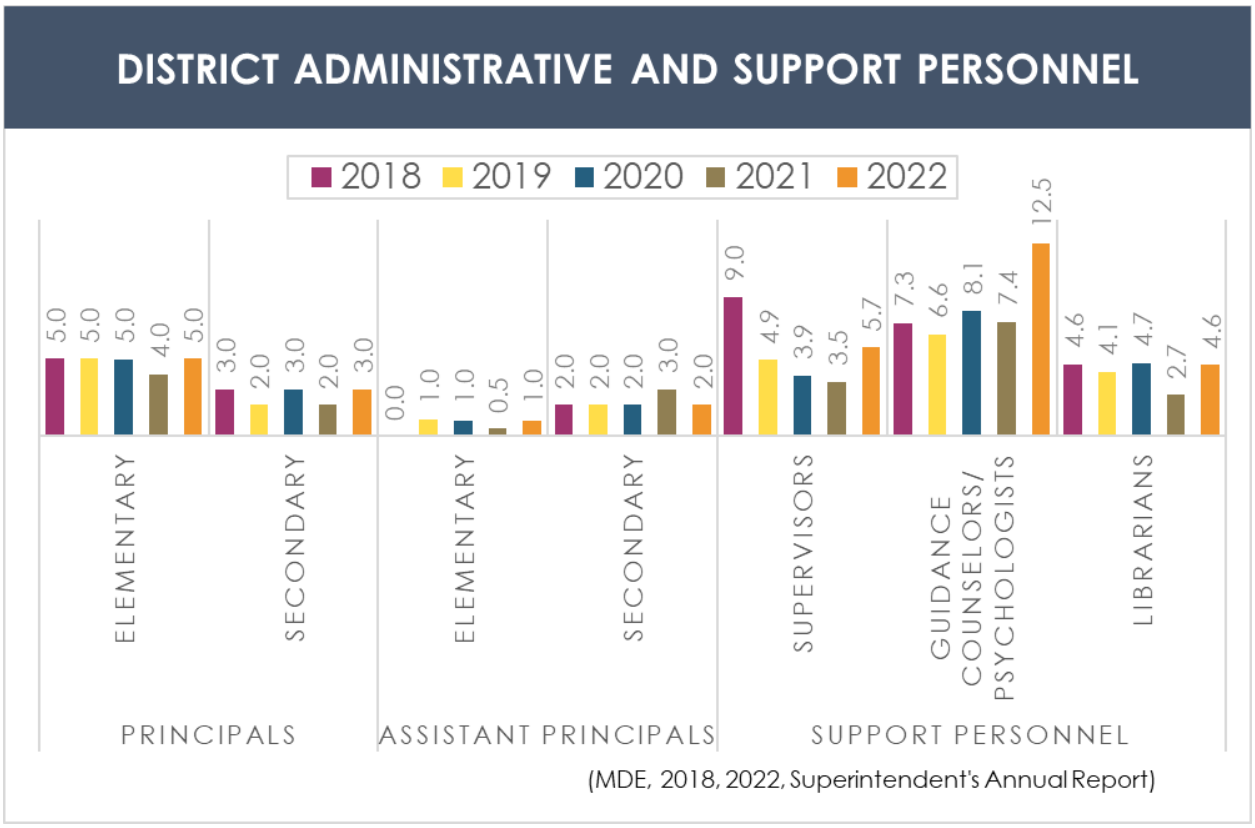


Figure 62: District Administrative and Support Personnel

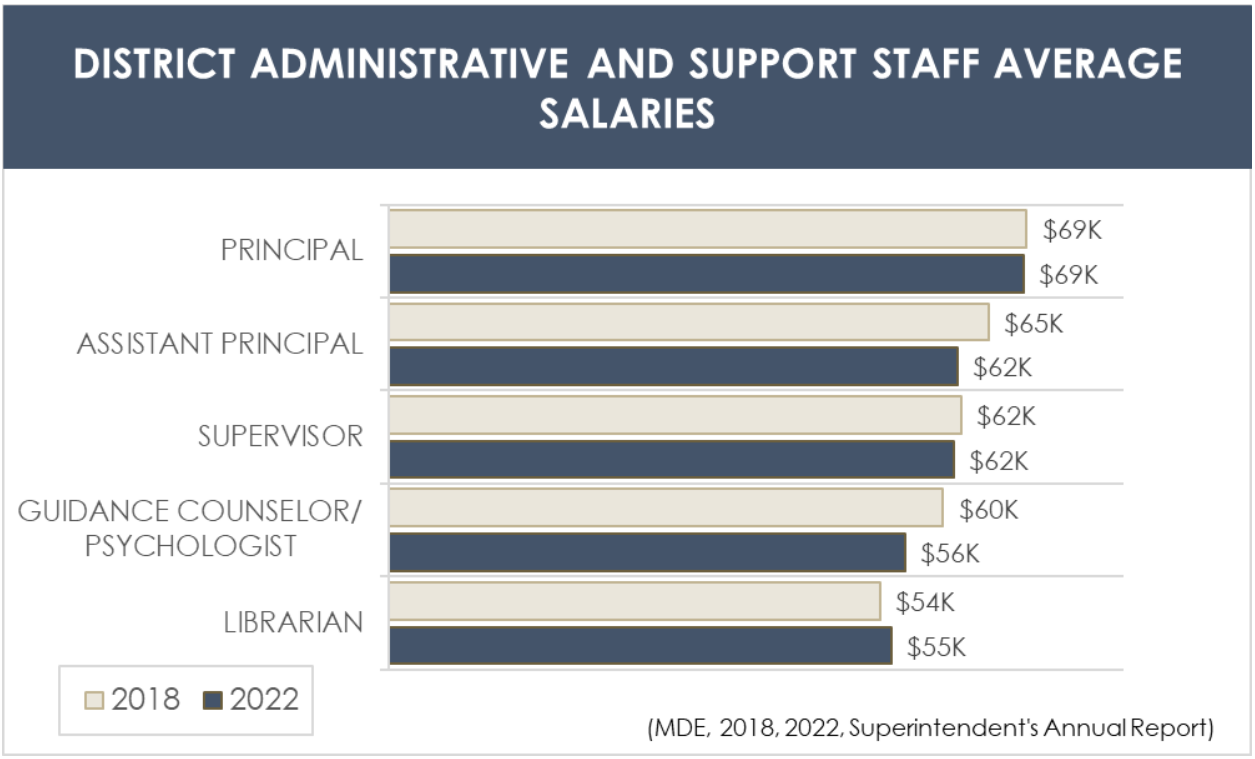


Figure 63: District Administrative and Support Staff Average Salaries

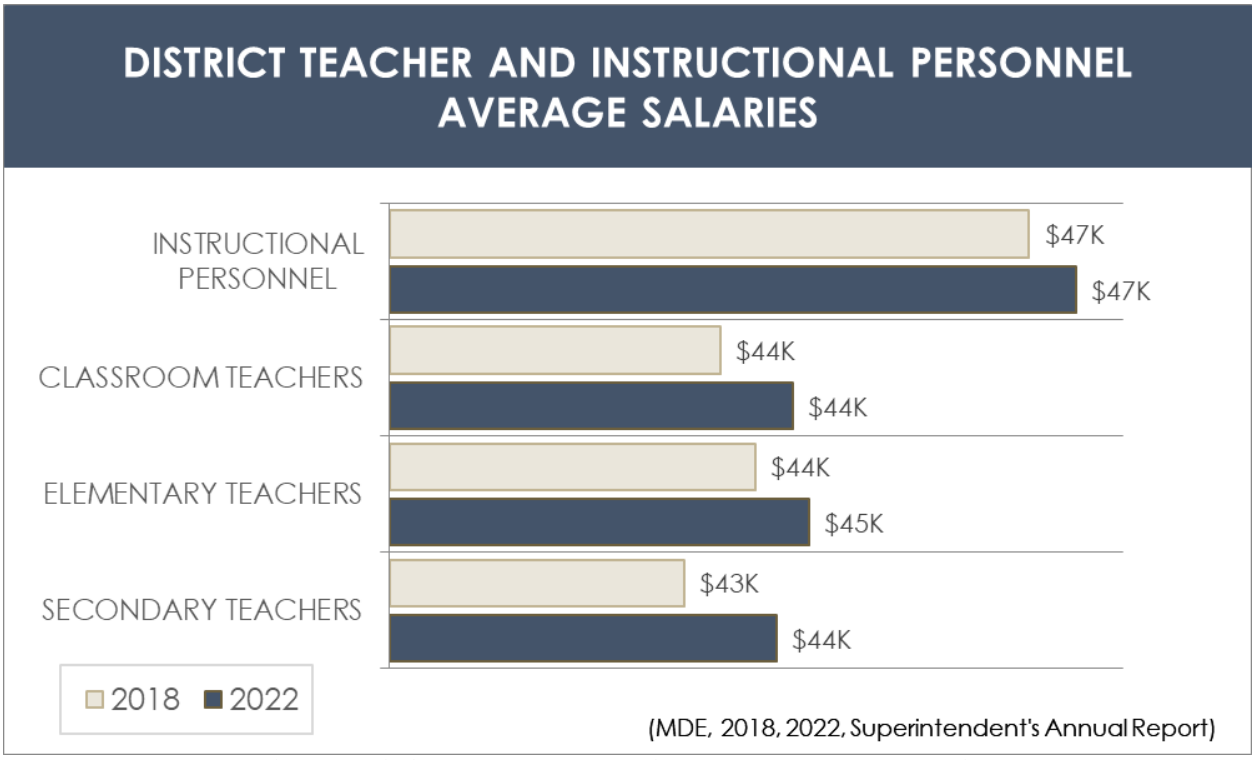


Figure 64: District Teacher and Instructional Personnel Average Salaries

Distribution of Respondents

Seven hundred ninety-seven (797) respondents from four stakeholder groups and nine schools responded to the Comprehensive Needs Assessment Survey in 2023. 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.

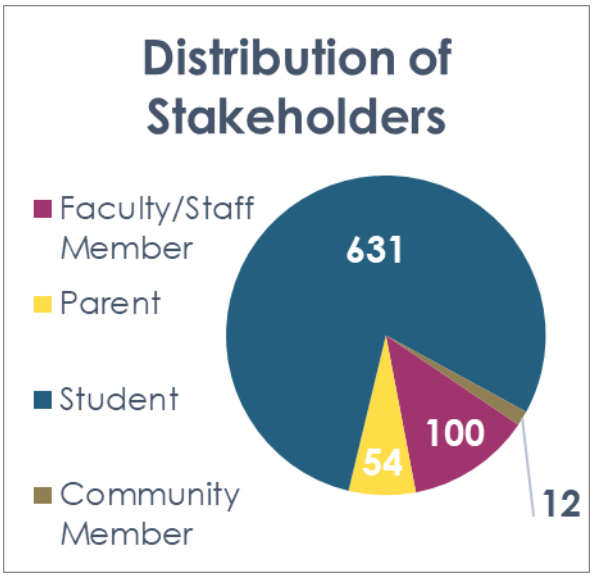


Figure 65: Distribution of Stakeholders

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 Clarksdale Municipal School District.

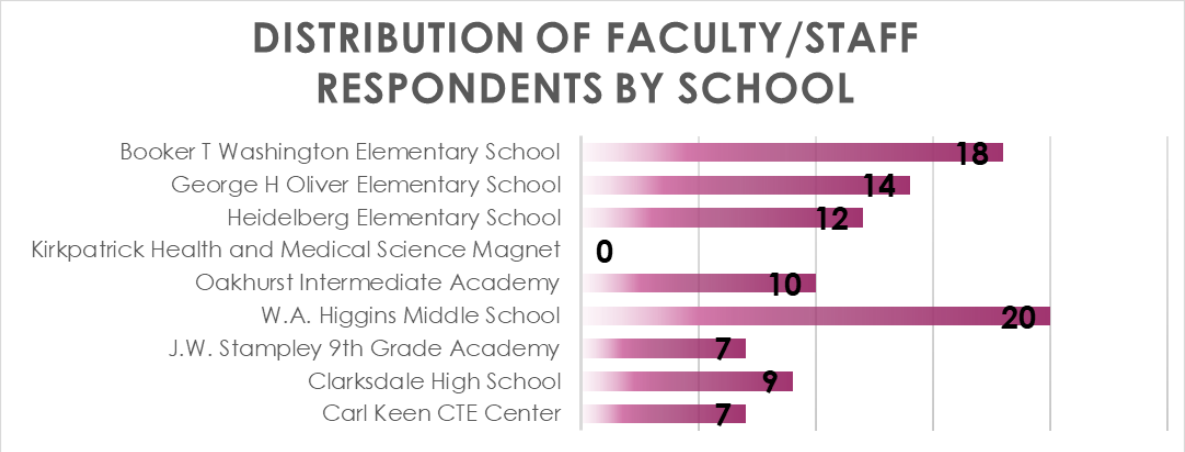


Figure 66: Distribution of Faculty/Staff Respondents by School

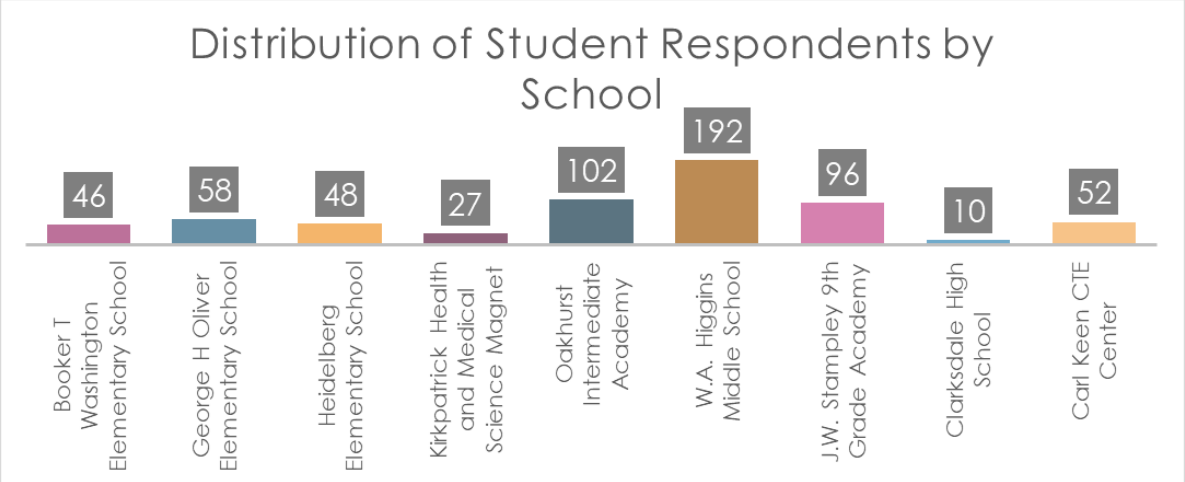


Figure 67: Distribution of Student Respondents by School

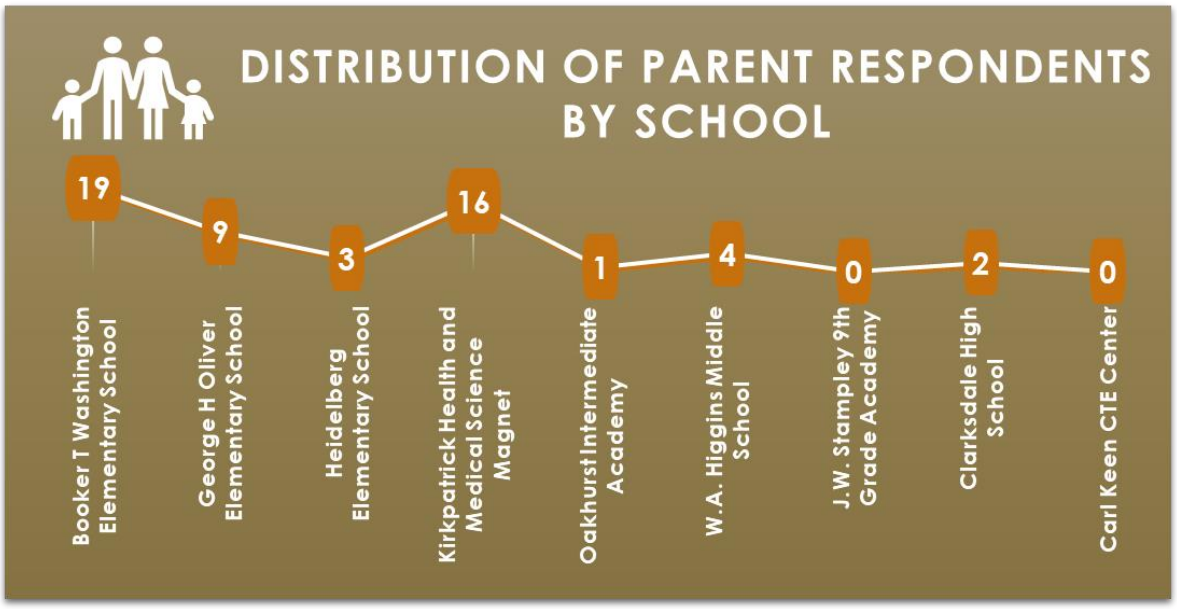


Figure 68: Distribution of Parent Respondents by School

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	203	25.5%
Agree	470	59.0%
Disagree	55	6.9%
Strongly Disagree	20	2.5%
Not Applicable or No Information	49	6.1%

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	199	25.0%
Agree	439	55.1%
Disagree	70	8.8%
Strongly Disagree	27	3.4%
Not Applicable or No Information	62	7.8%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	231	29.0%
Agree	429	53.8%
Disagree	71	8.9%
Strongly Disagree	29	3.6%
Not Applicable or No Information	37	4.6%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	239	30.0%
Agree	385	48.3%
Disagree	63	7.9%
Strongly Disagree	29	3.6%
Not Applicable or No Information	81	10.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	186	23.3%
Agree	367	46.0%
Disagree	125	15.7%
Strongly Disagree	77	9.7%
Not Applicable or No Information	42	5.3%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	214	26.9%
Agree	446	56.0%
Disagree	71	8.9%
Strongly Disagree	39	4.9%
Not Applicable or No Information	27	3.4%

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	219	27.5%
Agree	458	57.5%
Disagree	61	7.7%
Strongly Disagree	27	3.4%
Not Applicable or No Information	32	4.0%

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

	Count	Percentage
Strongly Agree	154	19.3%
Agree	392	49.2%
Disagree	134	16.8%
Strongly Disagree	86	10.8%
Not Applicable or No Information	31	3.9%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	211	26.5%
Unsafe conditions present in schools	228	28.6%
Lack of surveillance equipment	273	34.3%
Insufficient law enforcement/SRO presence	183	23.0%
Inconsistent disciplinary practices	195	24.5%
Poor systematic approach to reinforcement of positive behavior	221	27.7%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	182	22.8%
Agree	370	46.4%
Disagree	131	16.4%
Strongly Disagree	50	6.3%
Not Applicable or No Information	64	8.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	183	23.0%
Agree	309	38.8%
Disagree	166	20.8%
Strongly Disagree	63	7.9%
Not Applicable or No Information	76	9.5%

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	211	26.5%
Agree	384	48.2%
Disagree	73	9.2%
Strongly Disagree	29	3.6%
Not Applicable or No Information	100	12.5%

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	367	46.0%
Remote appointments with a counselor or mental health professional	249	31.2%
Remote appointments with a school nurse	157	19.7%
Devices to use for schoolwork	392	49.2%
Meals for students	338	42.4%
Class materials available online	297	37.3%
Mobile hotspots or other ways to access the internet	294	36.9%
School supplies (pencils, paper, etc.)	341	42.8%
Class materials available offline (sent through mail, picked up at school)	244	30.6%
Virtual school events (assemblies, awards ceremonies, graduation)	281	35.3%
Other	108	13.6%
None of the above	66	8.3%

Summary of District Strengths and Challenges

Seven hundred ninety-seven (797) stakeholders from nine schools responded to the 2023 Clarksdale Municipal School District Comprehensive Needs Assessment survey online. Students comprise 79.2% of the total. Faculty/staff members represent 60.2% of the adult response, with parents accounting for 32.5%. Community members make up 7.2% of the adult response or 1.5% of the total.

Clarksdale Municipal School District is an established district focused on improving. District enrollment has not yet regained prepandemic levels, with a net loss of 9.6% over 5 years. Accountability ratings for the district remain at the "F" level in 2022 after MDE resumed assigning letter grades for accountability. The district experienced a -2.9% change in average daily attendance between 2021 and 2022, and chronic absence rose to 52.0%. The district's graduation rate rose to 87.7%; the dropout rate decreased to 11.7%. Graduation rates for students with disabilities rose by 5.5 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly agree that teachers in the district are state certified and effective. Statements about curriculum and instruction revealed that over 80% of stakeholders believe that the programs of this district meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

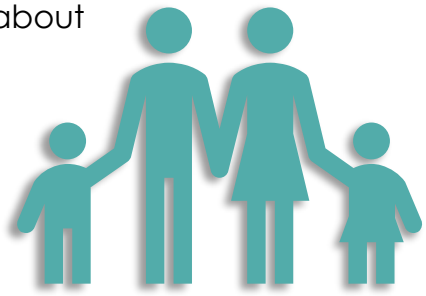
Statements about parent, family, and community engagement show that the majority of parents feel welcome in the schools. Eighty-three percent state that the district actively promotes parent/teacher communication; however, less than 70% state that they are satisfied with the schools.

Regarding school climate and culture, 83% believe that the district provides students and teachers with a safe and orderly environment for learning. Eighty-five percent agree that students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. Less than 70% feel that teacher absenteeism and/or tardiness have a negative impact on learning in the district.

Clarksdale Municipal School District Parent Survey

Introduction

Parents from across Clarksdale Municipal School District were asked to respond to questions about the school or schools their children attend. Fifty-four (54) 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; School Climate and Culture*, *Technology, Preschool and Kindergarten, and Covid-19 and Distance Learning*. 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	20	37.0%
Agree	26	48.1%
Disagree	3	5.6%
Strongly Disagree	3	5.6%
Not Applicable or No Information	2	3.7%

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	20	37.0%
Supporting college and career counseling	23	42.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	30	55.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	25	46.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	27.8%

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	22	40.7%
Providing school-based mental health services and counseling	27	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	19	35.2%
Establishing or improving dropout prevention	17	31.5%
Supporting re-entry programs and transition services for Justice-involved youth	18	33.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	28	51.9%
Implementing systems and practices to prevent bullying and harassment	27	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	26	48.1%
Establishing community partnerships	12	22.2%

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	32	59.3%
Building technological capacity and infrastructure	18	33.3%
Carrying out innovative blended learning projects	16	29.6%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	27	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	23	42.6%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	15	27.8%
Computer Classes	22	40.7%
Conflict Resolution	14	25.9%
Discipline	17	31.5%
Drug/Alcohol Awareness	15	27.8%
English as a Second Language	11	20.4%
Health Classes	15	27.8%
Literacy Classes	17	31.5%
Math Classes	22	40.7%
Parent-to-School Relationships	28	51.9%
Parent/Child Communication	23	42.6%
Preparing for College	17	31.5%
Parenting Workshops	20	37.0%
Social Media Classes	10	18.5%
Stress/Anger Management	20	37.0%
Understanding College- and Career-Ready Standards	19	35.2%

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	14	25.9%
District and/or school newsletters	17	31.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	23	42.6%
Resource materials for parental training	16	29.6%
Training for parents to work with other parents on becoming involved in the schools	26	48.1%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	12	22.2%
Home/School folders	18	33.3%
Home/School Planners	20	37.0%

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	17	31.5%
Agree	28	51.9%
Disagree	6	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	20	37.0%
Agree	28	51.9%
Disagree	1	1.9%
Strongly Disagree	4	7.4%
Not Applicable or No Information	1	1.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	30	55.6%
Agree	18	33.3%
Disagree	3	5.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.7%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	23	42.6%
Agree	24	44.4%
Disagree	3	5.6%
Strongly Disagree	4	7.4%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	19	35.2%
Agree	26	48.1%
Disagree	3	5.6%
Strongly Disagree	2	3.7%
Not Applicable or No Information	4	7.4%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	21	38.9%
Agree	25	46.3%
Disagree	6	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	26	48.1%
Checked my child's grades/assignments online	24	44.4%
Been in contact with my child's teacher	44	81.5%
Received a newsletter from the district, school, or teacher	31	57.4%

In the past year, I have attended/participated in the following:	Count	Percentage
Worked with a committee or group on school or district policies	4	7.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	27	50.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	21	38.9%
Volunteered at my child's school	7	13.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	19	35.2%
Agree	29	53.7%
Disagree	1	1.9%
Strongly Disagree	3	5.6%
Not Applicable or No Information	2	3.7%

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	18	33.3%
Agree	27	50.0%
Disagree	6	11.1%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.7%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	21	38.9%
Agree	29	53.7%
Disagree	2	3.7%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	10	18.5%
Unsafe conditions present in schools	5	9.3%
Lack of surveillance equipment	17	31.5%
Insufficient law enforcement/SRO presence	15	27.8%
Inconsistent disciplinary practices	12	22.2%
Poor systematic approach to reinforcement of positive behavior	10	18.5%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	15	27.8%
Agree	29	53.7%
Disagree	6	11.1%
Strongly Disagree	1	1.9%
Not Applicable or No Information	3	5.6%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	19	35.2%
Agree	25	46.3%
Disagree	4	7.4%
Strongly Disagree	1	1.9%
Not Applicable or No Information	5	9.3%

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	14	25.9%
Agree	24	44.4%
Disagree	7	13.0%
Strongly Disagree	2	3.7%
Not Applicable or No Information	7	13.0%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	32	59.3%
Agree	18	33.3%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

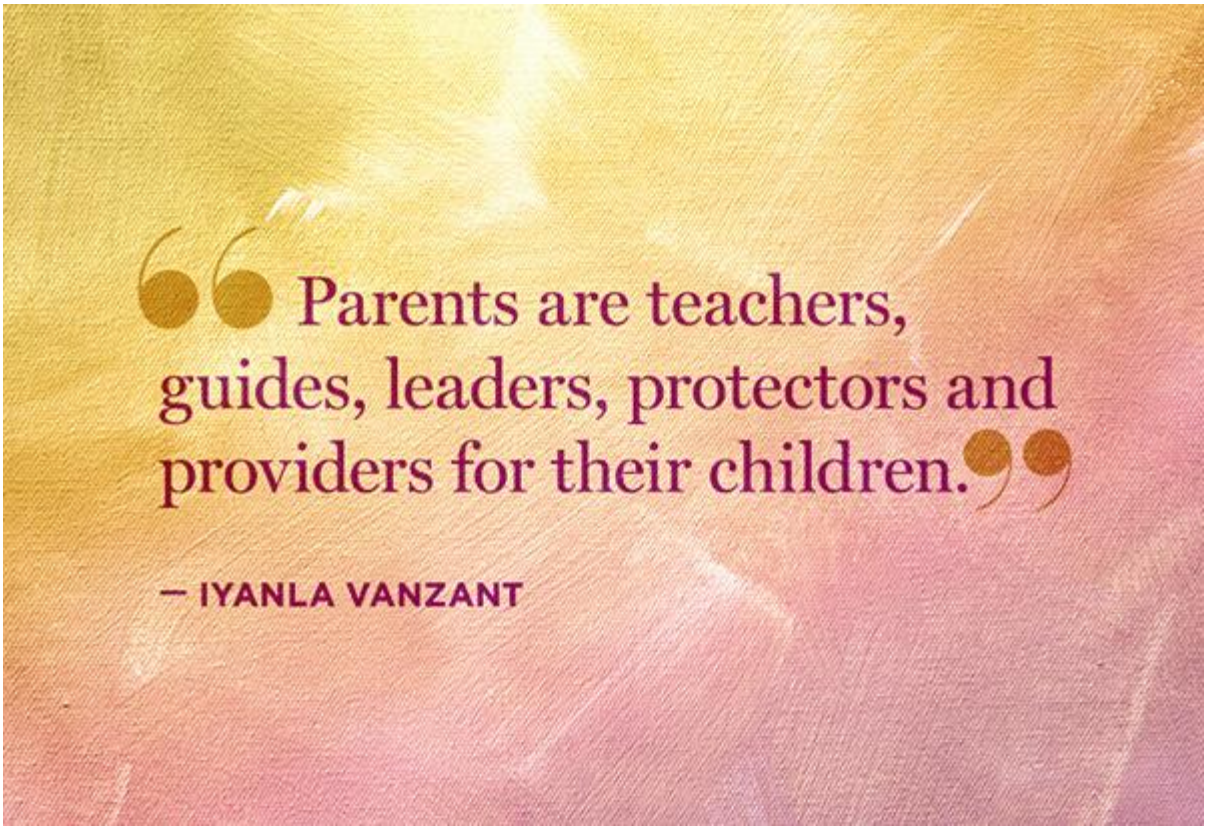
Covid-19 and Distance Learning

How satisfied are you with your school or district's COVID-19 remote learning program?	Count	Percentage
Extremely satisfied	18	33.3%
Very satisfied	20	37.0%
Moderately satisfied	8	14.8%
Somewhat satisfied	5	9.3%
Not at all satisfied	3	5.6%

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	17	31.5%
To great extent	25	46.3%
To a moderate extent	10	18.5%
To a small extent	2	3.7%
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	27	50.0%
Remote appointments with a counselor or mental health professional	21	38.9%
Remote appointments with a school nurse	8	14.8%
Devices to use for schoolwork	32	59.3%
Meals for students	19	35.2%

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
Class materials available online	22	40.7%
Mobile hotspots or other ways to access the internet	20	37.0%
School supplies (pencils, paper, etc.)	13	24.1%
Class materials available offline (sent through mail, picked up at school)	18	33.3%
Virtual school events (assemblies, awards ceremonies, graduation)	23	42.6%
Other	7	13.0%
None of the above	4	7.4%



Notes

Clarksdale Municipal School District Student Survey

Introduction

Students from across Clarksdale Municipal School District were asked to respond to questions about the schools they attend. Six hundred thirty-one (631) 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; Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Covid-19 and Distance Learning*. 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	158	25.0%
Agree	375	59.4%
Disagree	40	6.3%
Strongly Disagree	16	2.5%
Not Applicable or No Information	42	6.7%

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	165	26.1%
Agree	347	55.0%
Disagree	49	7.8%
Strongly Disagree	22	3.5%
Not Applicable or No Information	48	7.6%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	216	34.2%
Agree	335	53.1%
Disagree	43	6.8%
Strongly Disagree	23	3.6%
Not Applicable or No Information	14	2.2%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	166	26.3%
Agree	335	53.1%
Disagree	66	10.5%
Strongly Disagree	42	6.7%
Not Applicable or No Information	22	3.5%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	151	23.9%
Agree	360	57.1%
Disagree	63	10.0%
Strongly Disagree	28	4.4%
Not Applicable or No Information	29	4.6%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	152	24.1%
Agree	358	56.7%
Disagree	65	10.3%
Strongly Disagree	38	6.0%
Not Applicable or No Information	18	2.9%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	172	27.3%
Agree	307	48.7%
Disagree	67	10.6%
Strongly Disagree	36	5.7%
Not Applicable or No Information	49	7.8%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	171	27.1%
Agree	336	53.2%
Disagree	67	10.6%
Strongly Disagree	22	3.5%
Not Applicable or No Information	35	5.5%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	173	27.4%
Agree	303	48.0%
Disagree	58	9.2%
Strongly Disagree	26	4.1%
Not Applicable or No Information	71	11.3%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	132	20.9%
Agree	287	45.5%
Disagree	111	17.6%
Strongly Disagree	69	10.9%
Not Applicable or No Information	32	5.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	166	26.3%
Agree	352	55.8%
Disagree	60	9.5%
Strongly Disagree	30	4.8%
Not Applicable or No Information	23	3.6%

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	168	26.6%
Agree	364	57.7%
Disagree	48	7.6%
Strongly Disagree	24	3.8%
Not Applicable or No Information	27	4.3%

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

	Count	Percentage
Strongly Agree	113	17.9%
Agree	298	47.2%
Disagree	114	18.1%
Strongly Disagree	79	12.5%
Not Applicable or No Information	27	4.3%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	179	28.4%
Agree	340	53.9%
Disagree	55	8.7%
Strongly Disagree	32	5.1%
Not Applicable or No Information	25	4.0%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	121	19.2%
Agree	342	54.2%
Disagree	96	15.2%
Strongly Disagree	26	4.1%
Not Applicable or No Information	46	7.3%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	186	29.5%
Agree	301	47.7%
Disagree	68	10.8%
Strongly Disagree	37	5.9%
Not Applicable or No Information	39	6.2%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	175	27.7%
Agree	314	49.8%
Disagree	72	11.4%
Strongly Disagree	36	5.7%
Not Applicable or No Information	34	5.4%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	165	26.1%
Agree	313	49.6%
Disagree	66	10.5%
Strongly Disagree	36	5.7%
Not Applicable or No Information	51	8.1%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	138	21.9%
Agree	284	45.0%
Disagree	97	15.4%
Strongly Disagree	59	9.4%
Not Applicable or No Information	53	8.4%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	149	23.6%
Agree	255	40.4%
Disagree	101	16.0%
Strongly Disagree	40	6.3%
Not Applicable or No Information	86	13.6%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	115	18.2%
Agree	306	48.5%
Disagree	90	14.3%
Strongly Disagree	33	5.2%
Not Applicable or No Information	87	13.8%

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

	Count	Percentage
Strongly Agree	133	21.1%
Agree	311	49.3%
Disagree	74	11.7%
Strongly Disagree	41	6.5%
Not Applicable or No Information	72	11.4%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	174	27.6%
Unsafe conditions present in schools	194	30.7%
Lack of surveillance equipment	210	33.3%
Insufficient law enforcement/SRO presence	143	22.7%
Inconsistent disciplinary practices	153	24.2%
Poor systematic approach to reinforcement of positive behavior	175	27.7%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	120	19.0%
Agree	298	47.2%
Disagree	108	17.1%
Strongly Disagree	48	7.6%
Not Applicable or No Information	57	9.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	131	20.8%
Agree	240	38.0%
Disagree	138	21.9%
Strongly Disagree	58	9.2%
Not Applicable or No Information	64	10.1%

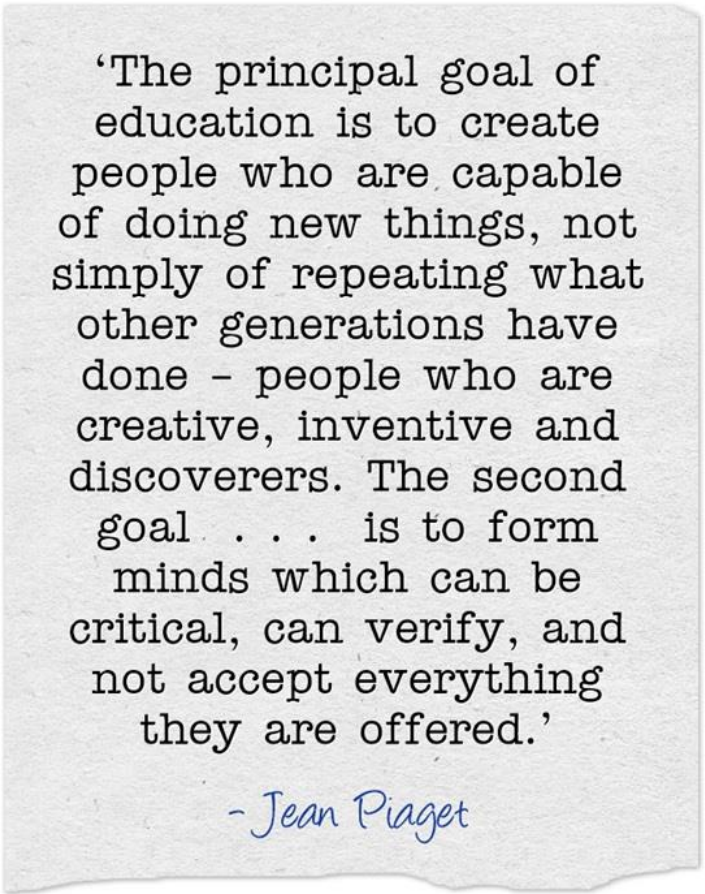
Technology

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	155	24.6%
Agree	308	48.8%
Disagree	64	10.1%
Strongly Disagree	24	3.8%
Not Applicable or No Information	80	12.7%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	109	17.3%
Between half an hour and one hour	163	25.8%
One hour	110	17.4%
Two or three hours	83	13.2%
Four or more hours	166	26.3%

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	260	41.2%
Remote appointments with a counselor or mental health professional	168	26.6%
Remote appointments with a school nurse	119	18.9%
Devices to use for schoolwork	274	43.4%
Meals for students	266	42.2%
Class materials available online	217	34.4%
Mobile hotspots or other ways to access the internet	199	31.5%
School supplies (pencils, paper, etc.)	281	44.5%
Class materials available offline (sent through mail, picked up at school)	180	28.5%
Virtual school events (assemblies, awards ceremonies, graduation)	206	32.6%
Other	97	15.4%
None of the above	58	9.2%



Clarksdale Municipal School District Faculty/Staff Survey

Introduction

Faculty and staff from across Clarksdale Municipal School District were asked to respond to questions about the schools in which they work. One hundred (100) 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 Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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	22.0%
Agree	62	62.0%
Disagree	10	10.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	5	5.0%

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	45	45.0%
Supporting college and career counseling	48	48.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	56	56.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	38	38.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	33	33.0%

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	60	60.0%
Providing school-based mental health services and counseling	59	59.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	42	42.0%
Establishing or improving dropout prevention	32	32.0%
Supporting re-entry programs and transition services for Justice-involved youth	25	25.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	45	45.0%
Implementing systems and practices to prevent bullying and harassment	46	46.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	47	47.0%
Establishing community partnerships	40	40.0%

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	55	55.0%
Building technological capacity and infrastructure	45	45.0%
Carrying out innovative blended learning projects	37	37.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	49	49.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	46	46.0%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	30	30.0%
Agree	53	53.0%
Disagree	1	1.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	14	14.0%

I contact parents every week.	Count	Percentage
Strongly Agree	20	20.0%
Agree	32	32.0%
Disagree	26	26.0%
Strongly Disagree	5	5.0%
Not Applicable or No Information	17	17.0%

The most common behavior problem in my classroom is:	Count	Percentage
Off-task behavior	36	36.0%
Minor disruptions that steal instructional time	31	31.0%
Major classroom disruptions	9	9.0%
Not Applicable	24	24.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	22	22.0%
Agree	42	42.0%
Disagree	10	10.0%
Strongly Disagree	4	4.0%
Not Applicable or No Information	22	22.0%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	13	13.0%
Agree	40	40.0%
Disagree	10	10.0%
Strongly Disagree	6	6.0%
Not Applicable or No Information	31	31.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	20	20.0%
Agree	48	48.0%
Disagree	7	7.0%
Strongly Disagree	4	4.0%
Not Applicable or No Information	21	21.0%

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	38	38.0%
Expedited evaluation services for students with limited English	21	21.0%
Expedited evaluation services for gifted and talented students	21	21.0%
Additional academic support	57	57.0%
Tutoring	52	52.0%
Enrichment educational services	40	40.0%
Counseling	66	66.0%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Mentors	51	51.0%
School supplies	57	57.0%
School uniforms	59	59.0%
Dental referrals	31	31.0%
Medical referrals	34	34.0%
Bullying assistance	36	36.0%

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	15	15.0%
Agree	58	58.0%
Disagree	13	13.0%
Strongly Disagree	5	5.0%
Not Applicable or No Information	9	9.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	15	15.0%
Agree	56	56.0%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	27	27.0%

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	24	24.0%
Utilize technology such as class websites, blogs, and videos	54	54.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	38	38.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	46	46.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	47	47.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	43	43.0%
Use bilingual handouts and cues	12	12.0%
Use visual displays, portable white boards, and posters when giving instructions	51	51.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	45	45.0%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	**Aligns with instructional goals of the school**	**Meets teacher needs for instruction and assessment**	**Meets student needs for instruction and assessment**	**Provides appropriate data points for data-driven instruction**	**Provides ease of use for teachers and students**	**Provides practical activities and suggestions for students**	**Would be beneficial for continuation into next school year**	**I do not use this product or service.**
Millennium Educational Services – ELA 3rd-10th	6	4	7	3	4	3	3	72
iReady	31	25	30	27	29	23	29	44
Renaissance Learning – Star Products	20	20	19	12	13	22	53	29
Renaissance Learning – MyOn Reader/Freckle Math	11	14	12	14	67	14	14	18
The Excellence Group – Gen. Ed. and Inclusion Teachers	5	6	69	9	6	8	5	6

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Educational Leadership Solutions	22	22	20	17	18	17	54	26
Imagine Learning	6	6	4	5	69	10	8	8
Ellevate – Management Tool for LSPs	8	6	4	5	4	4	3	73
Learn 360	5	6	6	4	7	71	8	8

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	37	37.0%
Agree	56	56.0%
Disagree	3	3.0%
Strongly Disagree	3	3.0%
Not Applicable or No Information	1	1.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	33	33.0%
Agree	56	56.0%
Disagree	2	2.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	7	7.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	30	30.0%
Agree	47	47.0%
Disagree	11	11.0%
Strongly Disagree	4	4.0%
Not Applicable or No Information	8	8.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	27	27.0%
Agree	55	55.0%
Disagree	10	10.0%
Strongly Disagree	6	6.0%
Not Applicable or No Information	2	2.0%

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	30	30.0%
Agree	58	58.0%
Disagree	7	7.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	3	3.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	17	17.0%
Agree	56	56.0%
Disagree	18	18.0%
Strongly Disagree	6	6.0%
Not Applicable or No Information	3	3.0%

For the most part, the size of classes here does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	23	23.0%
Agree	51	51.0%
Disagree	19	19.0%
Strongly Disagree	5	5.0%
Not Applicable or No Information	2	2.0%

If I have a discipline problem, the administration gives me the support I want.		
	Count	Percentage
Strongly Agree	35	35.0%
Agree	42	42.0%
Disagree	8	8.0%
Strongly Disagree	3	3.0%
Not Applicable or No Information	12	12.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	41	41.0%
Agree	40	40.0%
Disagree	9	9.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	8	8.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	24	24.0%
Unsafe conditions present in schools	24	24.0%
Lack of surveillance equipment	38	38.0%
Insufficient law enforcement/SRO presence	22	22.0%
Inconsistent disciplinary practices	29	29.0%
Poor systematic approach to reinforcement of positive behavior	30	30.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	42	42.0%
Agree	39	39.0%
Disagree	16	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	26	26.0%
Agree	42	42.0%
Disagree	23	23.0%
Strongly Disagree	3	3.0%
Not Applicable or No Information	6	6.0%

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	40	40.0%
Agree	45	45.0%
Disagree	2	2.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	11	11.0%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	52	52.0%
Agree	37	37.0%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	9	9.0%

Professional Development

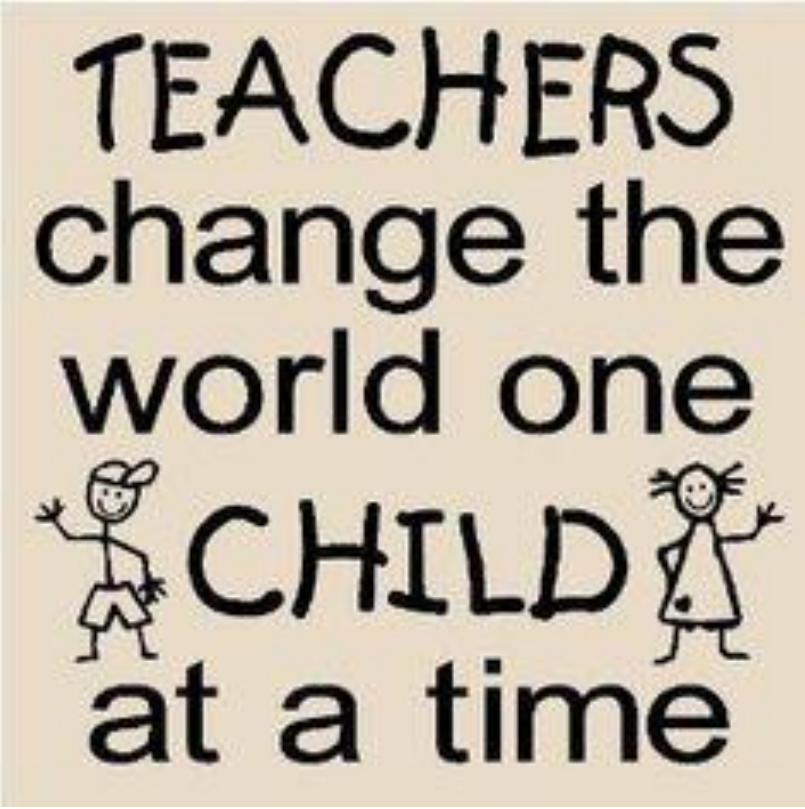
Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
My specific content area	#4
Using technology to enhance instruction	#5
Depth of Knowledge	#6
Conflict resolution	#7
Response to Intervention (RTI/MTSS)	#8
Writing strategies	#9
Developing quality assessments	#10
Teaching and understanding students in poverty	#11
Mississippi College and Career Readiness Standards	#12
Interpreting and analyzing student data	#13
Successful inclusion strategies	#14
English Learners (ELs)	#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	20	20.0%
Agree	43	43.0%
Disagree	24	24.0%
Strongly Disagree	5	5.0%
Not Applicable or No Information	8	8.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	22	22.0%
Agree	50	50.0%
Disagree	11	11.0%
Strongly Disagree	4	4.0%
Not Applicable or No Information	13	13.0%

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	72	72.0%
Remote appointments with a counselor or mental health professional	53	53.0%
Remote appointments with a school nurse	26	26.0%
Devices to use for schoolwork	77	77.0%
Meals for students	46	46.0%
Class materials available online	51	51.0%
Mobile hotspots or other ways to access the internet	66	66.0%
School supplies (pencils, paper, etc.)	41	41.0%
Class materials available offline (sent through mail, picked up at school)	39	39.0%
Virtual school events (assemblies, awards ceremonies, graduation)	47	47.0%
Other	3	3.0%
None of the above	4	4.0%



Clarksdale Municipal School District Community Survey

Introduction

Community members from across Clarksdale Municipal School District were asked to respond to questions about the district and its schools. Twelve (12) 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; Preschool and Kindergarten; and Covid-19 and Distance Learning*. 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	3	25.0%
Agree	7	58.3%
Disagree	2	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	5	41.7%
Supporting college and career counseling	6	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	58.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	41.7%

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	3	25.0%
Providing school-based mental health services and counseling	6	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	6	50.0%
Establishing or improving dropout prevention	4	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	3	25.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	66.7%
Implementing systems and practices to prevent bullying and harassment	7	58.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	41.7%
Establishing community partnerships	3	25.0%

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	6	50.0%
Building technological capacity and infrastructure	7	58.3%
Carrying out innovative blended learning projects	3	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	8	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	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	2	16.7%
Agree	6	50.0%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	3	25.0%
Agree	9	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	3	25.0%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	9	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

I keep current with news about the school, as reported by the local/social media.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	6	50.0%
Disagree	2	16.7%
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	3	25.0%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The goals of the school are consistent with local values held by the community.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%

School board members represent our community well and are attentive to community input.

	Count	Percentage
Strongly Agree	3	25.0%
Agree	6	50.0%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

School officials welcome visits from members of the community.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	9	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The teaching and administrative staff reflect the ratio of ethnic diversity in the community.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	58.3%
Disagree	3	25.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

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

	Count	Percentage
Strongly Agree	2	16.7%
Agree	6	50.0%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	2	16.7%
Agree	10	83.3%
Disagree	0	0.0%
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	3	25.0%
Agree	9	75.0%
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	3	25.0%
Agree	9	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	3	25.0%
Unsafe conditions present in schools	5	41.7%
Lack of surveillance equipment	8	66.7%
Insufficient law enforcement/SRO presence	3	25.0%
Inconsistent disciplinary practices	1	8.3%
Poor systematic approach to reinforcement of positive behavior	6	50.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	5	41.7%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	7	58.3%
Agree	2	16.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	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	2	16.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	6	50.0%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	8	66.7%
Remote appointments with a counselor or mental health professional	7	58.3%
Remote appointments with a school nurse	4	33.3%
Devices to use for schoolwork	9	75.0%
Meals for students	7	58.3%
Class materials available online	7	58.3%
Mobile hotspots or other ways to access the internet	9	75.0%
School supplies (pencils, paper, etc.)	6	50.0%
Class materials available offline (sent through mail, picked up at school)	7	58.3%
Virtual school events (assemblies, awards ceremonies, graduation)	5	41.7%
Other	1	8.3%
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.

Community members from Clarksdale Municipal School District feel that the school does a good job in encouraging students, hosting parenting events, and maintaining a strong board and administrative staff. One community member said, "As a community member, I keep up with the district via social media and through people that I know. I enjoy seeing positive things and seeing student growth." Respondents see the need to keep up with technological advances, making sure students are prepared for college, and monitoring student behavior in and out of school. Another community member stated the desire to see the district "work more closely with the students to help with one-on-one reading comprehension, test taking, and writing (especially cursive writing) skills."

Booker T. Washington Elementary School

Introduction

Booker T. Washington Elementary School is located at 1806 Sunflower Street Ext. in Clarksdale, Mississippi. In 2022-2023, it served one hundred eighty-three (183) students, prekindergarten through fourth grade (PK-4). As stated on its website, BTW is dedicated to producing "students who can compete globally and succeed in a diverse society." The active school recognizes student achievement by awarding different Students of the Week throughout the year. Teachers and staff are also rewarded for their hard work.

The school is led by its principal, Mrs. Brenda Miller, and its assistant principal, Dr. Orzell Anderson. The mission of the school, according to its website, says, "The mission of Booker T. Washington International Studies Magnet School is to inspire students to become responsible, self-motivated learners and caring, globally minded citizens through a challenging, inquiry based curriculum that develops the talents of all students and celebrates diversity in partnership with parents and community members in a safe, child-centered environment."

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	204	216	180	165	183
PK	*	19	12	20	*
K	48	39	29	38	37
K_SPED		*	*	*	*
GR_1	33	37	31	30	41
GR_2	31	32	29	27	30
GR_3	44	53	28	27	28
GR_4	28	26	43	19	30

Figure 69: Booker T. Washington Elementary School Enrollment

BOOKER T. WASHINGTON ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	204	183	-21	**-10.3%**
PK	*	*	*	*
K	48	37	-11	**-22.9%**
K_SPED		*	*	*
GR_1	33	41	8	**24.2%**
GR_2	31	30	-1	**-3.2%**
GR_3	44	28	-16	**-36.4%**
GR_4	28	30	2	**7.1%**

Figure 70: Booker T. Washington Elementary School Changes in Enrollment

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	204	216	180	165	183
GENDER	FEMALE	100	116	102	102	90
	MALE	104	100	78	63	93
RACE	BLACK OR AFRICAN AMERICAN	*	*	*	163	*
	TWO OR MORE RACES				*	*

Figure 71: Booker T. Washington Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	231.7	181.4	173.0	157.2	124.5
K	43.1	47.4	33.9	28.6	32.1
GR_1	49.3	32.7	34.7	30.9	25.8
GR_2	54.5	30.6	29.7	29.3	23.0
GR_3	37.2	42.2	50.0	26.7	24.8
GR_4	47.5	28.4	24.8	41.7	18.8

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 72: Booker T. Washington Elementary School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

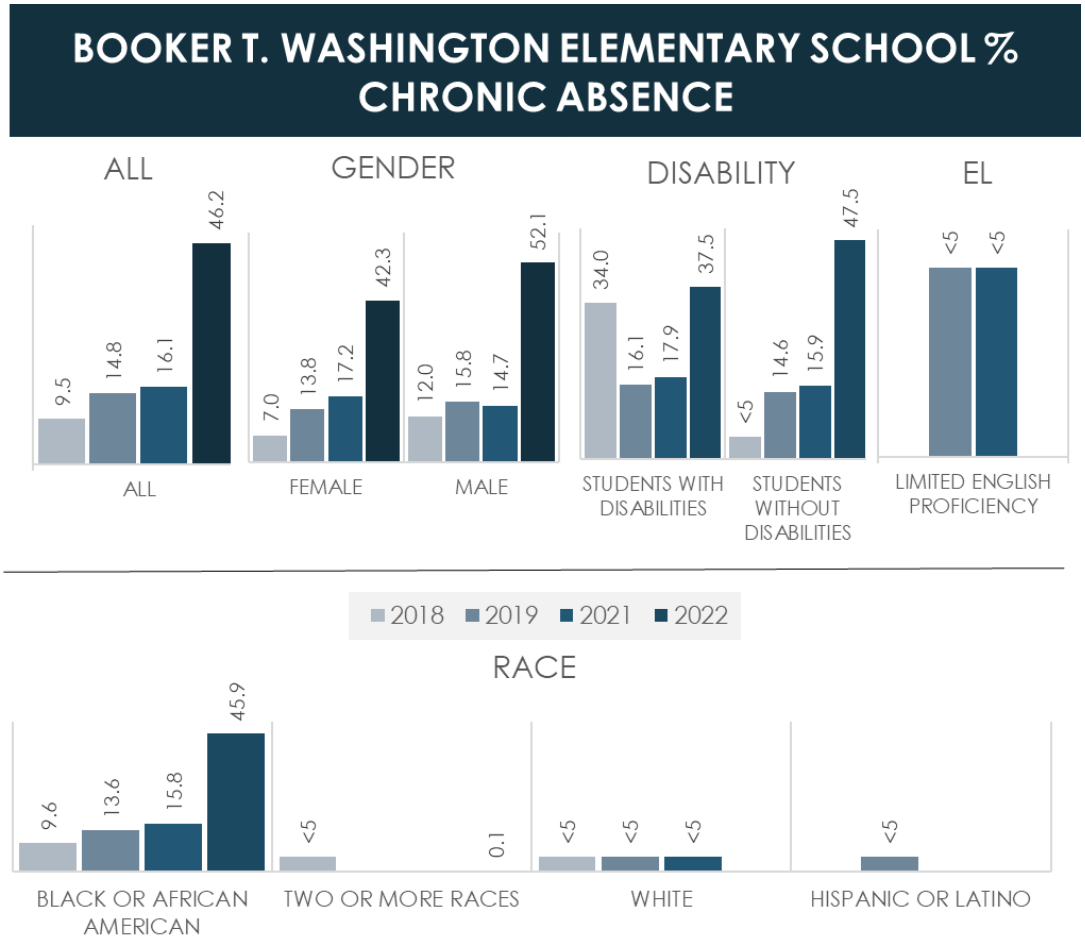
	2018	2019	2020	2021	2022
ALL	93.7%	98.8%	92.6%	98.3%	89.3%
K	89.9%	98.8%	86.8%	98.6%	84.5%
GR_1	96.7%	99.2%	93.9%	99.5%	86.1%
GR_2	94.0%	98.9%	92.7%	101.2%	85.3%
GR_3	90.8%	95.9%	94.3%	95.2%	91.9%
GR_4	96.9%	101.5%	95.2%	97.1%	98.8%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 73: Booker T. Washington Elementary School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 74: Booker T. Washington Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	C	C	F
POINTS	330		233
ELA/READING			
% PROFICIENT	25	0.1	12.5
STATE	41.8	35	41.9
% GROWTH	66.4		53.6
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	65.2		53.6
STATE	56.2		56.6
MATH			
% PROFICIENT	17.6	0.1	4.2
STATE	47	36	46.8
% GROWTH	55.2		38.1
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	53.6		38.1
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 75: Booker T. Washington Elementary School Accountability: ELA and Math

BOOKER T. WASHINGTON ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE			
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 76: Booker T. Washington Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

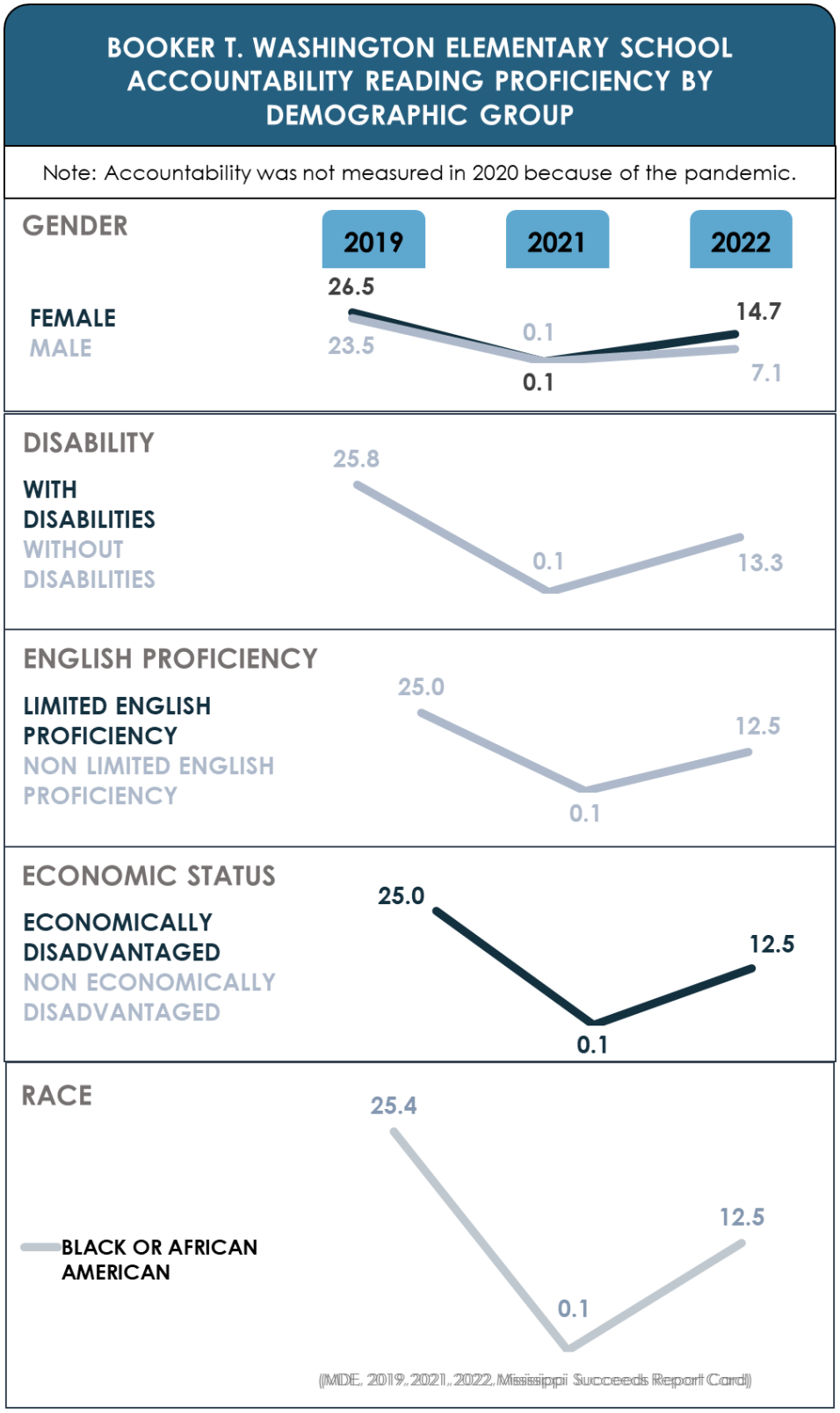


Figure 77: Booker T. Washington Elementary School Reading Proficiency by Demographic Group

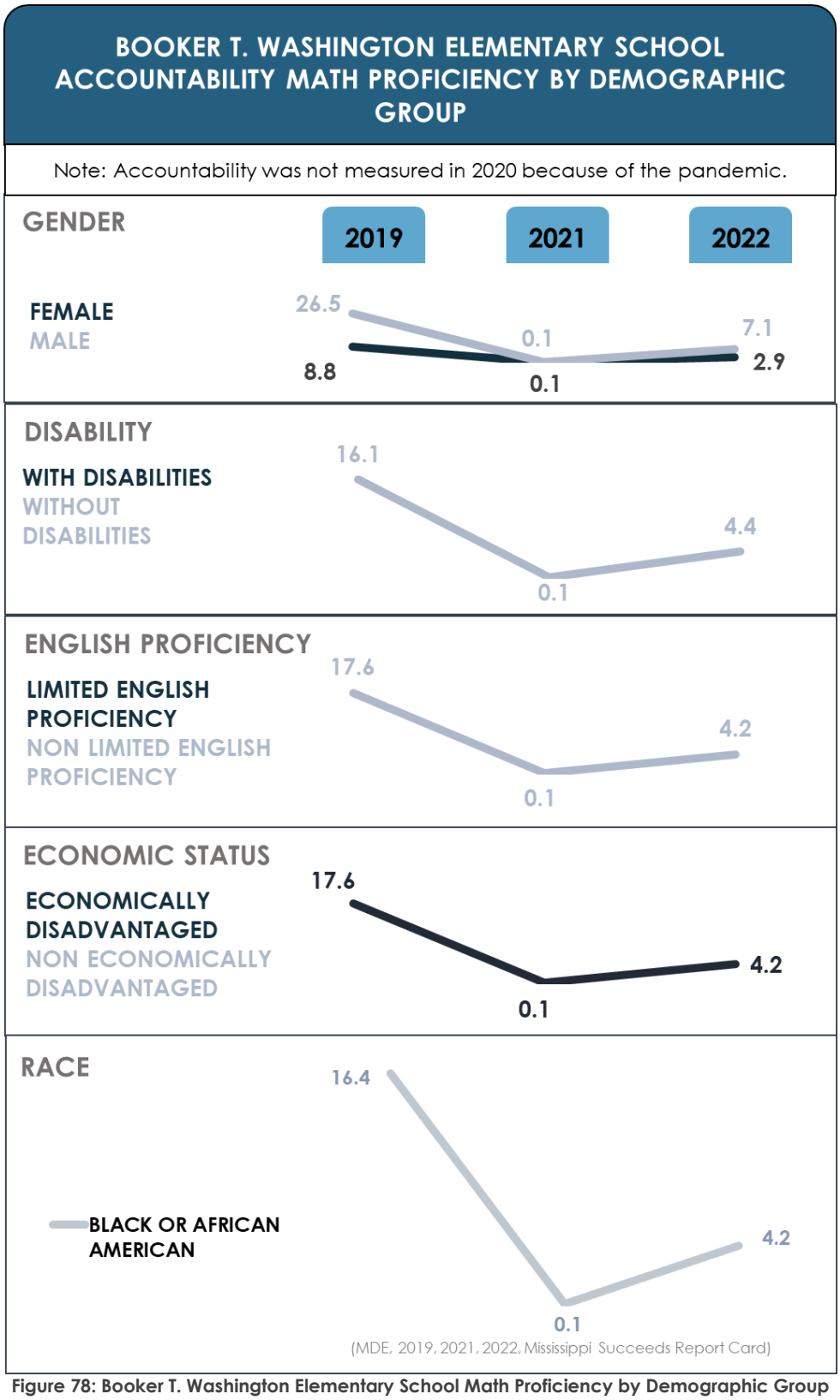


Figure 78: Booker T. Washington Elementary School Math Proficiency by Demographic Group

Assessment

Kindergarten Readiness

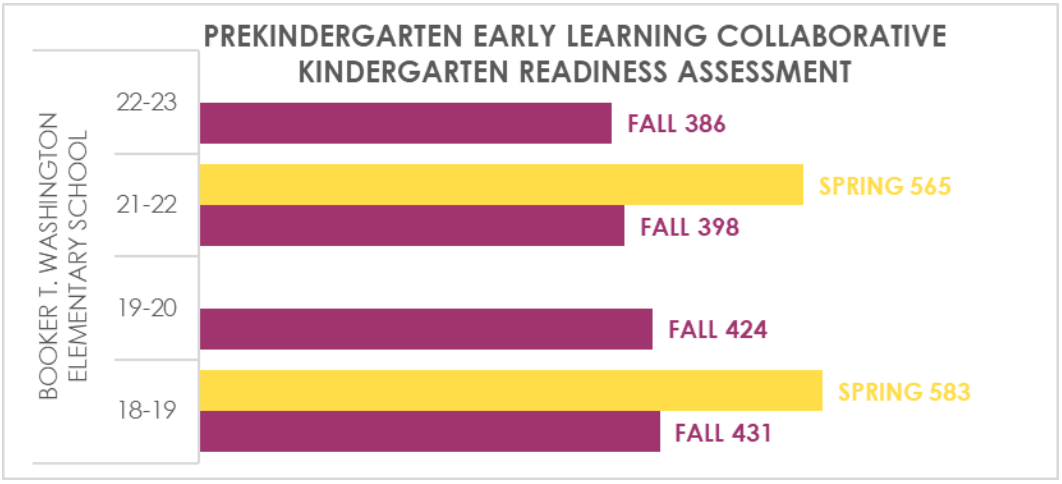


Figure 79: Booker T. Washington Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

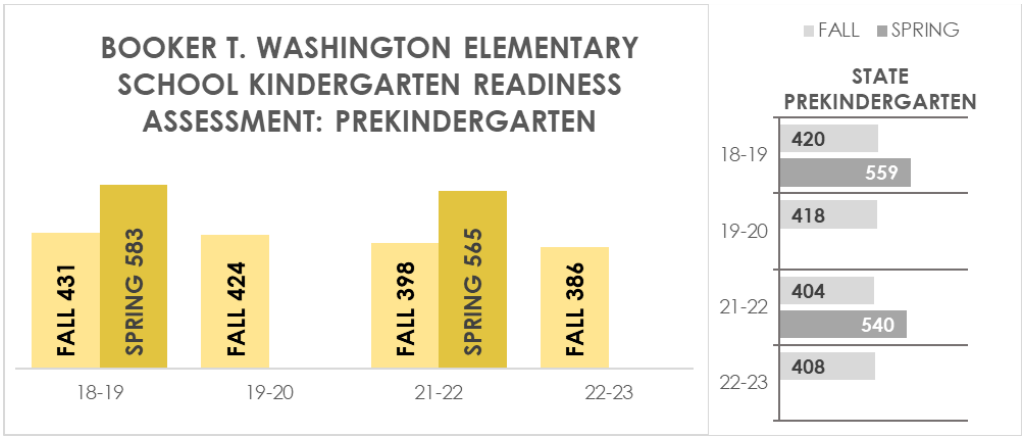


Figure 80: Booker T. Washington Elementary School Kindergarten Readiness Assessment: Prekindergarten

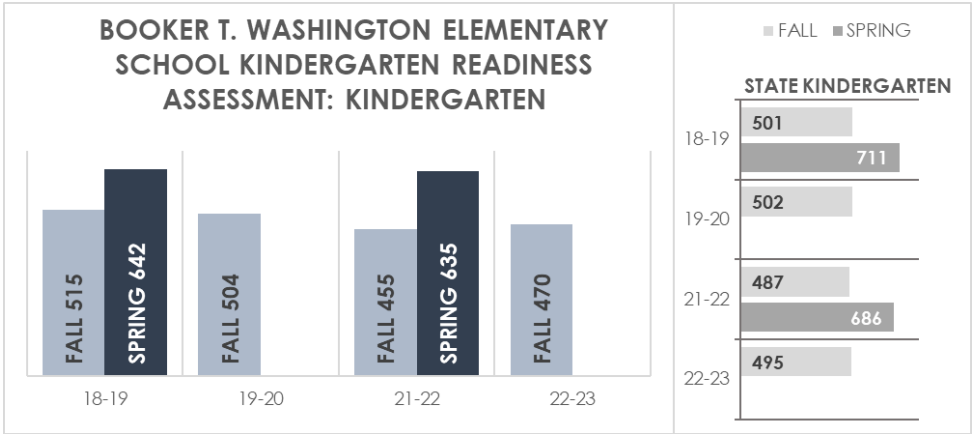


Figure 81: Booker T. Washington Elementary School Kindergarten Readiness Assessment: Kindergarten

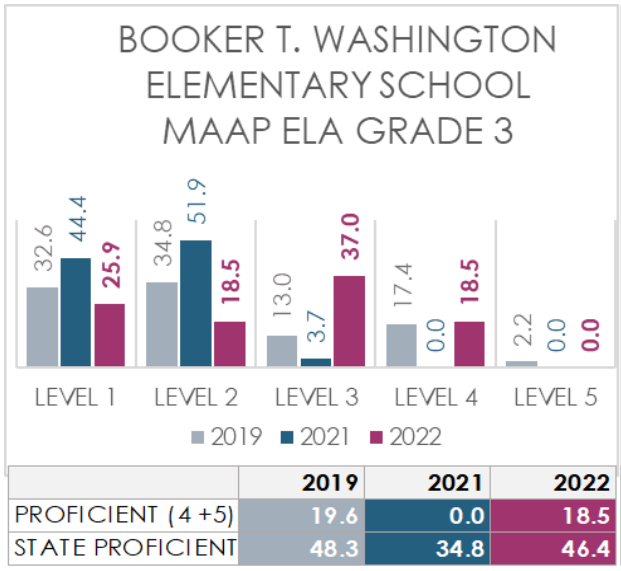
Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. However, the requirement was waived in 2020 and 2021 because of pandemic disruptions to instruction.

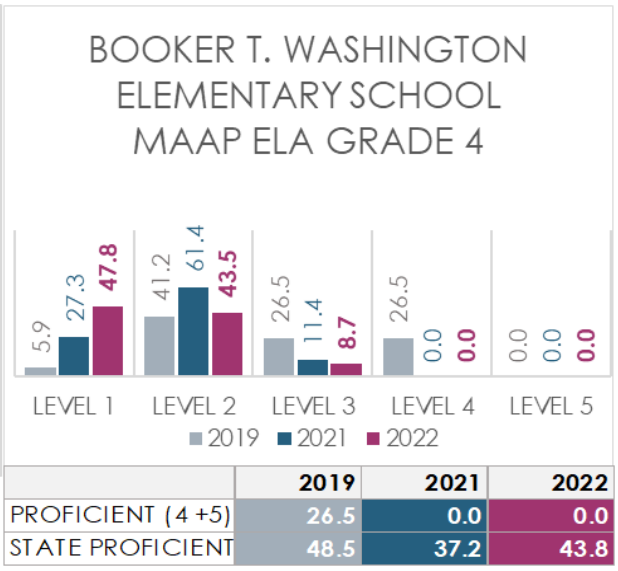
MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Booker T. Washington Elementary School was 32.6%. The 2022 passing rate was 63%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



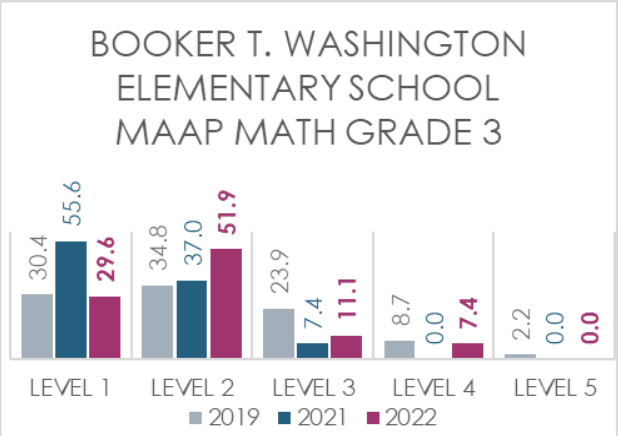
	2019	2021	2022
PROFICIENT (4 +5)	19.6	0.0	18.5
STATE PROFICIENT	48.3	34.8	46.4



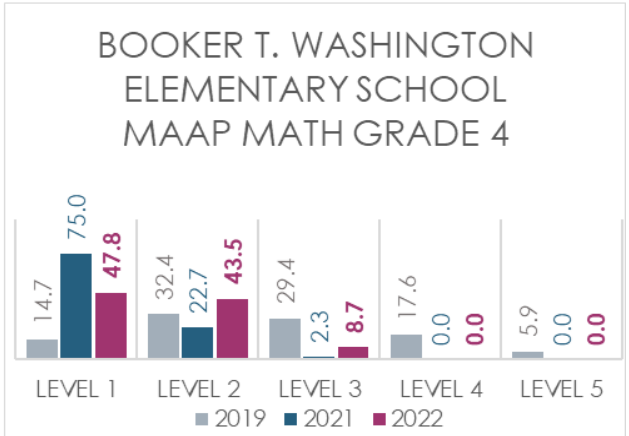
	2019	2021	2022
PROFICIENT (4 +5)	26.5	0.0	0.0
STATE PROFICIENT	48.5	37.2	43.8

Figure 82: Booker T. Washington Elementary School MAAP ELA Grades 3 and 4

MAAP MATH



	2019	2021	2022
PROFICIENT (4 +5)	10.9	0.0	7.4
STATE PROFICIENT	51.4	34.9	49.5



	2019	2021	2022
PROFICIENT (4 +5)	23.5	0.0	0.0
STATE PROFICIENT	48.8	33.2	45.5

Figure 83: Booker T. Washington Elementary School MAAP Math Grades 3 and 4

Personnel

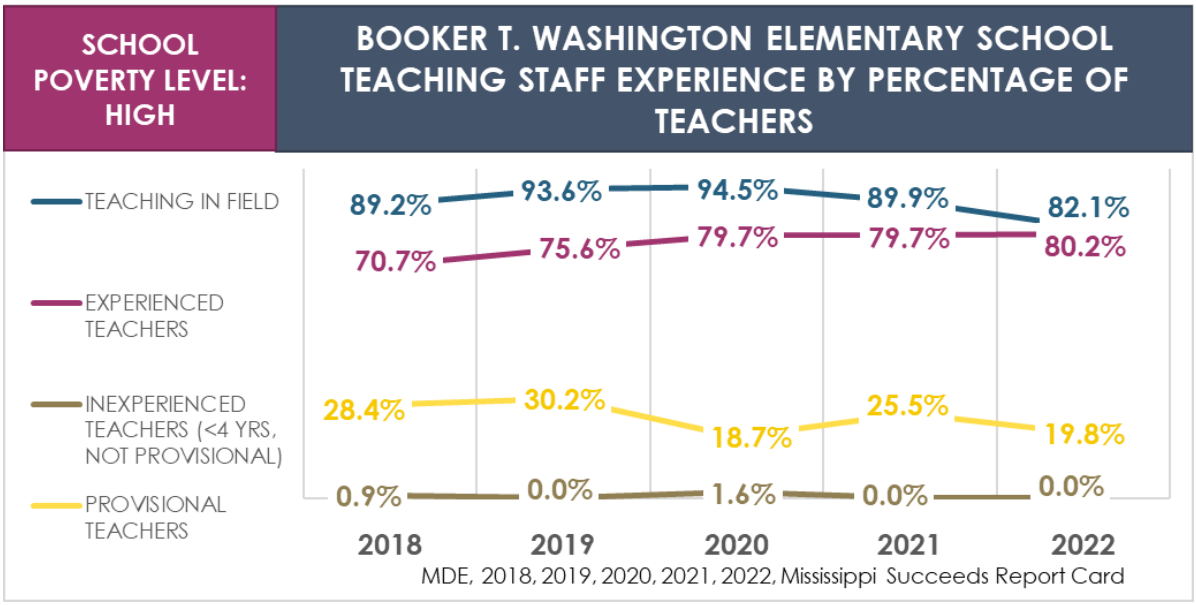


Figure 84: Booker T. Washington Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

BOOKER T. WASHINGTON ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE												
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			<10	<5			<10	<5		
GENDER	FEMALE					<5							
	MALE					6.78							
RACE	BLACK OR AFRICAN					<5							
	TWO OR MORE RACES												
	WHITE												
DISABILITY	STUDENTS WITH					<5							
	STUDENTS WITHOUT DISABILITIES					<5							
EL	NON LIMITED ENGLISH PROFICIENCY					<5							
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10			<10			<5	<10			<5
GENDER	FEMALE	<10				<5			<5	<5			<5
	MALE	<10				<5			<5	<5			<5
RACE	BLACK OR AFRICAN	<10				<5			<5	<5			<5
	TWO OR MORE RACES								<5				<5
	WHITE								<5				<5
DISABILITY	STUDENTS WITH	<10				<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	<10				<5			<5	<5			<5
EL	NON LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5
(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)													

Figure 85: Booker T. Washington Elementary School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Booker T. Washington Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Eighteen (18) faculty and staff members, nineteen (19) parents, and forty-six (46) students responded to the survey.

Booker T. Washington Elementary School Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	11	61.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

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	4	22.2%
Supporting college and career counseling	5	27.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	27.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	38.9%

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	61.1%
Providing school-based mental health services and counseling	7	38.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	16.7%
Establishing or improving dropout prevention	4	22.2%
Supporting re-entry programs and transition services for Justice-involved youth	3	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	33.3%
Implementing systems and practices to prevent bullying and harassment	5	27.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	22.2%
Establishing community partnerships	6	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	8	44.4%
Building technological capacity and infrastructure	7	38.9%
Carrying out innovative blended learning projects	5	27.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	38.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	38.9%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

I contact parents every week.	Count	Percentage
Strongly Agree	6	33.3%
Agree	6	33.3%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

The most common behavior problem in my classroom is:	Count	Percentage
Off-task behavior	8	44.4%
Minor disruptions that steal instructional time	4	22.2%
Major classroom disruptions	3	16.7%
Not Applicable	3	16.7%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	10	55.6%
Agree	4	22.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	3	16.7%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	5	27.8%
Agree	7	38.9%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	27.8%

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	6	33.3%
Expedited evaluation services for students with limited English	2	11.1%
Expedited evaluation services for gifted and talented students	2	11.1%
Additional academic support	12	66.7%
Tutoring	12	66.7%
Enrichment educational services	9	50.0%
Counseling	14	77.8%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Mentors	4	22.2%
School supplies	8	44.4%
School uniforms	7	38.9%
Dental referrals	5	27.8%
Medical referrals	5	27.8%
Bullying assistance	6	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	5	27.8%
Agree	9	50.0%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	5	27.8%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

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	27.8%
Utilize technology such as class websites, blogs, and videos	11	61.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	44.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	6	33.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	9	50.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	50.0%
Use bilingual handouts and cues	2	11.1%
Use visual displays, portable white boards, and posters when giving instructions	11	61.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	10	55.6%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	**Aligns with instructional goals of the school**	**Meets teacher needs for instruction and assessment**	**Meets student needs for instruction and assessment**	**Provides appropriate data points for data-driven instruction**	**Provides ease of use for teachers and students**	**Provides practical activities and suggestions for students**	**Would be beneficial for continuation into next school year**	**I do not use this product or service.**
Millennium Educational Services – ELA 3rd-10th	2	1	1	1	0	12	1	1
iReady	6	7	5	7	4	4	6	6
Renaissance Learning – Star Products	5	4	3	3	5	6	8	0
Renaissance Learning – MyOn Reader/Freckle Math	11	3	3	5	3	4	4	4
Educational Leadership Solutions	6	5	3	9	6	5	6	4
Imagine Learning	1	1	1	12	2	2	1	1

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Ellevate – Management Tool for LSPs	1	2	1	1	1	13	1	0
Learn 360	2	12	1	2	2	2	3	2
The Excellence Group – Gen. Ed. and Inclusion Teachers	1	13	2	2	2	2	1	2

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	10	55.6%
Agree	5	27.8%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	10	55.6%
Agree	5	27.8%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	9	50.0%
Agree	7	38.9%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

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	7	38.9%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	5	27.8%
Agree	10	55.6%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

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

	Count	Percentage
Strongly Agree	5	27.8%
Agree	8	44.4%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

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

	Count	Percentage
Strongly Agree	7	38.9%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	3	16.7%
Unsafe conditions present in schools	3	16.7%
Lack of surveillance equipment	4	22.2%
Insufficient law enforcement/SRO presence	4	22.2%
Inconsistent disciplinary practices	5	27.8%
Poor systematic approach to reinforcement of positive behavior	5	27.8%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	9	50.0%
Agree	6	33.3%
Disagree	3	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	4	22.2%
Agree	6	33.3%
Disagree	8	44.4%
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	9	50.0%
Agree	8	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

Professional Development

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

Teachers have adequate time for opportunities to learn from each other (professional learning communities).	Count	Percentage
Strongly Agree	4	22.2%
Agree	11	61.1%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	7	38.9%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

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	77.8%
Remote appointments with a counselor or mental health professional	10	55.6%
Remote appointments with a school nurse	4	22.2%
Devices to use for schoolwork	14	77.8%
Meals for students	10	55.6%
Class materials available online	12	66.7%
Mobile hotspots or other ways to access the internet	12	66.7%
School supplies (pencils, paper, etc.)	7	38.9%
Class materials available offline (sent through mail, picked up at school)	8	44.4%
Virtual school events (assemblies, awards ceremonies, graduation)	10	55.6%
Other	1	5.6%
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.

Faculty and staff members from Booker T. Washington Elementary School feel that the school does a good job in working together as a team, caring about the academic status of students, and providing all employees with the tools to become a successful district. One faculty member said, "My school cafeteria makes sure all students eat breakfast no matter the time they come." Respondents expressed the need for holding parents accountable, improving on relaying information during inclement weather, and making updates to buildings and facilities. Another faculty member stated, "The district needs to hire and move people up in positions based on their merit and not on a friend situation."

Booker T. Washington Elementary School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	15	32.6%
Agree	27	58.7%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.3%

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	13	28.3%
Agree	28	60.9%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	20	43.5%
Agree	25	54.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	27	58.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.	Count	Percentage
Strongly Agree	5	10.9%
Agree	37	80.4%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	14	30.4%
Agree	27	58.7%
Disagree	3	6.5%
Strongly Disagree	2	4.3%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	13	28.3%
Agree	30	65.2%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	13	28.3%
Agree	27	58.7%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	22	47.8%
Agree	22	47.8%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	13	28.3%
Agree	24	52.2%
Disagree	6	13.0%
Strongly Disagree	2	4.3%
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	13	28.3%
Agree	31	67.4%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
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	15	32.6%
Agree	31	67.4%
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	14	30.4%
Agree	28	60.9%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	14	30.4%
Agree	27	58.7%
Disagree	3	6.5%
Strongly Disagree	2	4.3%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	10	21.7%
Agree	27	58.7%
Disagree	6	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	13	28.3%
Agree	17	37.0%
Disagree	13	28.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	15	32.6%
Agree	28	60.9%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	15	32.6%
Agree	28	60.9%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	14	30.4%
Agree	23	50.0%
Disagree	6	13.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.3%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	11	23.9%
Agree	21	45.7%
Disagree	10	21.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	12	26.1%
Agree	18	39.1%
Disagree	11	23.9%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%

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

	Count	Percentage
Strongly Agree	10	21.7%
Agree	28	60.9%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	13	28.3%
Unsafe conditions present in schools	12	26.1%
Lack of surveillance equipment	19	41.3%
Insufficient law enforcement/SRO presence	18	39.1%
Inconsistent disciplinary practices	11	23.9%
Poor systematic approach to reinforcement of positive behavior	12	26.1%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	5	10.9%
Agree	30	65.2%
Disagree	4	8.7%
Strongly Disagree	4	8.7%
Not Applicable or No Information	3	6.5%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	9	19.6%
Agree	19	41.3%
Disagree	8	17.4%
Strongly Disagree	3	6.5%
Not Applicable or No Information	7	15.2%

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

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	6	13.0%
Between half an hour and one hour	6	13.0%
One hour	10	21.7%
Two or three hours	11	23.9%
Four or more hours	13	28.3%

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	25	54.3%
Remote appointments with a counselor or mental health professional	15	32.6%
Remote appointments with a school nurse	14	30.4%
Devices to use for schoolwork	26	56.5%
Meals for students	16	34.8%
Class materials available online	18	39.1%
Mobile hotspots or other ways to access the internet	12	26.1%
School supplies (pencils, paper, etc.)	25	54.3%
Class materials available offline (sent through mail, picked up at school)	10	21.7%
Virtual school events (assemblies, awards ceremonies, graduation)	12	26.1%
Other	12	26.1%
None of the above	3	6.5%

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.

Students from Booker T. Washington Elementary School feel that the school does a good job in helping them learn, providing good technology, and giving good food to them. One student said, "They do well on teaching us and keeping us safe and supporting us." Respondents would like to see cleaner school buildings, more free time during the school day, and a school counselor available to help students. Another student stated, "The school district

should make it fair for everyone to get awards who score high or for the ones who grew."

Booker T. Washington Elementary School Parent Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	8	42.1%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
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	8	42.1%
Supporting college and career counseling	7	36.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	6	31.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	11	57.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	26.3%

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	9	47.4%
Providing school-based mental health services and counseling	7	36.8%

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 supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	6	31.6%
Establishing or improving dropout prevention	6	31.6%
Supporting re-entry programs and transition services for Justice-involved youth	5	26.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	52.6%
Implementing systems and practices to prevent bullying and harassment	9	47.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	47.4%
Establishing community partnerships	4	21.1%

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	7	36.8%
Building technological capacity and infrastructure	5	26.3%
Carrying out innovative blended learning projects	3	15.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	11	57.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	47.4%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	6	31.6%
Computer Classes	8	42.1%
Conflict Resolution	3	15.8%
Discipline	8	42.1%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Drug/Alcohol Awareness	6	31.6%
English as a Second Language	6	31.6%
Health Classes	6	31.6%
Literacy Classes	7	36.8%
Math Classes	9	47.4%
Parent-to-School Relationships	11	57.9%
Parent/Child Communication	8	42.1%
Preparing for College	6	31.6%
Parenting Workshops	6	31.6%
Social Media Classes	2	10.5%
Stress/Anger Management	8	42.1%
Understanding College- and Career-Ready Standards	6	31.6%

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	7	36.8%
District and/or school newsletters	6	31.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	7	36.8%
Resource materials for parental training	4	21.1%
Training for parents to work with other parents on becoming involved in the schools	9	47.4%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	15.8%
Home/School folders	6	31.6%
Home/School Planners	7	36.8%

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	8	42.1%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
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	6	31.6%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	9	47.4%
Agree	8	42.1%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	8	42.1%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	5	26.3%
Agree	12	63.2%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	7	36.8%
Agree	10	52.6%
Disagree	2	10.5%
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	11	57.9%
Checked my child's grades/assignments online	9	47.4%
Been in contact with my child's teacher	17	89.5%
Received a newsletter from the district, school, or teacher	10	52.6%
Worked with a committee or group on school or district policies	2	10.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	12	63.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	10	52.6%
Volunteered at my child's school	3	15.8%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	5	26.3%
Agree	13	68.4%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
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	31.6%
Agree	11	57.9%
Disagree	2	10.5%
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	8	42.1%
Agree	11	57.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	2	10.5%
Unsafe conditions present in schools	3	15.8%
Lack of surveillance equipment	6	31.6%
Insufficient law enforcement/SRO presence	9	47.4%
Inconsistent disciplinary practices	2	10.5%
Poor systematic approach to reinforcement of positive behavior	4	21.1%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	6	31.6%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	7	36.8%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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	2	10.5%
Agree	13	68.4%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	12	63.2%
Agree	5	26.3%
Disagree	2	10.5%
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	7	36.8%
Very satisfied	6	31.6%
Moderately satisfied	2	10.5%
Somewhat satisfied	2	10.5%
Not at all satisfied	2	10.5%

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	6	31.6%
To great extent	9	47.4%
To a moderate extent	2	10.5%
To a small extent	2	10.5%
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	7	36.8%
Remote appointments with a counselor or mental health professional	6	31.6%
Remote appointments with a school nurse	1	5.3%
Devices to use for schoolwork	14	73.7%
Meals for students	5	26.3%
Class materials available online	8	42.1%
Mobile hotspots or other ways to access the internet	6	31.6%
School supplies (pencils, paper, etc.)	5	26.3%
Class materials available offline (sent through mail, picked up at school)	6	31.6%
Virtual school events (assemblies, awards ceremonies, graduation)	8	42.1%
Other	3	15.8%
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.

Parents of students from Booker T. Washington Elementary School feel that the school does a good job in employing caring administrators and teachers, as well as communicating well with parents. One parent said, "They work very well with kids with disabilities." Respondents expressed concerns about the leaking roof and old windows. They would like to see children with academic needs assessed and helped earlier in their educational journey. Another parent stated, "Our district needs to make improvements by helping our school become an A or a B."

George H. Oliver Elementary School

Introduction

George H. Oliver Elementary School is located at 871 Ritchie Street in Clarksdale, Mississippi. In 2022-2023, it served two hundred forty-one (241) students, prekindergarten through fourth grade (PK-4). GHO is led by its principal, Regina Chess, as it strives to lay a solid educational foundation for its young students. The school is dedicated to providing opportunities for learning in a variety of ways.

The mission statement on the school's website states that they will "provide innovative and quality educational programs that focus on the individual development of every student." The school hosts special events that address difficult issues, like bullying, as well as enjoying homecoming celebrations and focusing on eco-awareness.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

GEORGE H. OLIVER ELEMENTARY SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	246	206	225	212	241
PK	*	*	*	18	*
K	54	46	31	40	55
ELEM_SPED		*	*	*	*
GR_1	*	36	45	36	43
GR_2	44	31	34	46	41
GR_3	61	55	31	33	59
GR_4	50	21	66	31	20

Figure 86: George H. Oliver Elementary School Enrollment

GEORGE H. OLIVER ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	246	241	-5	**-2.0%**
PK	*	*	*	*
K	54	55	1	**1.9%**
GR_1		*	*	*
GR_2	*	43	*	*
GR_3	44	41	-3	**-6.8%**
GR_4	61	59	-2	**-3.3%**
ELEM_SPED	50	20	-30	**-60.0%**

Figure 87: George H. Oliver Elementary School Changes in Enrollment

GEORGE H. OLIVER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	246	206	225	212	241
GENDER	FEMALE	116	91	96	104	127
	MALE	130	115	129	108	114
RACE	BLACK OR AFRICAN AMERICAN	241	198	217	207	228
	TWO OR MORE RACES		*	*	*	*
	WHITE	*	*	*	*	*

Figure 88: George H. Oliver Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

GEORGE H. OLIVER ELEMENTARY SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	312.5	229.7	189.1	206.8	162.8
K	55.9	51.1	42.9	32.0	35.0
GR_1	52.8	31.0	36.1	44.0	32.4
GR_2	63.3	41.2	31.4	35.5	38.9
GR_3	67.8	55.7	56.3	31.8	28.8
GR_4	72.7	50.6	22.5	63.4	27.7

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 89: George H. Oliver Elementary School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

GEORGE H. OLIVER ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

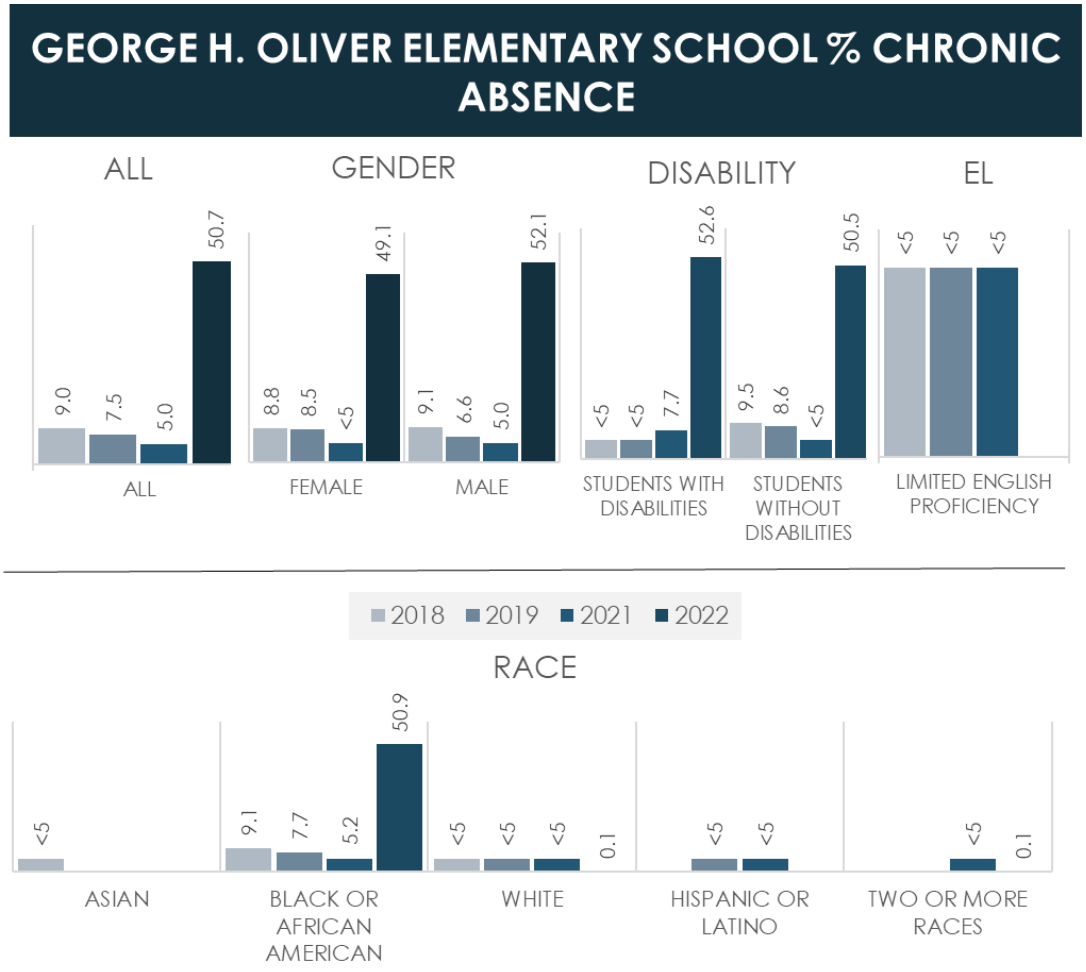
	2018	2019	2020	2021	2022
ALL	95.9%	95.2%	100.8%	100.9%	87.7%
K	96.4%	94.7%	93.2%	103.4%	87.4%
GR_1	96.0%	*	100.2%	97.8%	90.1%
GR_2	94.5%	93.7%	101.3%	104.4%	84.5%
GR_3	92.9%	91.3%	102.3%	102.6%	87.4%
GR_4	99.6%	101.2%	107.1%	96.0%	89.4%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 90: George H. Oliver Elementary School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 91: George H. Oliver Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

GEORGE H. OLIVER ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	**D**	**D**	**D**
POINTS	278		319
ELA/READING			
% PROFICIENT	11.4	2.4	15.2
STATE	41.8	35	41.9
% GROWTH	41.5		48.2
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	66.7		39.8
STATE	56.2		56.6
MATH			
% PROFICIENT	11.4	6.1	15.2
STATE	47	36	46.8
% GROWTH	53.8		82.1
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	53.8		72.7
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 92: George H. Oliver Elementary School Accountability: ELA and Math

GEORGE H. OLIVER ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE			
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 93: George H. Oliver Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

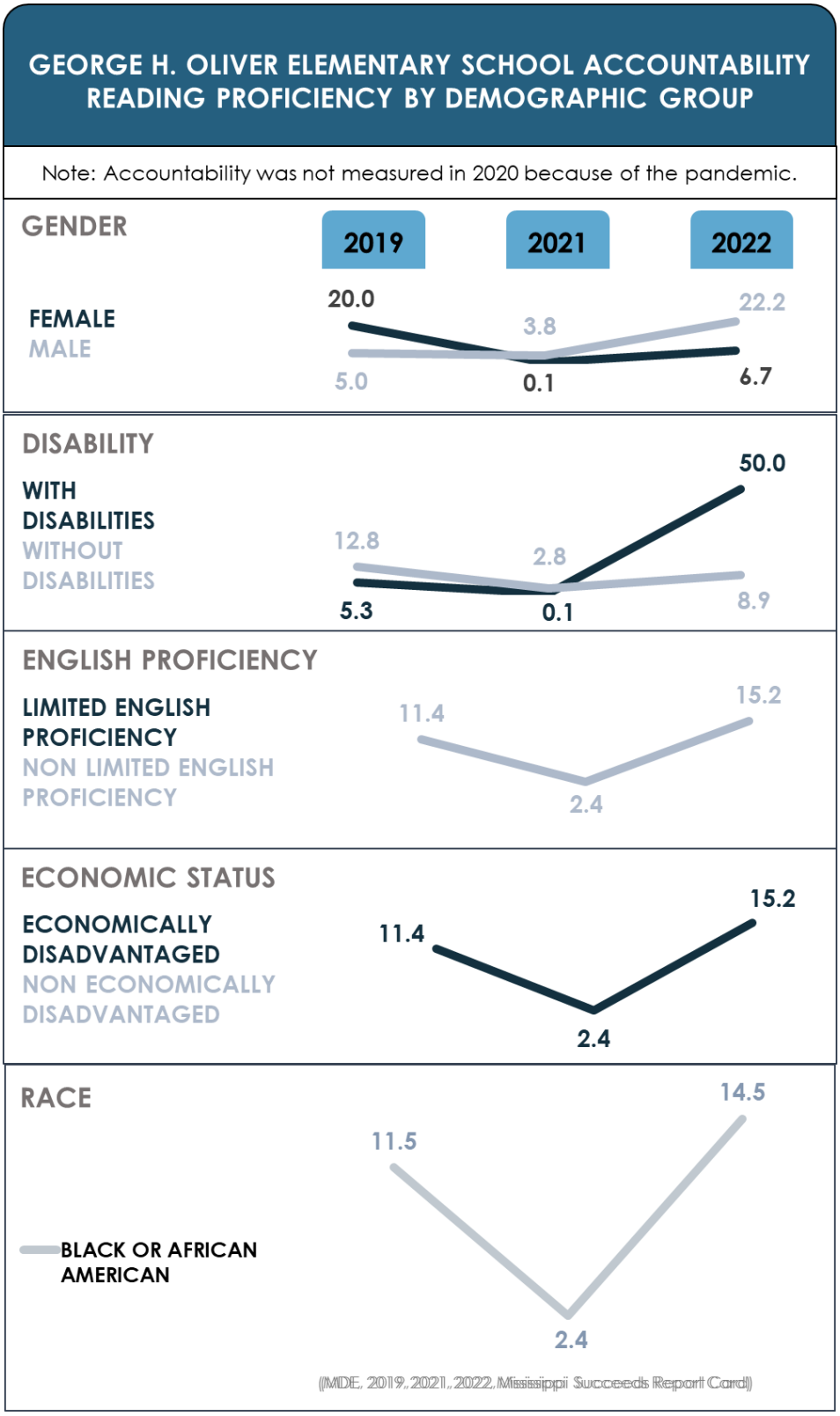


Figure 94: George H. Oliver Elementary School Reading Proficiency by Demographic Group

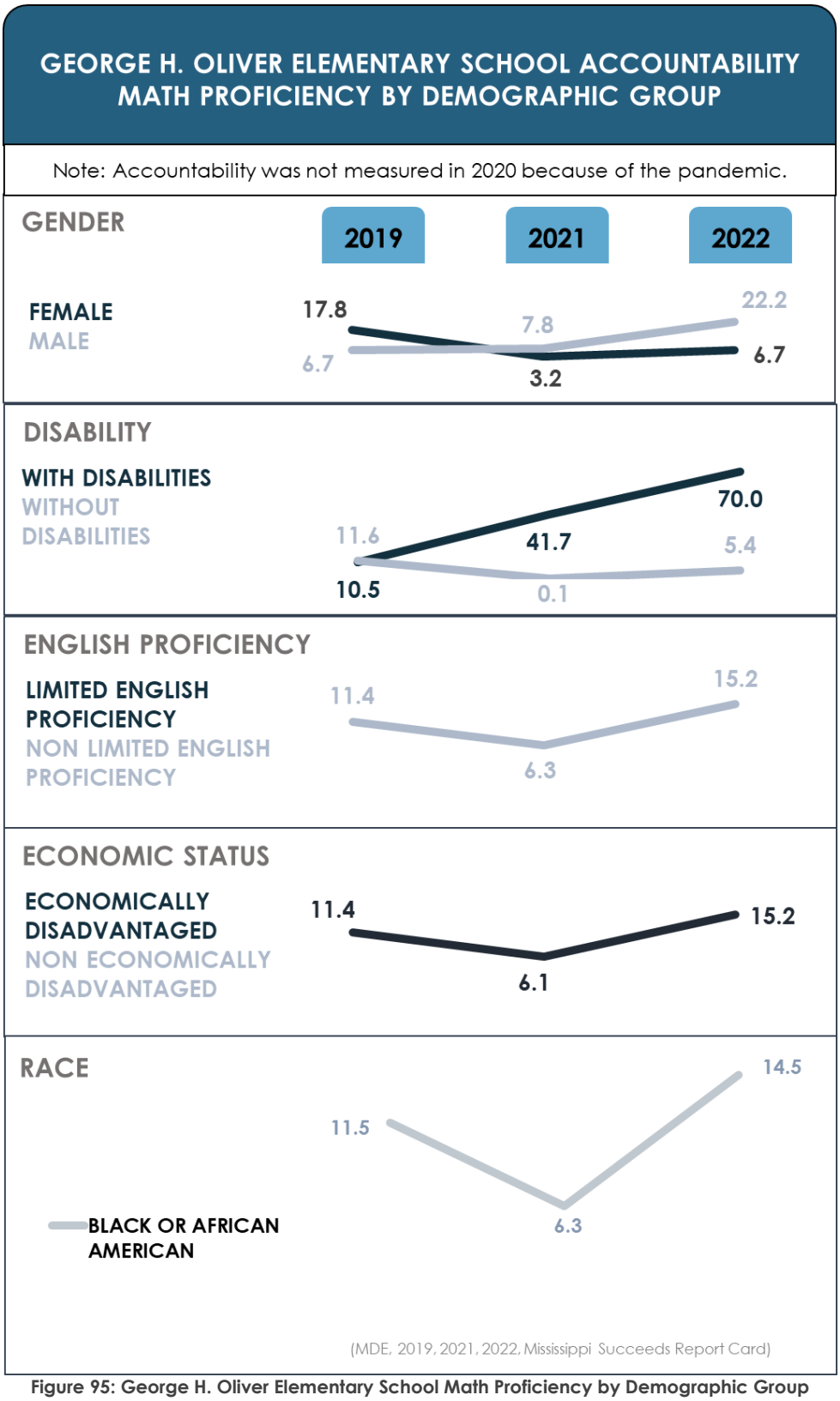


Figure 95: George H. Oliver Elementary School Math Proficiency by Demographic Group

School Improvement

George H. Oliver Elementary School was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years. It was first identified as **CSI** in 2017.

Assessment

Kindergarten Readiness

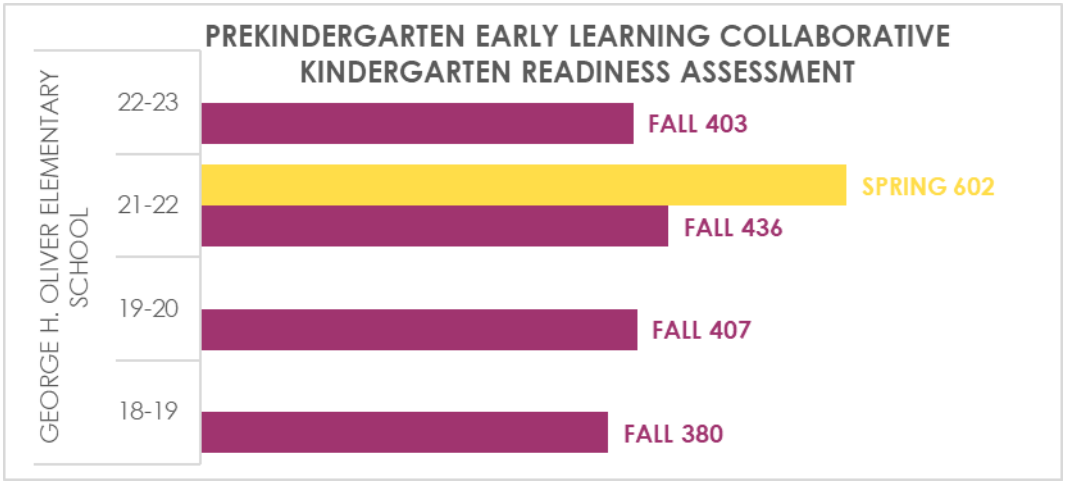


Figure 96: George H. Oliver Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

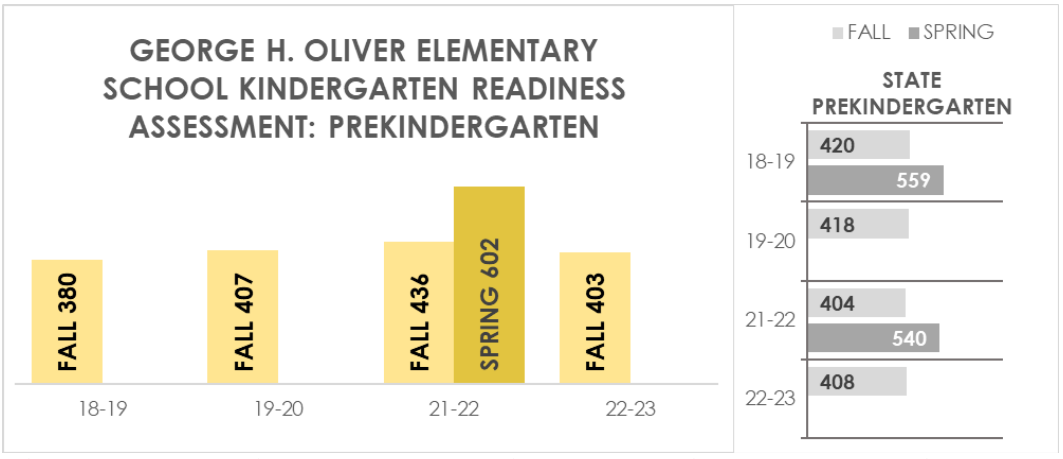


Figure 97: George H. Oliver Elementary School Kindergarten Readiness Assessment: Prekindergarten

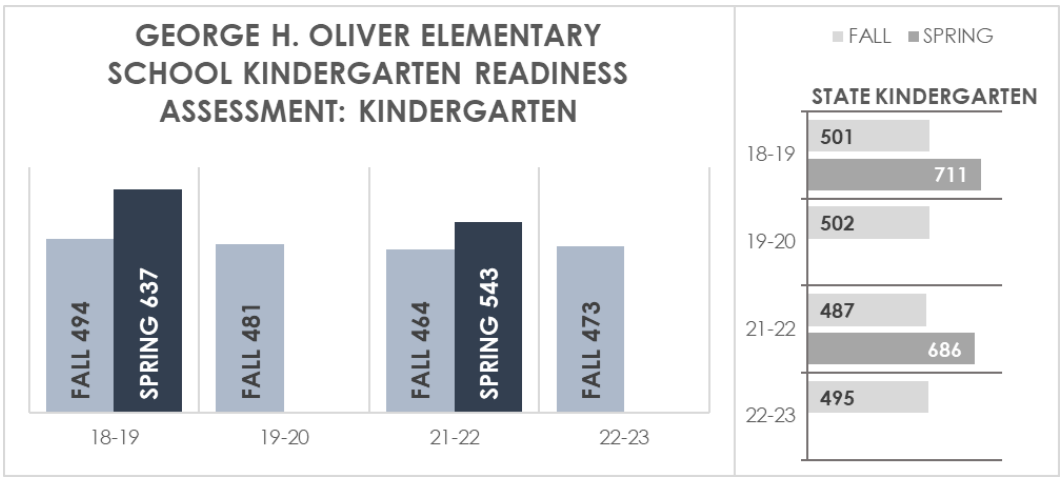


Figure 98: George H. Oliver Elementary School Kindergarten Readiness Assessment: Kindergarten

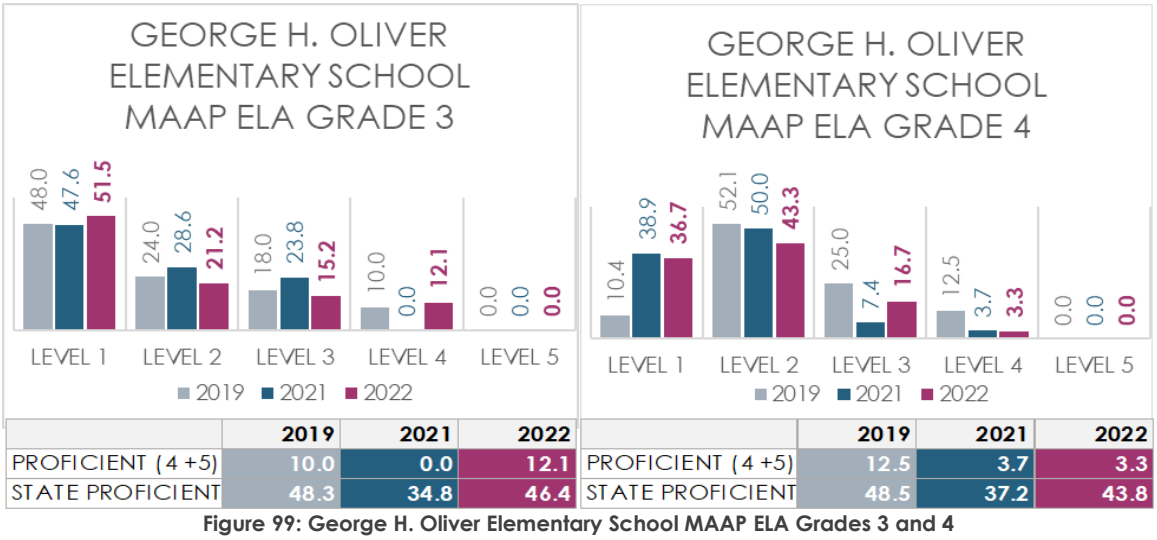
Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. However, the requirement was waived in 2020 and 2021 because of pandemic disruptions to instruction.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for George H. Oliver Elementary School was 26%. The 2022 passing rate was 30.3%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

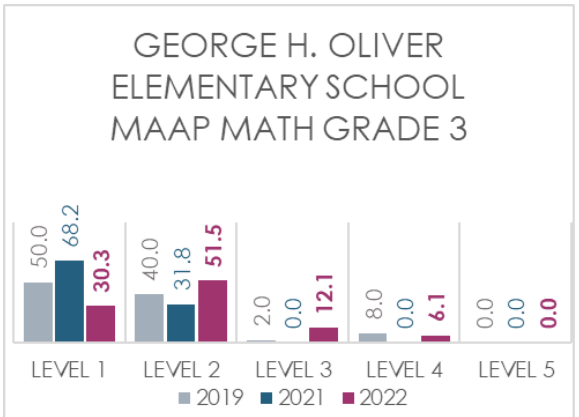


	2019	2021	2022
PROFICIENT (4 +5)	10.0	0.0	12.1
STATE PROFICIENT	48.3	34.8	46.4

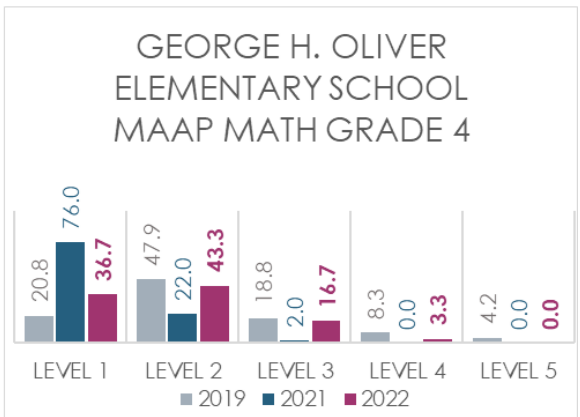
	2019	2021	2022
PROFICIENT (4 +5)	12.5	3.7	3.3
STATE PROFICIENT	48.5	37.2	43.8

Figure 99: George H. Oliver Elementary School MAAP ELA Grades 3 and 4

MAAP MATH



	2019	2021	2022
PROFICIENT (4 +5)	8.0	0.0	6.1
STATE PROFICIENT	51.4	34.9	49.5



	2019	2021	2022
PROFICIENT (4 +5)	12.5	0.0	3.3
STATE PROFICIENT	48.8	33.2	45.5

Figure 100: George H. Oliver Elementary School MAAP Math Grades 3 and 4

Personnel

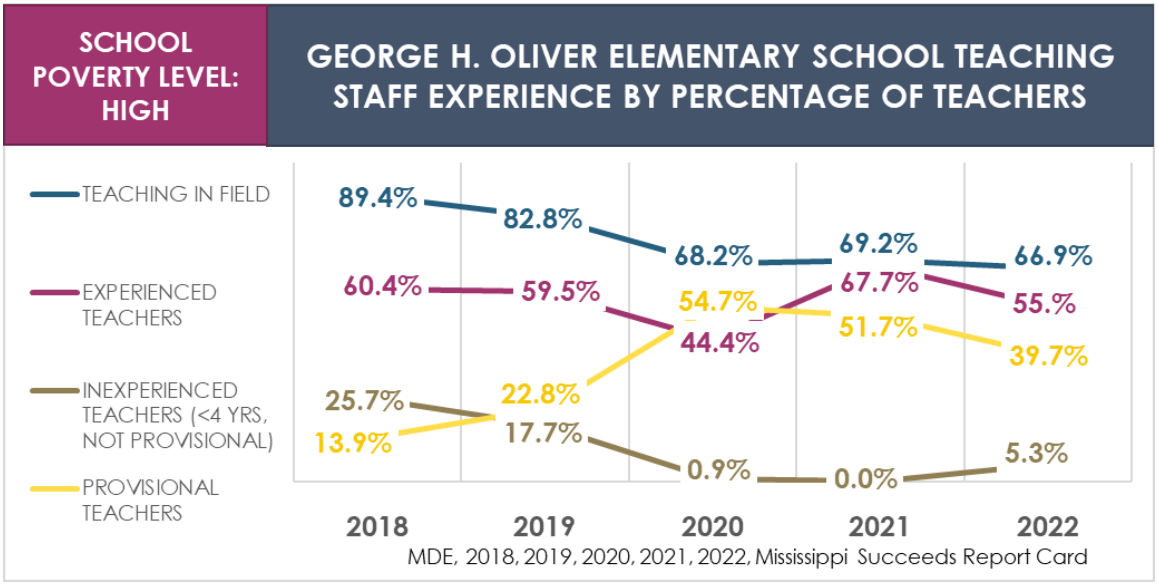


Figure 101: George H. Oliver Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

GEORGE H. OLIVER ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE												
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			<10	<5		6.1	<10	<5		
GENDER	FEMALE					<5			<5				
	MALE					<5			9.5				
RACE	ASIAN												
	BLACK OR AFRICAN					<5			5.8				
	WHITE								<5				
DISABILITY	STUDENTS WITH DISABILITIES												
	STUDENTS WITHOUT DISABILITIES					<5			6.6				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY					<5			6.1				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10		14	<10			<5	<10			<5
GENDER	FEMALE	<10			<10	<5			<5	<5			<5
	MALE	<10			11	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN	<10			14	<5			<5	<5			<5
	WHITE								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES								<5				<5
	STUDENTS WITHOUT DISABILITIES	<10			14	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	<10			14	<5			<5	<5			<5
(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)													

Figure 102: George H. Oliver Elementary School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at George H. Oliver Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Fourteen (14) faculty and staff members, nine (9) parents, and fifty-eight (58) students responded to the survey.

George H. Oliver Elementary School Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

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	5	35.7%
Supporting college and career counseling	6	42.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	10	71.4%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	28.6%

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	10	71.4%
Providing school-based mental health services and counseling	9	64.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	35.7%
Establishing or improving dropout prevention	4	28.6%
Supporting re-entry programs and transition services for Justice-involved youth	5	35.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	42.9%
Implementing systems and practices to prevent bullying and harassment	8	57.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	50.0%
Establishing community partnerships	5	35.7%

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	10	71.4%
Building technological capacity and infrastructure	8	57.1%
Carrying out innovative blended learning projects	4	28.6%

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
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	35.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	35.7%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I contact parents every week.		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	4	28.6%
Disagree	6	42.9%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	7	50.0%
Minor disruptions that steal instructional time	3	21.4%
Major classroom disruptions	2	14.3%
Not Applicable	2	14.3%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	35.7%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	5	35.7%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

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	50.0%
Expedited evaluation services for students with limited English	1	7.1%
Expedited evaluation services for gifted and talented students	2	14.3%
Additional academic support	8	57.1%
Tutoring	8	57.1%
Enrichment educational services	4	28.6%
Counseling	11	78.6%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Mentors	9	64.3%
School supplies	8	57.1%
School uniforms	11	78.6%
Dental referrals	5	35.7%
Medical referrals	6	42.9%
Bullying assistance	8	57.1%

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	2	14.3%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

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	2	14.3%
Utilize technology such as class websites, blogs, and videos	7	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	50.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	57.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	4	28.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	50.0%
Use bilingual handouts and cues	1	7.1%
Use visual displays, portable white boards, and posters when giving instructions	7	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	50.0%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Millennium Educational Services – ELA 3rd-10th	0	9	1	0	0	0	1	0
iReady	4	4	6	5	4	5	6	5
Renaissance Learning – Star Products	3	5	3	4	4	5	6	3
Renaissance Learning – MyOn Reader/Freckle Math	8	4	2	2	3	2	2	2

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
The Excellence Group – Gen. Ed. and Inclusion Teachers	1	0	0	1	0	0	0	9
Educational Leadership Solutions	1	2	1	2	1	8	3	2
Imagine Learning	0	1	0	9	1	0	0	1
Ellevate – Management Tool for LSPs	1	0	0	0	9	0	0	0
Learn 360	0	0	0	9	1	0	0	1

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	5	35.7%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	3	21.4%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

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	3	21.4%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	10	71.4%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

For the most part, the size of classes here does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	4	28.6%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	3	21.4%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	2	14.3%
Unsafe conditions present in schools	1	7.1%
Lack of surveillance equipment	3	21.4%
Insufficient law enforcement/SRO presence	1	7.1%
Inconsistent disciplinary practices	5	35.7%
Poor systematic approach to reinforcement of positive behavior	6	42.9%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	4	28.6%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

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	7	50.0%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	4	28.6%
Disagree	1	7.1%
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
Depth of Knowledge	#3
Differentiated Instruction	#4
Successful inclusion strategies	#5
Using technology to enhance instruction	#6
My specific content area	#7
Interpreting and analyzing student data	#8
Developing quality assessments	#9
Mississippi College and Career Readiness Standards	#10
Writing strategies	#11
Conflict resolution	#12
Response to Intervention (RTI/MTSS)	#13
Teaching and understanding students in poverty	#14
English Learners (ELs)	#15
Teaching and understanding homeless students	#16
Culture sensitivity	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	5	35.7%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

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	92.9%
Remote appointments with a counselor or mental health professional	8	57.1%
Remote appointments with a school nurse	5	35.7%
Devices to use for schoolwork	11	78.6%
Meals for students	9	64.3%
Class materials available online	10	71.4%
Mobile hotspots or other ways to access the internet	12	85.7%
School supplies (pencils, paper, etc.)	11	78.6%
Class materials available offline (sent through mail, picked up at school)	11	78.6%
Virtual school events (assemblies, awards ceremonies, graduation)	8	57.1%
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.

Faculty and staff members from George H. Oliver Elementary School feel that the school does a good job in driving data for remediation, allowing school leaders the autonomy to build their school vision in alignment with the district's vision, and working together as a family. One faculty member

said, "I feel that my school offers adequate opportunities for students to get extra support if they need it." Respondents see the need for teachers and staff to be supported and encouraged and to maintain respectful, trusting, and caring relationships. Another faculty member stated, "Make sure teachers and all workers are appreciated and keep the morale high so teachers who are ready to give up won't quit. Continue to offer professional development and different forms of support."

George H. Oliver Elementary School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	35	60.3%
Agree	15	25.9%
Disagree	3	5.2%
Strongly Disagree	3	5.2%
Not Applicable or No Information	2	3.4%

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	32	55.2%
Agree	17	29.3%
Disagree	5	8.6%
Strongly Disagree	2	3.4%
Not Applicable or No Information	2	3.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	26	44.8%
Agree	27	46.6%
Disagree	2	3.4%
Strongly Disagree	2	3.4%
Not Applicable or No Information	1	1.7%

Homework that I am expected to complete helps me improve my learning.	Count	Percentage
Strongly Agree	29	50.0%
Agree	22	37.9%
Disagree	3	5.2%
Strongly Disagree	4	6.9%
Not Applicable or No Information	0	0.0%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.	Count	Percentage
Strongly Agree	21	36.2%
Agree	25	43.1%
Disagree	6	10.3%
Strongly Disagree	4	6.9%
Not Applicable or No Information	2	3.4%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	27	46.6%
Agree	21	36.2%
Disagree	3	5.2%
Strongly Disagree	4	6.9%
Not Applicable or No Information	3	5.2%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	32	55.2%
Agree	14	24.1%
Disagree	6	10.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	5	8.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	22	37.9%
Agree	28	48.3%
Disagree	4	6.9%
Strongly Disagree	1	1.7%
Not Applicable or No Information	3	5.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	41.4%
Agree	23	39.7%
Disagree	5	8.6%
Strongly Disagree	3	5.2%
Not Applicable or No Information	3	5.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	18	31.0%
Agree	22	37.9%
Disagree	13	22.4%
Strongly Disagree	4	6.9%
Not Applicable or No Information	1	1.7%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	29	50.0%
Agree	25	43.1%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

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	23	39.7%
Agree	26	44.8%
Disagree	3	5.2%
Strongly Disagree	1	1.7%
Not Applicable or No Information	5	8.6%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	14	24.1%
Agree	28	48.3%
Disagree	7	12.1%
Strongly Disagree	6	10.3%
Not Applicable or No Information	3	5.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	28	48.3%
Agree	18	31.0%
Disagree	4	6.9%
Strongly Disagree	4	6.9%
Not Applicable or No Information	4	6.9%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	17	29.3%
Agree	29	50.0%
Disagree	5	8.6%
Strongly Disagree	1	1.7%
Not Applicable or No Information	6	10.3%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	13	22.4%
Agree	11	19.0%
Disagree	15	25.9%
Strongly Disagree	14	24.1%
Not Applicable or No Information	5	8.6%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	26	44.8%
Agree	22	37.9%
Disagree	5	8.6%
Strongly Disagree	4	6.9%
Not Applicable or No Information	1	1.7%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	29	50.0%
Agree	23	39.7%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	3	5.2%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	15	25.9%
Agree	27	46.6%
Disagree	2	3.4%
Strongly Disagree	6	10.3%
Not Applicable or No Information	8	13.8%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.	Count	Percentage
Strongly Agree	8	13.8%
Agree	15	25.9%
Disagree	7	12.1%
Strongly Disagree	5	8.6%
Not Applicable or No Information	23	39.7%

In the student activities in which I participate, students are involved in planning the activities.	Count	Percentage
Strongly Agree	8	13.8%
Agree	12	20.7%
Disagree	8	13.8%
Strongly Disagree	2	3.4%
Not Applicable or No Information	28	48.3%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.	Count	Percentage
Strongly Agree	7	12.1%
Agree	20	34.5%
Disagree	0	0.0%
Strongly Disagree	2	3.4%
Not Applicable or No Information	29	50.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	11	19.0%
Unsafe conditions present in schools	15	25.9%
Lack of surveillance equipment	27	46.6%
Insufficient law enforcement/SRO presence	19	32.8%
Inconsistent disciplinary practices	21	36.2%
Poor systematic approach to reinforcement of positive behavior	9	15.5%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	23	39.7%
Agree	17	29.3%
Disagree	10	17.2%
Strongly Disagree	2	3.4%
Not Applicable or No Information	6	10.3%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	21	36.2%
Agree	16	27.6%
Disagree	10	17.2%
Strongly Disagree	3	5.2%
Not Applicable or No Information	8	13.8%

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	22	37.9%
Agree	18	31.0%
Disagree	8	13.8%
Strongly Disagree	2	3.4%
Not Applicable or No Information	8	13.8%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?		
	Count	Percentage
Less than half an hour	10	17.2%
Between half an hour and one hour	6	10.3%
One hour	11	19.0%
Two or three hours	9	15.5%
Four or more hours	22	37.9%

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	26	44.8%
Remote appointments with a counselor or mental health professional	23	39.7%
Remote appointments with a school nurse	11	19.0%
Devices to use for schoolwork	23	39.7%
Meals for students	26	44.8%
Class materials available online	25	43.1%
Mobile hotspots or other ways to access the internet	26	44.8%
School supplies (pencils, paper, etc.)	30	51.7%
Class materials available offline (sent through mail, picked up at school)	16	27.6%
Virtual school events (assemblies, awards ceremonies, graduation)	26	44.8%
Other	6	10.3%
None of the above	1	1.7%

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.

Students from George H. Oliver Elementary School feel that the school does a good job in caring for student needs, providing fun activities, and helping students learn. One student said, "They are good at teaching us new things and they describe it to us well." Respondents would like a new playground, cleaner bathrooms, and higher test scores. Another student stated, "The school needs air vents in the hallways. The school needs a basketball court, football field, and a place to play soccer."

George H. Oliver Elementary School Parent Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
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	22.2%
Supporting college and career counseling	2	22.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	55.6%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	11.1%

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	4	44.4%
Providing school-based mental health services and counseling	4	44.4%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	1	11.1%
Establishing or improving dropout prevention	2	22.2%
Supporting re-entry programs and transition services for Justice-involved youth	1	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	55.6%
Implementing systems and practices to prevent bullying and harassment	2	22.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	22.2%
Establishing community partnerships	1	11.1%

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	5	55.6%
Building technological capacity and infrastructure	2	22.2%
Carrying out innovative blended learning projects	1	11.1%

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
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	44.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	1	11.1%
Computer Classes	4	44.4%
Conflict Resolution	2	22.2%
Discipline	2	22.2%
Drug/Alcohol Awareness	2	22.2%
English as a Second Language	0	0.0%
Health Classes	1	11.1%
Literacy Classes	1	11.1%
Math Classes	1	11.1%
Parent-to-School Relationships	3	33.3%
Parent/Child Communication	2	22.2%
Preparing for College	0	0.0%
Parenting Workshops	2	22.2%
Social Media Classes	1	11.1%
Stress/Anger Management	0	0.0%
Understanding College- and Career-Ready Standards	1	11.1%

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	2	22.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	2	22.2%
Resource materials for parental training	1	11.1%
Training for parents to work with other parents on becoming involved in the schools	5	55.6%

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
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	1	11.1%
Home/School folders	0	0.0%
Home/School Planners	2	22.2%

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	33.3%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
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	4	44.4%
Agree	5	55.6%
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	5	55.6%
Agree	3	33.3%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	3	33.3%
Disagree	3	33.3%
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	33.3%
Checked my child's grades/assignments online	1	11.1%
Been in contact with my child's teacher	7	77.8%
Received a newsletter from the district, school, or teacher	3	33.3%
Worked with a committee or group on school or district policies	1	11.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	3	33.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	3	33.3%
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	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
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	2	22.2%
Agree	7	77.8%
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	2	22.2%
Agree	7	77.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	3	33.3%
Unsafe conditions present in schools	0	0.0%
Lack of surveillance equipment	2	22.2%
Insufficient law enforcement/SRO presence	0	0.0%
Inconsistent disciplinary practices	4	44.4%
Poor systematic approach to reinforcement of positive behavior	2	22.2%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
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	5	55.6%
Agree	4	44.4%
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	2	22.2%
Very satisfied	5	55.6%
Moderately satisfied	1	11.1%
Somewhat satisfied	1	11.1%
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	2	22.2%
To great extent	5	55.6%
To a moderate extent	2	22.2%
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	4	44.4%
Remote appointments with a counselor or mental health professional	3	33.3%
Remote appointments with a school nurse	0	0.0%
Devices to use for schoolwork	4	44.4%
Meals for students	2	22.2%
Class materials available online	2	22.2%
Mobile hotspots or other ways to access the internet	2	22.2%
School supplies (pencils, paper, etc.)	1	11.1%
Class materials available offline (sent through mail, picked up at school)	3	33.3%
Virtual school events (assemblies, awards ceremonies, graduation)	1	11.1%
Other	0	0.0%
None of the above	1	11.1%

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 of students from George H. Oliver Elementary School feel that the school does a good job in teaching the students and helping them meet their goals. One parent said, "In my opinion they are doing everything well." Respondents would like to see the school work on things ahead of time and improve the planning of events at the school. Another parent stated a desire for the students to "have more time at recess."

HEIDELBERG ELEMENTARY SCHOOL

Introduction

Heidelberg Elementary School is located at 801 Maple Street in Clarksdale, Mississippi. In 2022-2023, it served one hundred ninety-eight (198) students, prekindergarten through fourth grade (PK-4). HES is dedicated to its young students, seeking to provide a solid start to their educational journeys. The school is led by its principal, LaJeuna Crenshaw, and its assistant principal, Mary Seale.

In stating its mission and vision, the school's website says, "Heidelberg Elementary S.T.E.A.M. Magnet School will create S.T.E.A.M. thinkers by providing innovative 1:1 technology, arts, integration, and a collaborative environment in order to prepare scholars for high school and beyond." Students and parents are encouraged through a variety of educational and extracurricular activities such as Curriculum Night, Third Grade Family Night, 100th Day of School celebration, and Read Across America.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

HEIDELBERG ELEMENTARY SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	277	261	276	214	198
PK	20	19	20	*	20
K	54	47	49	26	38
GR_1	45	52	49	45	29
GR_2	52	45	54	36	43
GR_3	53	54	51	46	39
GR_4	53	44	53	40	29

Figure 103: Heidelberg Elementary School Enrollment

HEIDELBERG ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	277	198	-79	**-28.5%**
PK	20	20	0	**0.0%**
K	54	38	-16	**-29.6%**
GR_1	45	29	-16	**-35.6%**
GR_2	52	43	-9	**-17.3%**
GR_3	53	39	-14	**-26.4%**
GR_4	53	29	-24	**-45.3%**

Figure 104: Heidelberg Elementary School Changes in Enrollment

HEIDELBERG ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	277	261	276	214	198
GENDER	FEMALE	154	137	155	120	104
	MALE	123	124	121	94	94
RACE	BLACK OR AFRICAN AMERICAN	267	252	271	207	190
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES	*	*			*
	WHITE	*	*	*	*	*

Figure 105: Heidelberg Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

HEIDELBERG ELEMENTARY SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	256.2	246.3	227.9	222.0	183.6
K	49.4	49.8	42.0	43.3	26.5
GR_1	50.5	43.5	48.9	41.4	43.7
GR_2	51.7	50.5	44.4	45.4	34.0
GR_3	52.1	51.0	50.1	45.3	43.4
GR_4	52.5	51.4	42.5	46.6	36.1

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 106: Heidelberg Elementary School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

HEIDELBERG ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

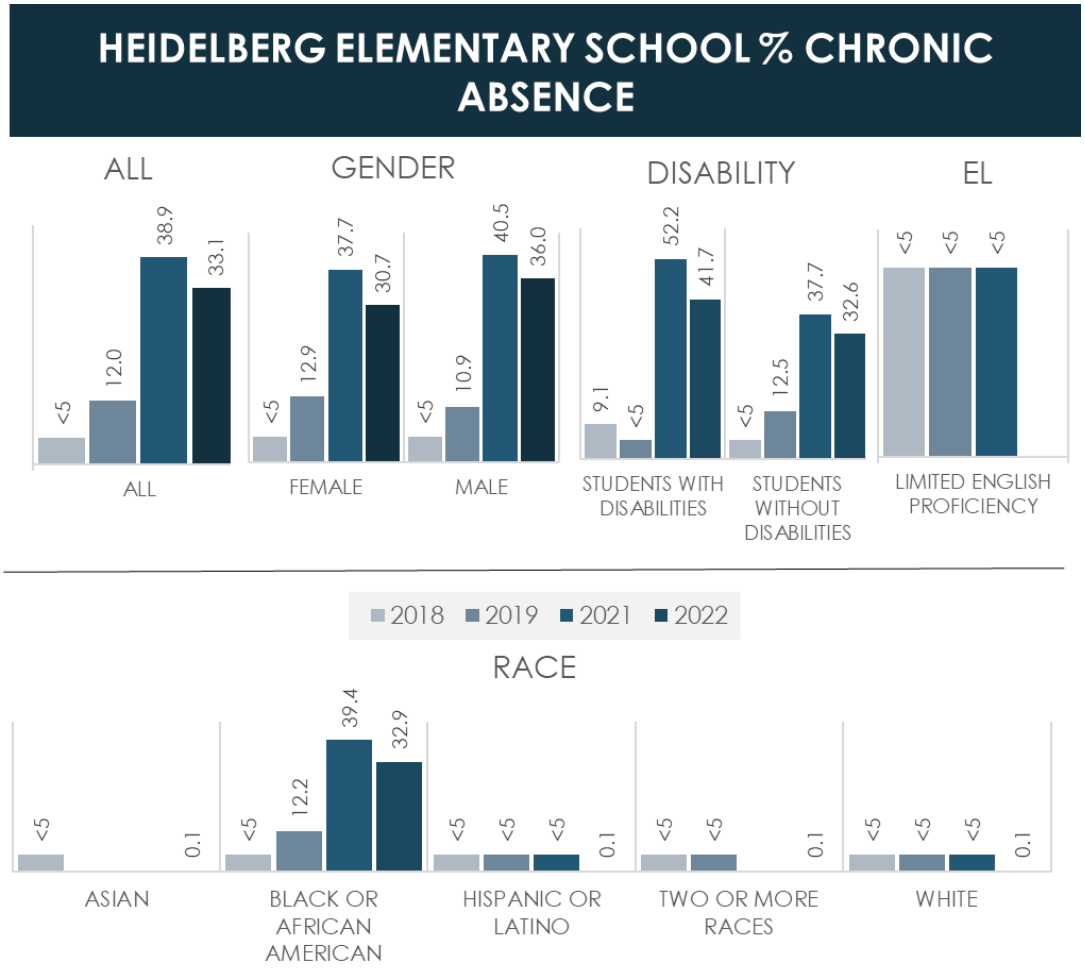
	2018	2019	2020	2021	2022
ALL	96.3%	95.9%	94.3%	86.8%	95.6%
K	96.8%	92.3%	89.3%	88.4%	102.1%
GR_1	95.3%	96.7%	94.1%	84.5%	97.1%
GR_2	95.8%	97.2%	98.6%	84.0%	94.3%
GR_3	96.5%	96.3%	92.8%	88.8%	94.3%
GR_4	97.1%	97.0%	96.5%	87.9%	90.1%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 107: Heidelberg Elementary School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 108: Heidelberg Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

HEIDELBERG ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	**B**	**B**	**C**
POINTS	394		350
ELA/READING			
% PROFICIENT	27.7	7.2	13.3
STATE	41.8	35	41.9
% GROWTH	67.3		65.6
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	83.9		68.8
STATE	56.2		56.6
MATH			
% PROFICIENT	28.7	2.1	12
STATE	47	36	46.8
% GROWTH	55		69.4
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	75		70.8
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 109: Heidelberg Elementary School Accountability: ELA and Math

HEIDELBERG ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE			
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 110: Heidelberg Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

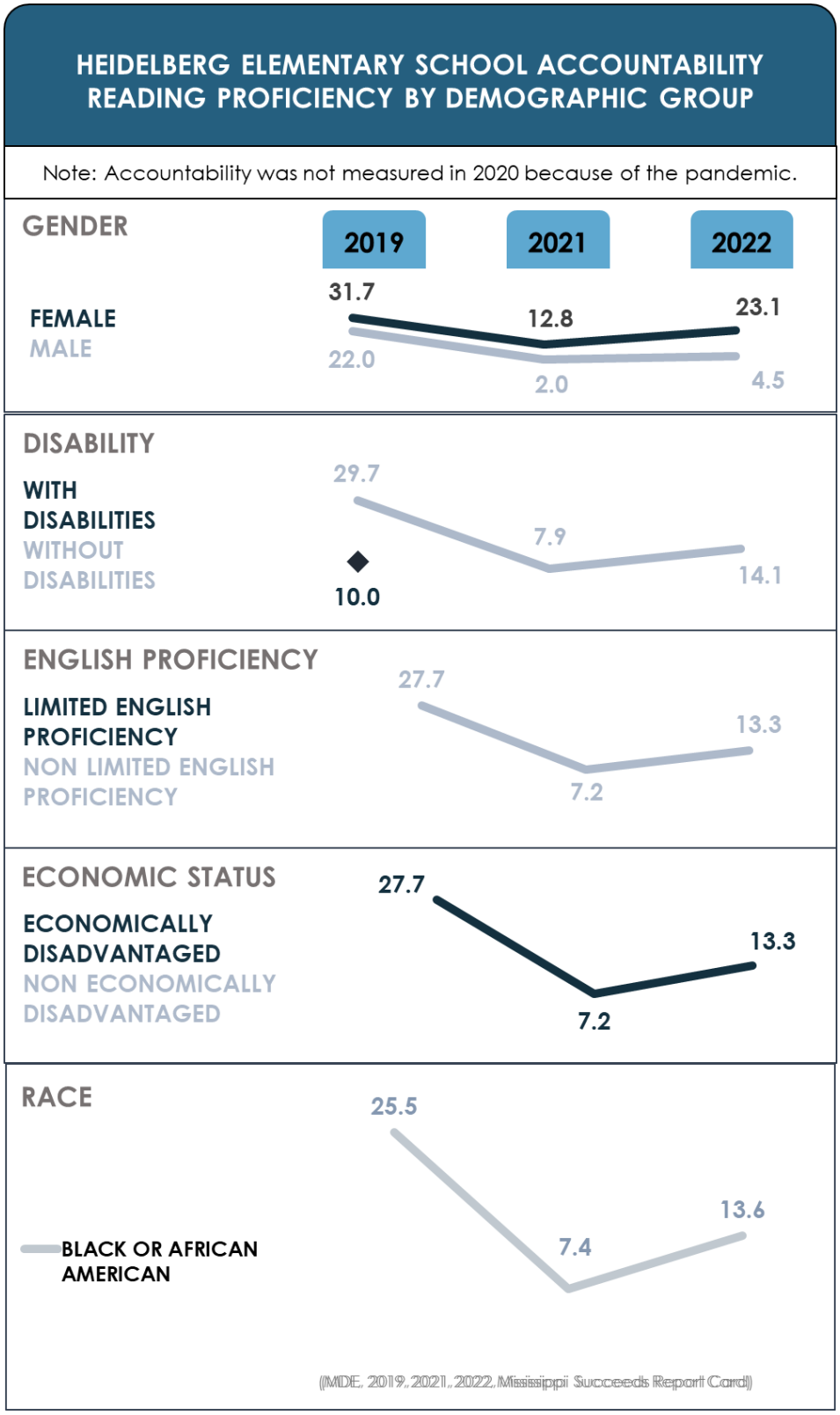


Figure 111: Heidelberg Elementary School Reading Proficiency by Demographic Group

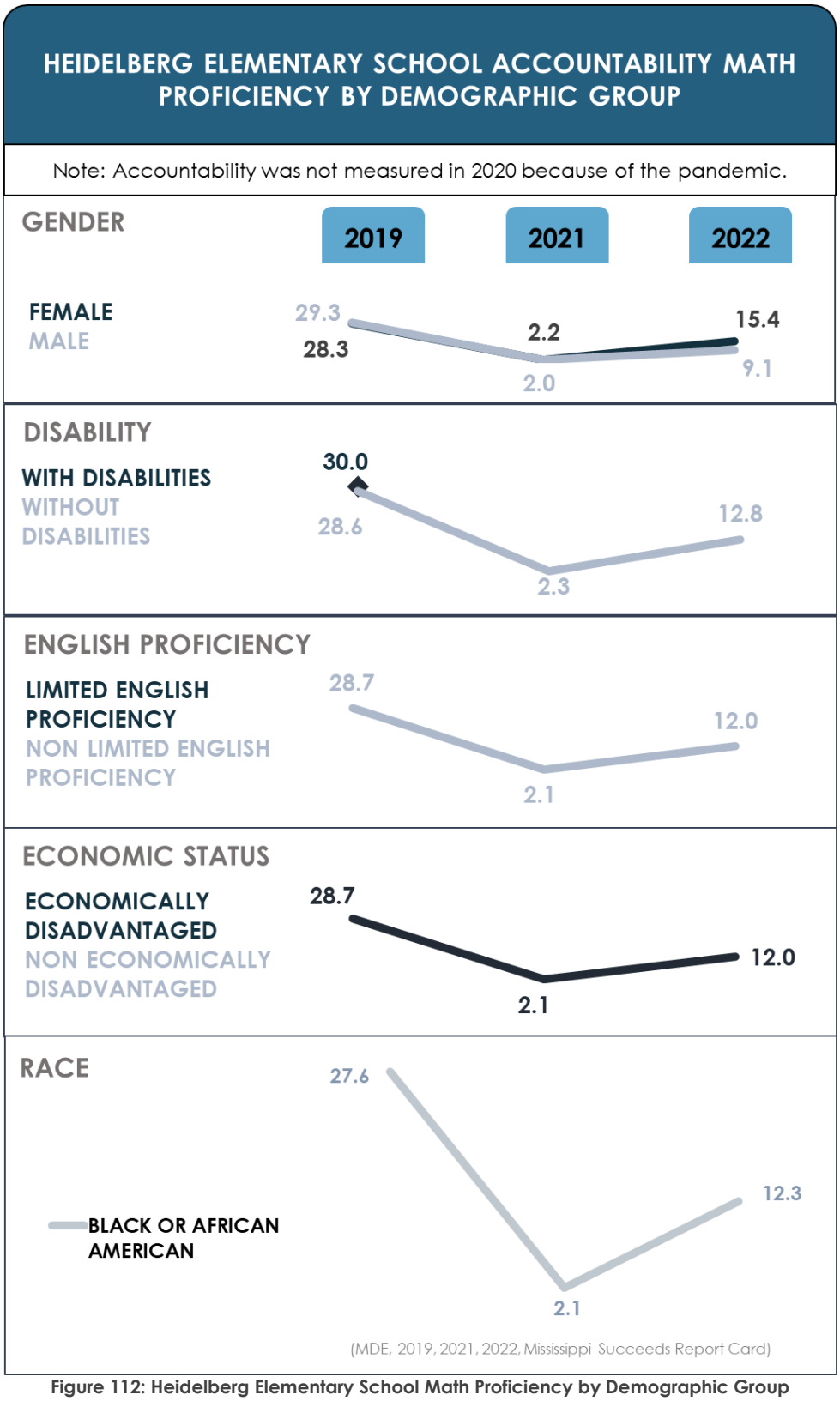


Figure 112: Heidelberg Elementary School Math Proficiency by Demographic Group

Assessment

Kindergarten Readiness

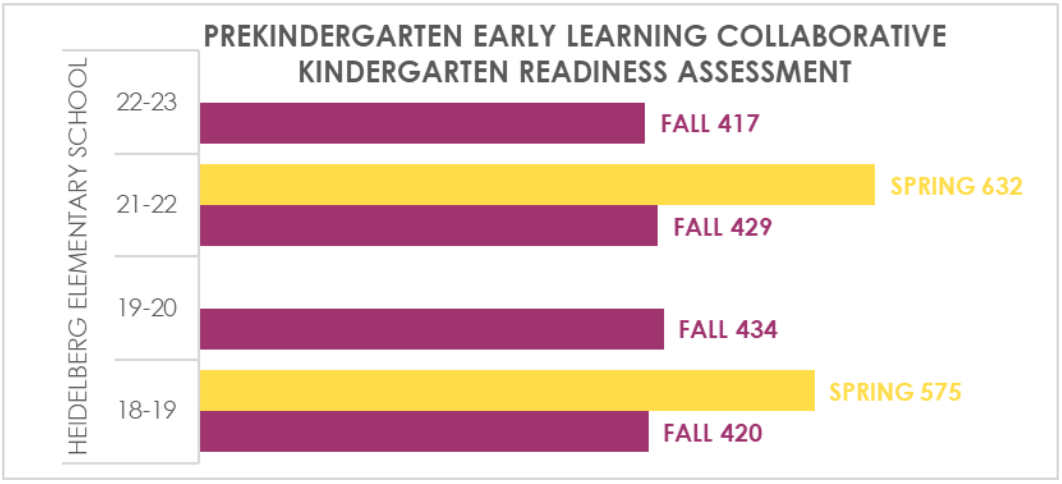


Figure 113: Heidelberg Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

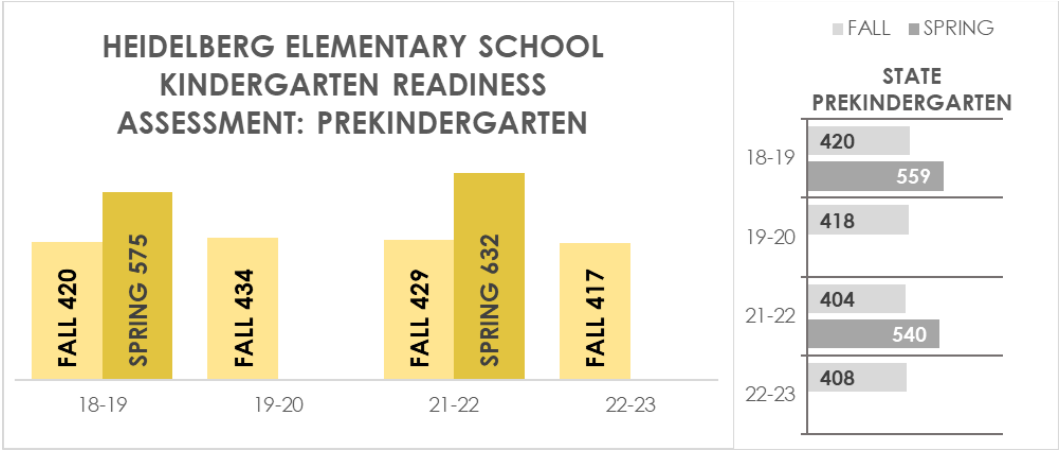


Figure 114: Heidelberg Elementary School Kindergarten Readiness Assessment: Prekindergarten

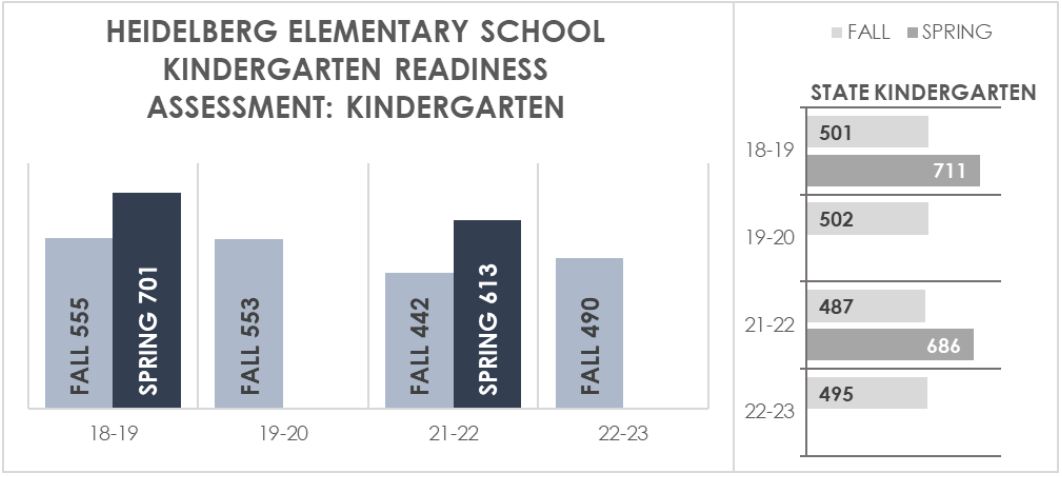


Figure 115: Heidelberg Elementary School Kindergarten Readiness Assessment: Kindergarten

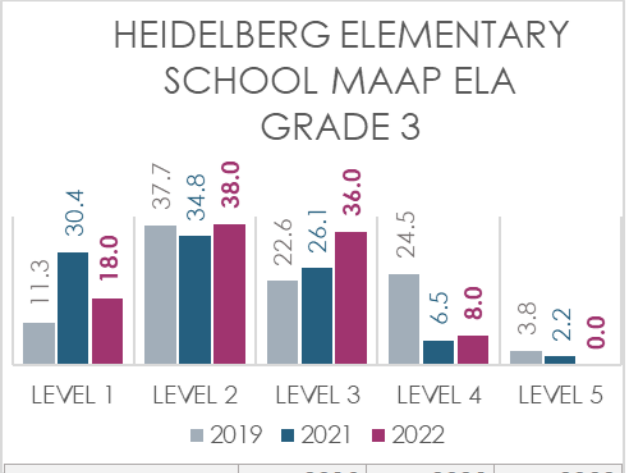
Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. However, the requirement was waived in 2020 and 2021 because of pandemic disruptions to instruction.

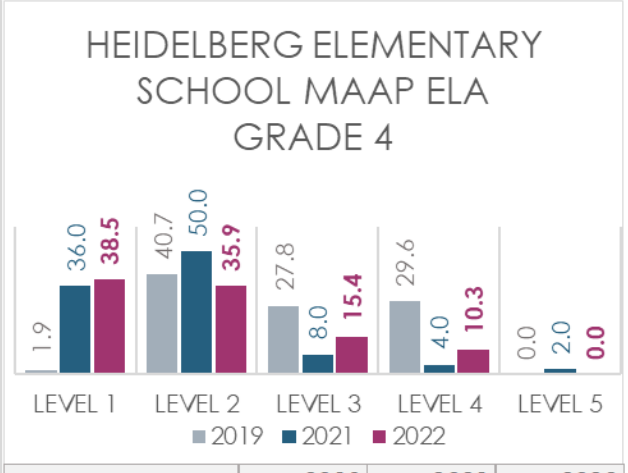
MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Heidelberg Elementary School was 47.2%. The 2022 passing rate was 50%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



	2019	2021	2022
PROFICIENT (4 +5)	28.3	8.7	8.0
STATE PROFICIENT	48.3	34.8	46.4

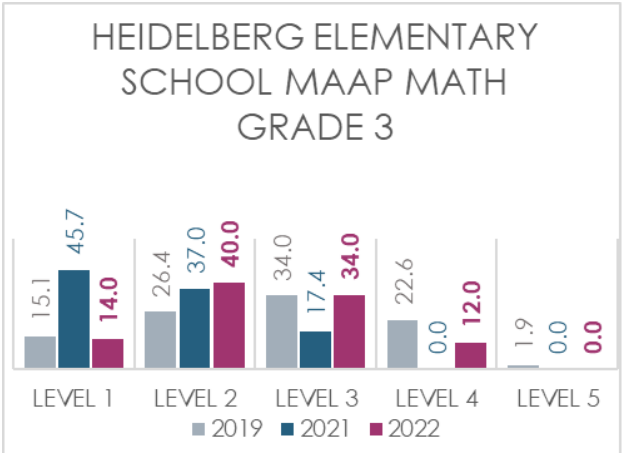


	2019	2021	2022
PROFICIENT (4 +5)	29.6	6.0	10.3
STATE PROFICIENT	48.5	37.2	43.8

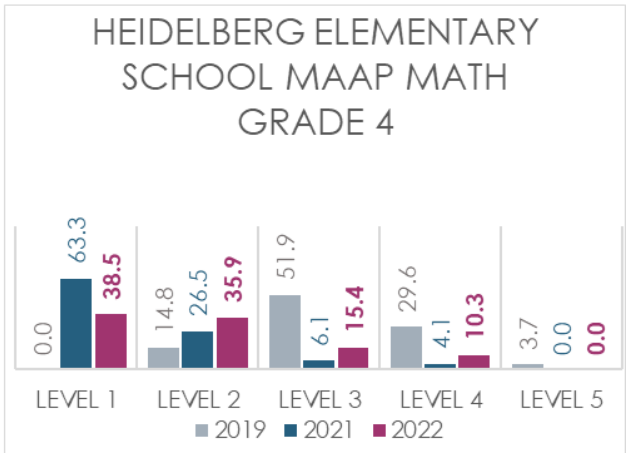
Figure 116: Heidelberg Elementary School MAAP ELA Grades 3 and 4

Teaching in Progress

MAAP MATH



	2019	2021	2022
PROFICIENT (4 +5)	24.5	0.0	12.0
STATE PROFICIENT	51.4	34.9	49.5



	2019	2021	2022
PROFICIENT (4 +5)	33.3	4.1	10.3
STATE PROFICIENT	48.8	33.2	45.5

Figure 117: Heidelberg Elementary School MAAP Math Grades 3 and 4

Personnel

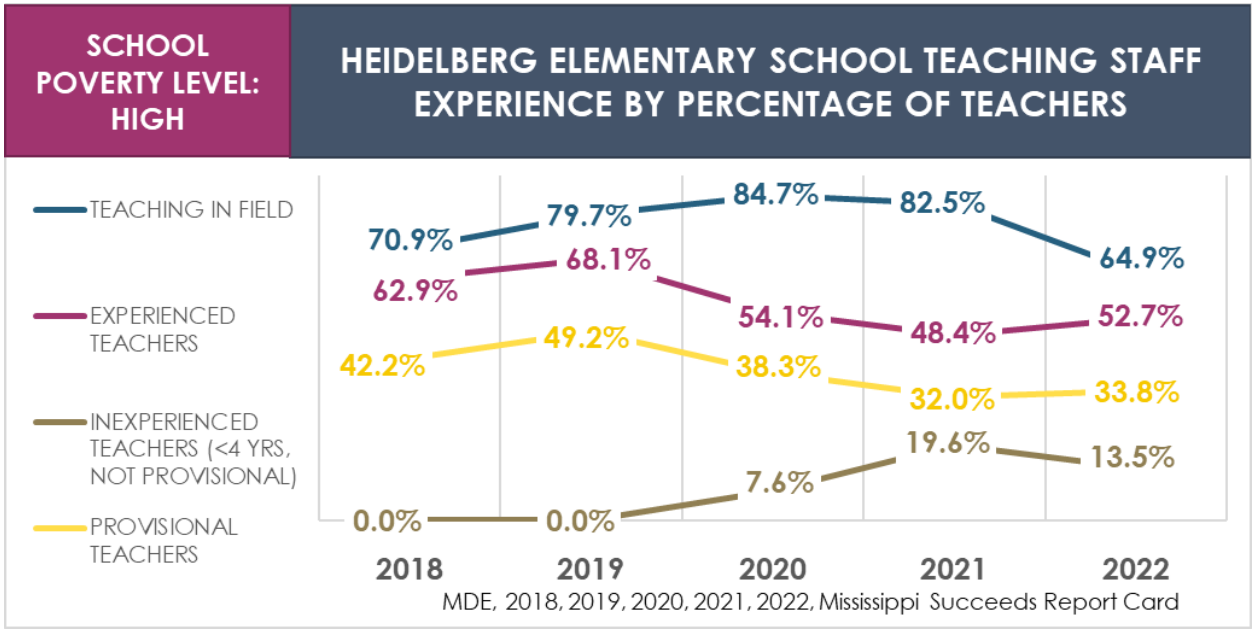


Figure 118: Heidelberg Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

HEIDELBERG ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5		<5	<10	<5		11.5	<10	<5		
GENDER	FEMALE				<5	<5			6				
	MALE				<5	<5			18				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN				<5	<5			11.6				
	HISPANIC OR LATINO												
	TWO OR MORE RACES												
	WHITE								<5				
DISABILITY	STUDENTS WITH DISABILITIES				8.3	<5			25				
	STUDENTS WITHOUT DISABILITIES				<5	<5			10.8				
EL	LIMITED ENGLISH PROFICIENCY												

		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10		24	<10			<5	<10			<5
GENDER	FEMALE				11	<5			<5	<5			<5
	MALE				13	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN				24	<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES				<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES				20	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH				24	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 119: Heidelberg Elementary School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Heidelberg Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Twelve (12) faculty and staff members, three (3) parents, and forty-eight (48) students responded to the survey.

Heidelberg Elementary School Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	10	83.3%
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	5	41.7%
Supporting college and career counseling	5	41.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	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	7	58.3%
Providing school-based mental health services and counseling	6	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	41.7%
Establishing or improving dropout prevention	3	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	25.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	66.7%
Implementing systems and practices to prevent bullying and harassment	8	66.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	66.7%
Establishing community partnerships	5	41.7%

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	75.0%
Building technological capacity and infrastructure	2	16.7%
Carrying out innovative blended learning projects	5	41.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	8	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	66.7%

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

	Count	Percentage
Strongly Agree	1	8.3%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	33.3%

I contact parents every week.

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

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	2	16.7%
Minor disruptions that steal instructional time	3	25.0%
Major classroom disruptions	1	8.3%
Not Applicable	6	50.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	1	8.3%
Agree	10	83.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	1	8.3%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	33.3%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	1	8.3%
Agree	9	75.0%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

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	5	41.7%
Expedited evaluation services for students with limited English	4	33.3%
Expedited evaluation services for gifted and talented students	3	25.0%
Additional academic support	8	66.7%
Tutoring	5	41.7%
Enrichment educational services	4	33.3%
Counseling	5	41.7%
Mentors	6	50.0%
School supplies	7	58.3%
School uniforms	7	58.3%
Dental referrals	3	25.0%
Medical referrals	3	25.0%
Bullying assistance	5	41.7%

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	1	8.3%
Agree	9	75.0%
Disagree	2	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	0	0.0%
Agree	9	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%

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	2	16.7%
Utilize technology such as class websites, blogs, and videos	8	66.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	25.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	6	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	6	50.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	58.3%
Use bilingual handouts and cues	0	0.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	7	58.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	50.0%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Educational Leadership Solutions	5	5	5	4	5	2	3	6
Imagine Learning	1	2	2	1	2	0	0	8
Ellevate – Management Tool for LSPs	1	2	1	1	1	0	0	9
Learn 360	0	0	1	0	1	0	0	9
The Excellence Group – Gen. Ed. and Inclusion Teachers	2	0	0	0	1	0	0	8
Millennium Educational Services – ELA 3rd-10th	0	0	1	0	1	0	0	9
iReady	6	5	6	5	6	5	5	5
Renaissance Learning – Star Products	6	6	7	5	4	3	5	3
Renaissance Learning – MyOn Reader/Freckle Math	2	4	4	3	4	3	3	7

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	3	25.0%
Agree	9	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	1	8.3%
Agree	11	91.7%
Disagree	0	0.0%
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	4	33.3%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	1	8.3%
Agree	9	75.0%
Disagree	2	16.7%
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	3	25.0%
Agree	7	58.3%
Disagree	2	16.7%
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	2	16.7%
Agree	7	58.3%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
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	16.7%
Agree	5	41.7%
Disagree	5	41.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	3	25.0%
Agree	6	50.0%
Disagree	3	25.0%
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	4	33.3%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	1	8.3%
Unsafe conditions present in schools	5	41.7%
Lack of surveillance equipment	7	58.3%
Insufficient law enforcement/SRO presence	6	50.0%
Inconsistent disciplinary practices	1	8.3%
Poor systematic approach to reinforcement of positive behavior	2	16.7%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	7	58.3%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	2	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	4	33.3%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Professional Development

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Writing strategies	#2
Differentiated Instruction	#3
Reading for at risk students	#4
Using technology to enhance instruction	#5
My specific content area	#6
Response to Intervention (RTI/MTSS)	#7
Depth of Knowledge	#8
Teaching and understanding students in poverty	#9
Successful inclusion strategies	#10
Developing quality assessments	#11

Rank your top ten choices for professional development topics.	Rank
Mississippi College and Career Readiness Standards	#12
Interpreting and analyzing student data	#13
Conflict resolution	#14
Culture sensitivity	#15
English Learners (ELs)	#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	2	16.7%
Agree	4	33.3%
Disagree	5	41.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	1	8.3%
Agree	7	58.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%

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	5	41.7%
Remote appointments with a counselor or mental health professional	6	50.0%
Remote appointments with a school nurse	4	33.3%
Devices to use for schoolwork	10	83.3%
Meals for students	6	50.0%
Class materials available online	6	50.0%
Mobile hotspots or other ways to access the internet	8	66.7%

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
School supplies (pencils, paper, etc.)	6	50.0%
Class materials available offline (sent through mail, picked up at school)	3	25.0%
Virtual school events (assemblies, awards ceremonies, graduation)	5	41.7%
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.

Faculty and staff members from Heidelberg Elementary School feel that the school does a good job in listening and responding to them. One faculty member said, "My school does well with providing our students with a safe learning environment." Respondents see the need for more community partners and a safer learning environment. Another faculty member stated, "Some of the academic coaches and consultants have done an excellent job. The others, not so much. We have benefitted greatly from ARS and the ELA mentors from Kids First and the k-2 Math mentor from Kids First."

Heidelberg Elementary School Student Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	27	56.2%
Agree	14	29.2%
Disagree	1	2.1%
Strongly Disagree	2	4.2%
Not Applicable or No Information	4	8.3%

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	18	37.5%
Agree	18	37.5%
Disagree	6	12.5%
Strongly Disagree	5	10.4%
Not Applicable or No Information	1	2.1%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	23	47.9%
Agree	14	29.2%
Disagree	4	8.3%
Strongly Disagree	6	12.5%
Not Applicable or No Information	1	2.1%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	14	29.2%
Disagree	5	10.4%
Strongly Disagree	3	6.2%
Not Applicable or No Information	1	2.1%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	19	39.6%
Agree	20	41.7%
Disagree	3	6.2%
Strongly Disagree	2	4.2%
Not Applicable or No Information	4	8.3%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	18	37.5%
Agree	17	35.4%
Disagree	7	14.6%
Strongly Disagree	5	10.4%
Not Applicable or No Information	1	2.1%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	19	39.6%
Agree	14	29.2%
Disagree	6	12.5%
Strongly Disagree	6	12.5%
Not Applicable or No Information	3	6.2%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	22	45.8%
Agree	17	35.4%
Disagree	3	6.2%
Strongly Disagree	4	8.3%
Not Applicable or No Information	2	4.2%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	22	45.8%
Agree	20	41.7%
Disagree	1	2.1%
Strongly Disagree	3	6.2%
Not Applicable or No Information	2	4.2%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	22	45.8%
Agree	11	22.9%
Disagree	6	12.5%
Strongly Disagree	6	12.5%
Not Applicable or No Information	3	6.2%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	20	41.7%
Agree	21	43.8%
Disagree	2	4.2%
Strongly Disagree	4	8.3%
Not Applicable or No Information	1	2.1%

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	23	47.9%
Agree	16	33.3%
Disagree	1	2.1%
Strongly Disagree	6	12.5%
Not Applicable or No Information	2	4.2%

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

	Count	Percentage
Strongly Agree	20	41.7%
Agree	18	37.5%
Disagree	4	8.3%
Strongly Disagree	5	10.4%
Not Applicable or No Information	1	2.1%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	22	45.8%
Agree	19	39.6%
Disagree	3	6.2%
Strongly Disagree	3	6.2%
Not Applicable or No Information	1	2.1%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	19	39.6%
Agree	11	22.9%
Disagree	11	22.9%
Strongly Disagree	3	6.2%
Not Applicable or No Information	4	8.3%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	22	45.8%
Agree	12	25.0%
Disagree	7	14.6%
Strongly Disagree	3	6.2%
Not Applicable or No Information	4	8.3%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	28	58.3%
Agree	13	27.1%
Disagree	5	10.4%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	24	50.0%
Agree	9	18.8%
Disagree	9	18.8%
Strongly Disagree	6	12.5%
Not Applicable or No Information	0	0.0%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	17	35.4%
Agree	15	31.2%
Disagree	8	16.7%
Strongly Disagree	3	6.2%
Not Applicable or No Information	5	10.4%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	19	39.6%
Agree	14	29.2%
Disagree	4	8.3%
Strongly Disagree	5	10.4%
Not Applicable or No Information	6	12.5%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	17	35.4%
Agree	20	41.7%
Disagree	7	14.6%
Strongly Disagree	3	6.2%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	16	33.3%
Agree	18	37.5%
Disagree	4	8.3%
Strongly Disagree	6	12.5%
Not Applicable or No Information	4	8.3%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	11	22.9%
Unsafe conditions present in schools	9	18.8%
Lack of surveillance equipment	13	27.1%
Insufficient law enforcement/SRO presence	11	22.9%
Inconsistent disciplinary practices	6	12.5%
Poor systematic approach to reinforcement of positive behavior	7	14.6%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	12	25.0%
Agree	21	43.8%
Disagree	7	14.6%
Strongly Disagree	6	12.5%
Not Applicable or No Information	2	4.2%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	19	39.6%
Agree	11	22.9%
Disagree	9	18.8%
Strongly Disagree	7	14.6%
Not Applicable or No Information	2	4.2%

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	25	52.1%
Agree	13	27.1%
Disagree	5	10.4%
Strongly Disagree	5	10.4%
Not Applicable or No Information	0	0.0%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	12	25.0%
Between half an hour and one hour	14	29.2%
One hour	2	4.2%
Two or three hours	6	12.5%
Four or more hours	14	29.2%

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	19	39.6%
Remote appointments with a counselor or mental health professional	12	25.0%
Remote appointments with a school nurse	9	18.8%
Devices to use for schoolwork	20	41.7%
Meals for students	19	39.6%
Class materials available online	19	39.6%
Mobile hotspots or other ways to access the internet	9	18.8%
School supplies (pencils, paper, etc.)	21	43.8%
Class materials available offline (sent through mail, picked up at school)	14	29.2%
Virtual school events (assemblies, awards ceremonies, graduation)	17	35.4%
Other	4	8.3%
None of the above	4	8.3%

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.

Students from Heidelberg Elementary School feel that the school does a good job in providing a safe environment, treating the students well, and helping students learn. One student said, "My school is very fun because they keep us safe and they care and they help us with things that we need." Respondents would like to see cleaner bathrooms, better food options, and better test scores. Another student stated, "We need cleaner bathrooms."

Heidelberg Elementary School Parent Survey

Federal Programs

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

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)	2	66.7%
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	2	66.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	1	33.3%
Establishing or improving dropout prevention	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
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)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	2	66.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	66.7%
Establishing community partnerships	2	66.7%

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	2	66.7%
Building technological capacity and infrastructure	1	33.3%
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	2	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	66.7%

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	33.3%
Conflict Resolution	1	33.3%
Discipline	0	0.0%
Drug/Alcohol Awareness	1	33.3%
English as a Second Language	1	33.3%
Health Classes	0	0.0%
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	1	33.3%
Parent-to-School Relationships	2	66.7%
Parent/Child Communication	2	66.7%
Preparing for College	0	0.0%
Parenting Workshops	1	33.3%
Social Media Classes	0	0.0%
Stress/Anger Management	1	33.3%
Understanding College- and Career-Ready Standards	2	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	1	33.3%
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	66.7%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	1	33.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	100.0%
Home/School folders	0	0.0%
Home/School Planners	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	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

Parent, Family, and Community Engagement

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

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

Parents feel welcome in our school.

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

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

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

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	2	66.7%
Checked my child's grades/assignments online	0	0.0%
Been in contact with my child's teacher	2	66.7%
Received a newsletter from the district, school, or teacher	1	33.3%
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	100.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	1	33.3%
Volunteered at my child's school	1	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	1	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

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

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	0	0.0%
Unsafe conditions present in schools	0	0.0%
Lack of surveillance equipment	0	0.0%
Insufficient law enforcement/SRO presence	0	0.0%
Inconsistent disciplinary practices	0	0.0%
Poor systematic approach to reinforcement of positive behavior	1	33.3%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	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%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

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

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	1	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
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	2	66.7%
Agree	1	33.3%
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	2	66.7%
Moderately satisfied	1	33.3%
Somewhat satisfied	0	0.0%
Not at all satisfied	0	0.0%

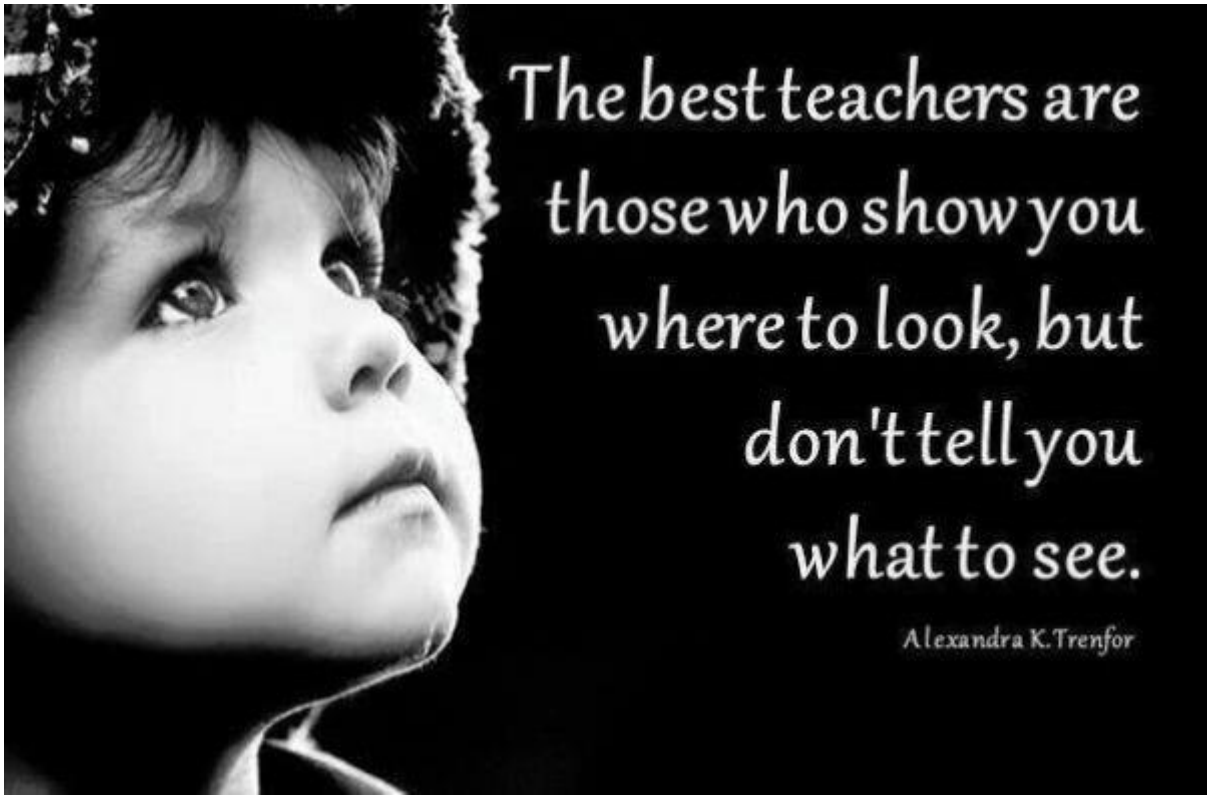
To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?	Count	Percentage
To a very great extent	2	66.7%
To great extent	1	33.3%
To a moderate extent	0	0.0%
To a small extent	0	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	66.7%
Remote appointments with a counselor or mental health professional	2	66.7%
Remote appointments with a school nurse	1	33.3%
Devices to use for schoolwork	3	100.0%
Meals for students	1	33.3%
Class materials available online	1	33.3%
Mobile hotspots or other ways to access the internet	2	66.7%
School supplies (pencils, paper, etc.)	1	33.3%
Class materials available offline (sent through mail, picked up at school)	0	0.0%
Virtual school events (assemblies, awards ceremonies, graduation)	3	100.0%
Other	1	33.3%
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.

One parent of a student from Heidelberg Elementary School responded to the open-ended questions. That parent stated, "My school made sure the students are safe, and they are very concerned about their learning."



Kirkpatrick Health and Medical Science Magnet School

Introduction

Kirkpatrick Health and Medical Science Magnet School is located at 1101 Smith Street in Clarksdale, Mississippi. In 2022-2023, it served two hundred fifty-one (251) students, prekindergarten through fourth grade (PK-4). As stated on its website, the school has a vision for "all 'residents' to have the skills to lead healthy lives and the knowledge to pursue careers that help others to do the same." It's mission is stated as, "Kirkpatrick Health and Medical Science Magnet School exists to empower students to lead healthy lives now and forever."

The school is led by its principal, Adrienne Hudson, and its assistant principal, Katrina King. In her online welcome message, Principal Hudson says, "Each day, we focus on growing academically, emotionally, and physically. From morning announcements and intervention to high quality instruction and afterschool literacy help from the Reading Roadmap program, we are constantly becoming more academically healthy. For our emotional health, we are implementing the Overcoming Obstacles curriculum and Big Life Journal resources in classrooms and partnering with Region I Mental Health, Marion Counseling, and the Milestone Agency for more assistance."

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	258	262	239	219	251
PK	20	20	18	19	20
K	53	53	36	46	43
GR_1	35	52	47	38	54
GR_2	46	31	49	42	39
GR_3	52	66	35	40	53
GR_4	52	40	54	34	42

Figure 120: Kirkpatrick Health & Medical Science Magnet School Enrollment

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	258	251	-7	**-2.7%**
PK	20	20	0	**0.0%**
K	53	43	-10	**-18.9%**
GR_1	35	54	19	**54.3%**
GR_2	46	39	-7	**-15.2%**
GR_3	52	53	1	**1.9%**
GR_4	52	42	-10	**-19.2%**

Figure 121: Kirkpatrick Health & Medical Science Magnet School Changes in Enrollment

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	258	262	239	219	251
GENDER	FEMALE	127	137	134	117	134
	MALE	131	125	105	102	117
RACE	BLACK OR AFRICAN AMERICAN	233	238	219	203	236
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	18	12	*	*	*

Figure 122: Kirkpatrick Health & Medical Science Magnet School Enrollment by Demographic Group

Attendance

Average Daily Attendance

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	236.8	226.3	232.7	193.9	175.1
K	45.9	48.9	50.3	34.6	40.2
GR_1	42.8	32.2	50.7	40.5	32.6
GR_2	45.7	43.7	31.7	42.1	37.4
GR_3	50.8	51.2	60.0	30.5	35.0
GR_4	51.6	50.4	39.9	46.2	30.0

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 123: Kirkpatrick Health & Medical Science Magnet School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

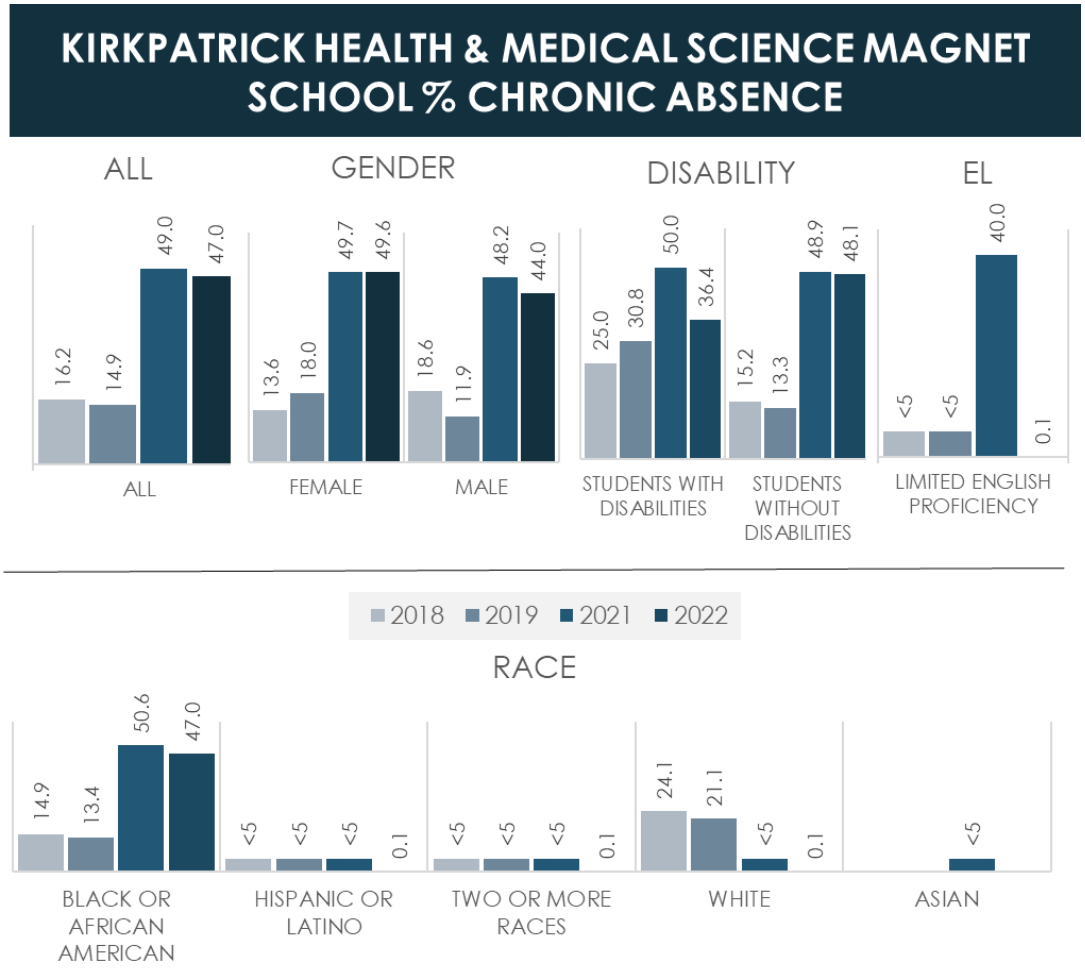
KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	93.5%	94.9%	97.1%	88.2%	87.5%
K	90.1%	92.2%	94.9%	96.2%	87.4%
GR_1	93.0%	91.9%	97.6%	86.1%	85.7%
GR_2	93.3%	94.9%	102.4%	85.9%	89.0%
GR_3	95.9%	98.4%	91.0%	87.1%	87.4%
GR_4	95.5%	96.9%	99.8%	85.5%	88.1%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 124: Kirkpatrick Health & Medical Science Magnet School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 125: Kirkpatrick Health & Medical Science Magnet School Chronic Absence by Demographic Group

Accountability

Accountability Measures

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	**B**	**B**	**B**
POINTS	435		406
ELA/READING			
% PROFICIENT	30.4	9.6	19.2
STATE	41.8	35	41.9
% GROWTH	67.3		72
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	61.5		71.1
STATE	56.2		56.6
MATH			
% PROFICIENT	38.2	2.4	21.9
STATE	47	36	46.8
% GROWTH	82.7		82.6
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	92.9		81.3
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 126: Kirkpatrick Health & Medical Science Magnet School Accountability: ELA and Math

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE			
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 127: Kirkpatrick Health & Medical Science Magnet School Accountability: Science, History, Other

Proficiency by Demographic Group

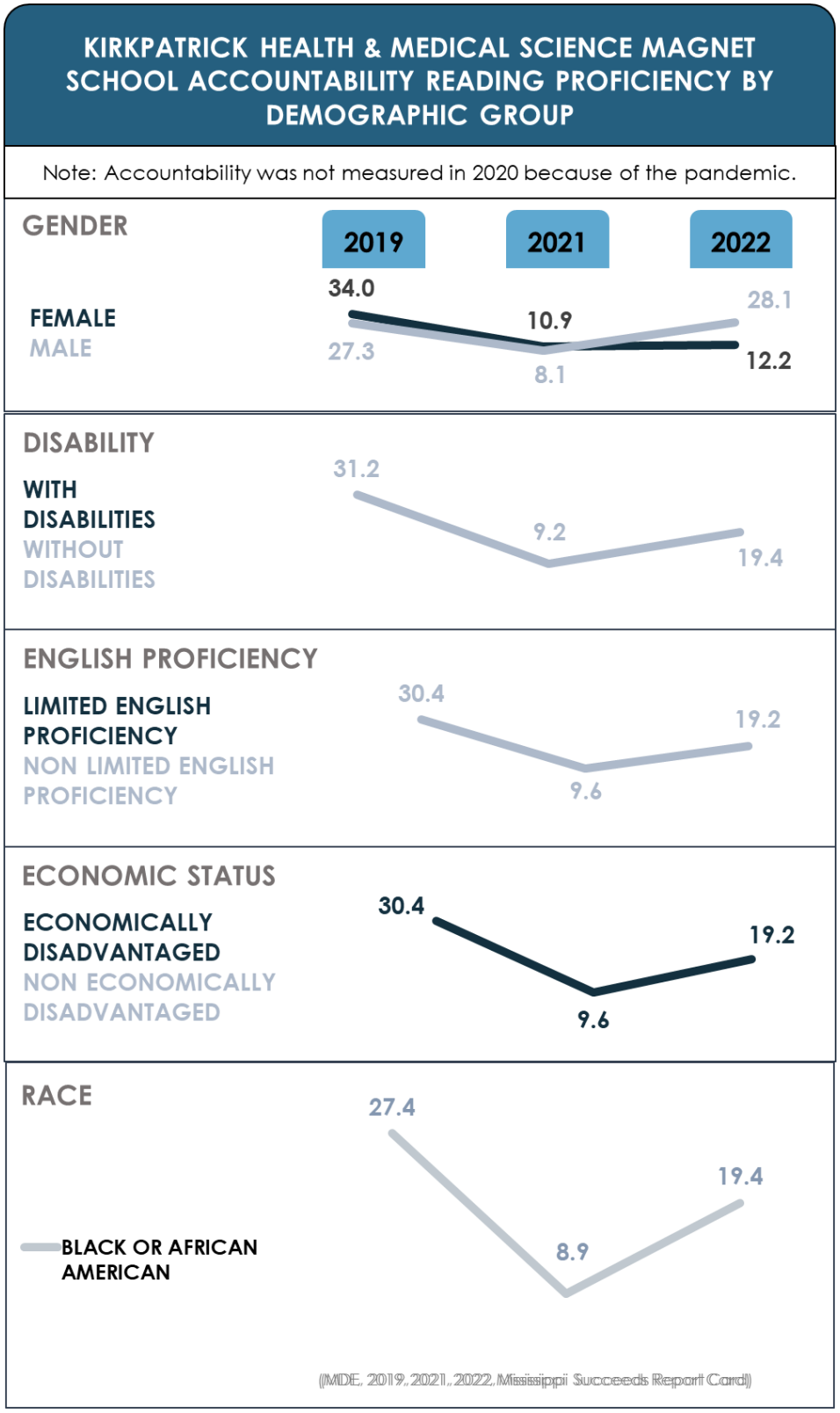


Figure 128: Kirkpatrick Health & Medical Science Magnet School Reading Proficiency by Demographic Group

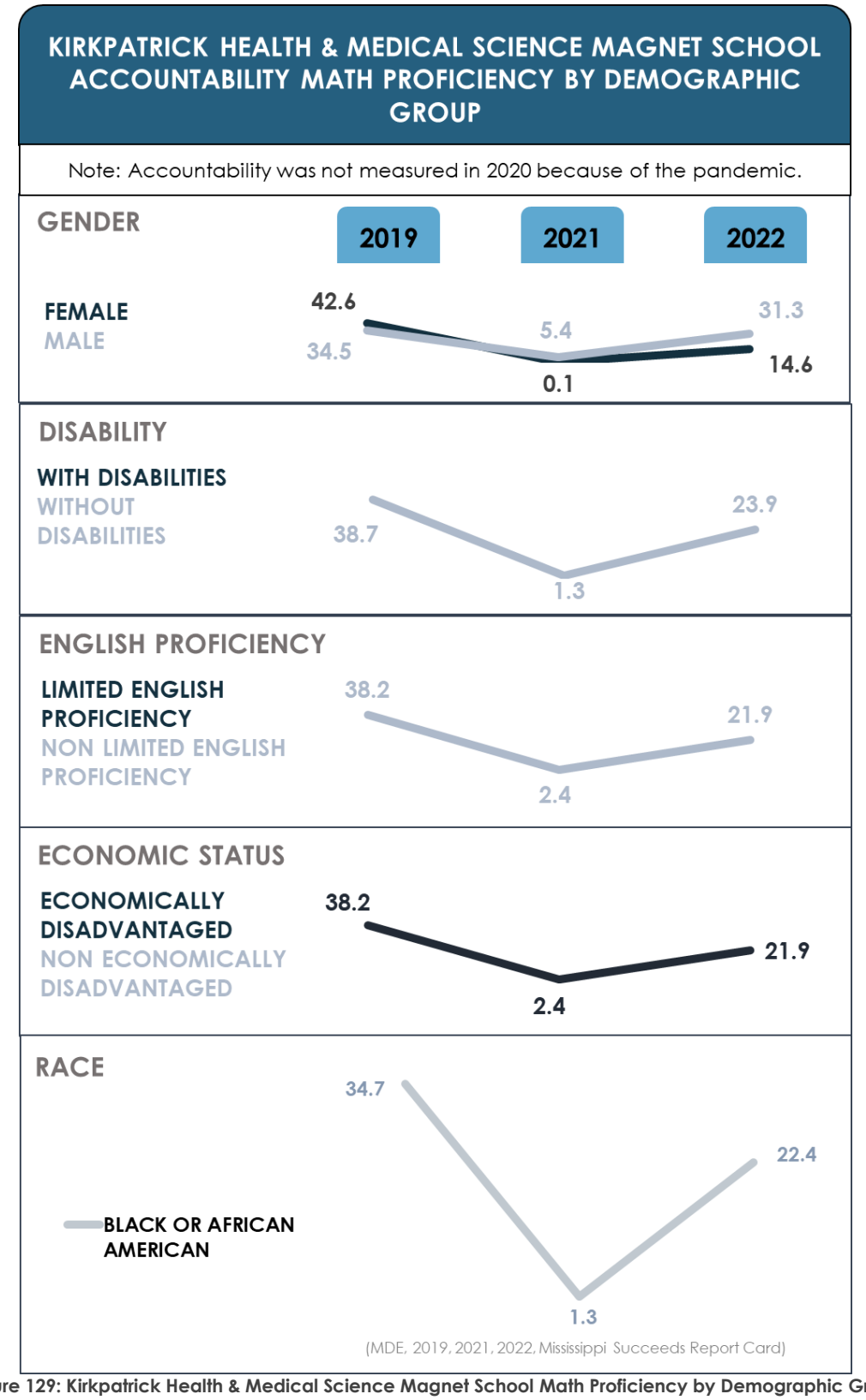


Figure 129: Kirkpatrick Health & Medical Science Magnet School Math Proficiency by Demographic Group

Assessment

Kindergarten Readiness

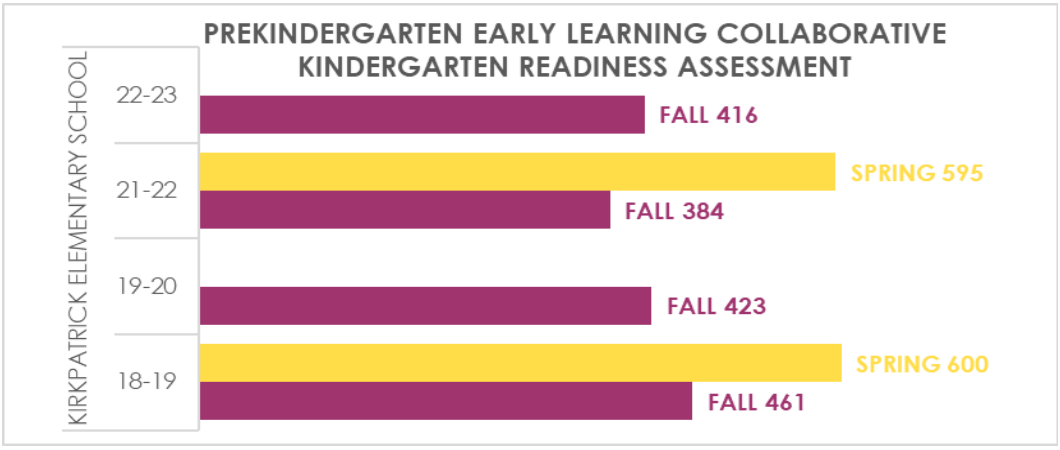


Figure 130: Kirkpatrick Health & Medical Science Magnet School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

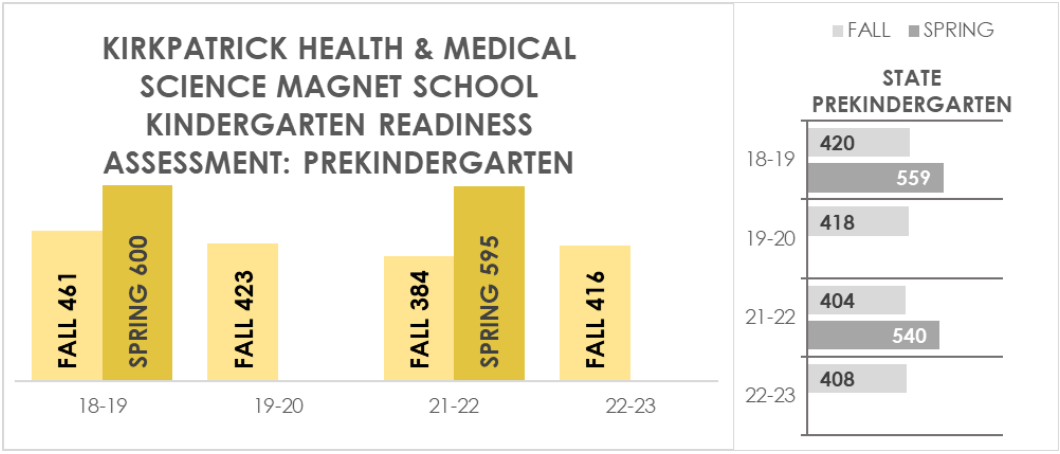


Figure 131: Kirkpatrick Health & Medical Science Magnet School Kindergarten Readiness Assessment: Prekindergarten

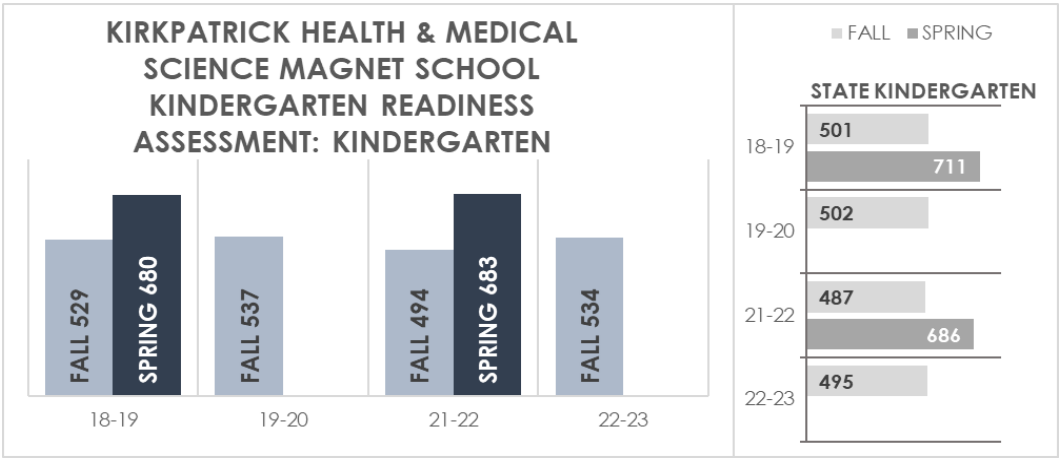


Figure 132: Kirkpatrick Health & Medical Science Magnet School Kindergarten Readiness Assessment: Kindergarten

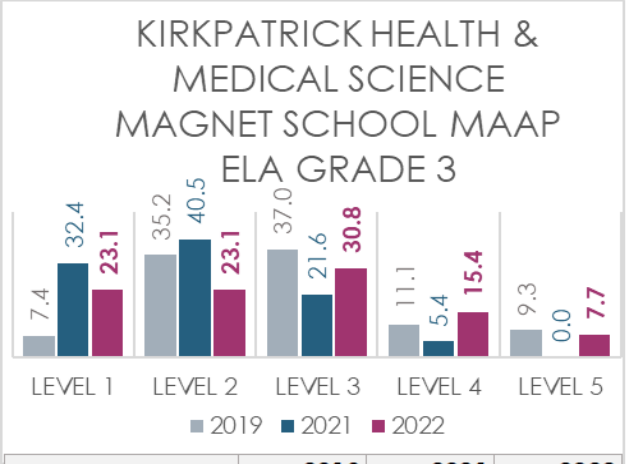
Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. However, the requirement was waived in 2020 and 2021 because of pandemic disruptions to instruction.

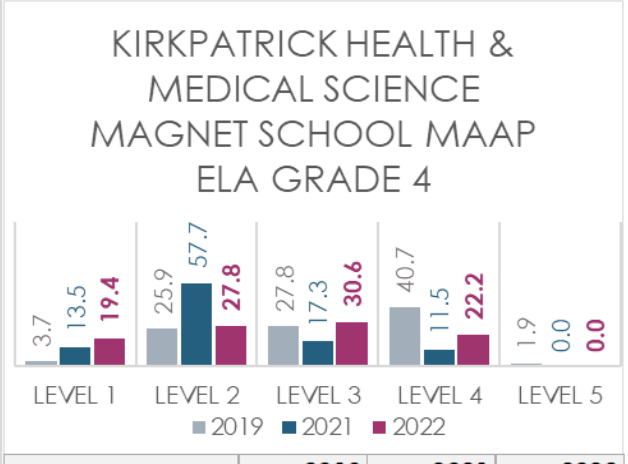
MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Kirkpatrick Health and Medical Science Magnet School was 53.7%. The 2022 passing rate was 61.5%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



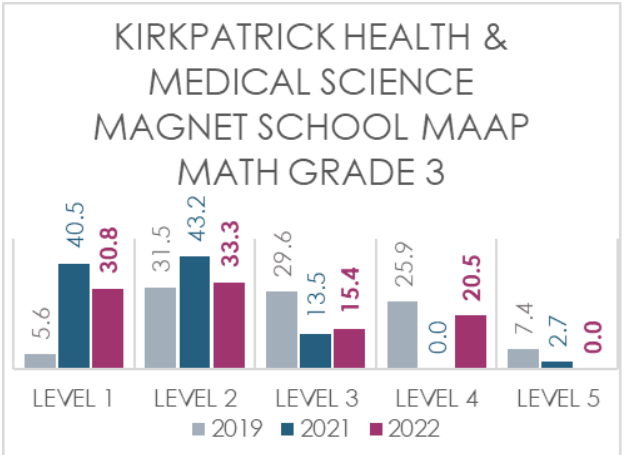
	2019	2021	2022
PROFICIENT (4 +5)	20.4	5.4	23.1
STATE PROFICIENT	48.3	34.8	46.4



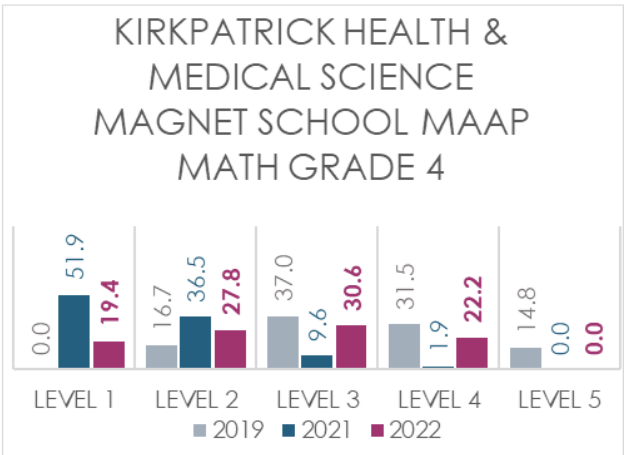
	2019	2021	2022
PROFICIENT (4 +5)	42.6	11.5	22.2
STATE PROFICIENT	48.5	37.2	43.8

Figure 133: Kirkpatrick Health & Medical Science Magnet School MAAP ELA Grades 3 and 4

MAAP MATH



	2019	2021	2022
PROFICIENT (4 +5)	33.3	2.7	20.5
STATE PROFICIENT	51.4	34.9	49.5



	2019	2021	2022
PROFICIENT (4 +5)	46.3	1.9	22.2
STATE PROFICIENT	48.8	33.2	45.5

Figure 134: Kirkpatrick Health & Medical Science Magnet School MAAP Math Grades 3 and 4

Personnel

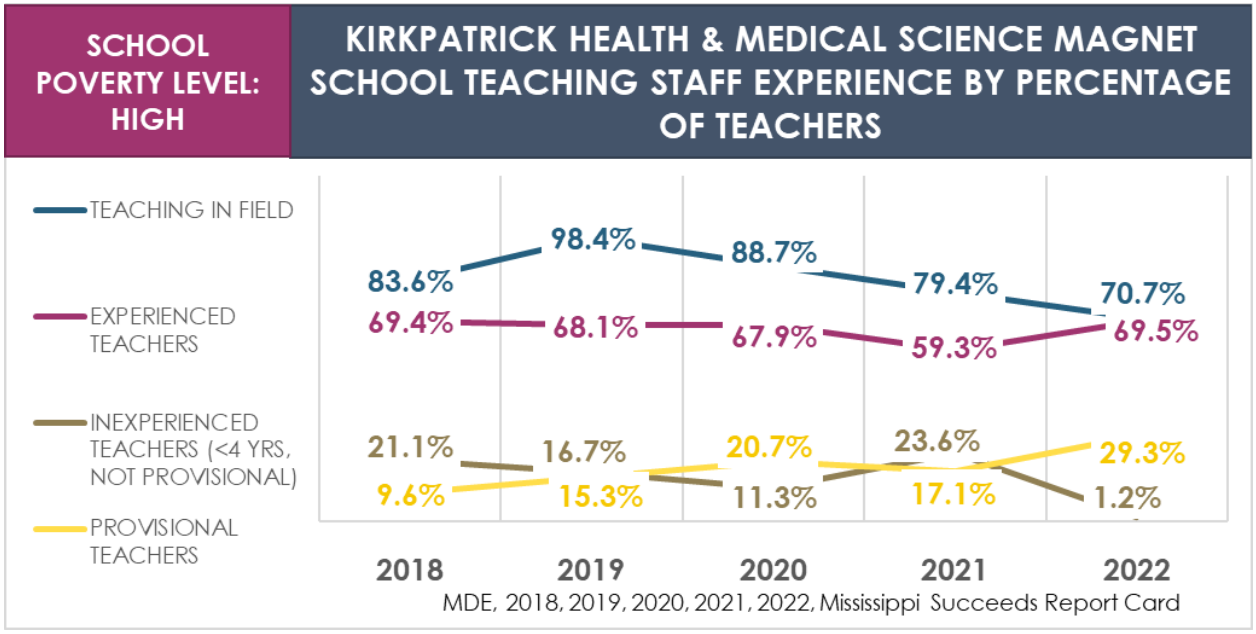


Figure 135: Kirkpatrick Health & Medical Science Magnet School Teaching Staff Experience by Percentage of Teachers

Discipline

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE												
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5		<5	10.44	<5	<5	5.3	<10	<5		
GENDER	FEMALE	<10			<5	<10		<5	<5				
	MALE				5.6	9.42			8.4				
RACE	BLACK OR AFRICAN	<10			<5	11.42		<5	5.7				
	HISPANIC OR LATINO				<5								
	TWO OR MORE RACES												
	WHITE				<5								
DISABILITY	STUDENTS WITH DISABILITIES				13.6	11.54							
	STUDENTS WITHOUT DISABILITIES	<10			<5	<10		<5	5.9				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY	<10			<5	10.48			5.3				

		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10	<10	12	<10			<5	<10			<5
GENDER	FEMALE			<10	<10	<10			<5	<10			<5
	MALE				<10	<5			<5	<5			<5
RACE	BLACK OR AFRICAN			<10	12	<10			<5	<10			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES				<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES			<10	11	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY				12	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 136: Kirkpatrick Health & Medical Science Magnet School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Kirkpatrick Health and Medical Science Magnet School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Zero (0) faculty and staff members, sixteen (16) parents, and twenty-seven (27) students responded to the survey.

Kirkpatrick Health and Medical Science Magnet School Student Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	9	33.3%
Agree	10	37.0%
Disagree	2	7.4%
Strongly Disagree	2	7.4%
Not Applicable or No Information	4	14.8%

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	10	37.0%
Agree	10	37.0%
Disagree	3	11.1%
Strongly Disagree	2	7.4%
Not Applicable or No Information	2	7.4%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	12	44.4%
Agree	13	48.1%
Disagree	0	0.0%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	15	55.6%
Agree	11	40.7%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	4	14.8%
Agree	13	48.1%
Disagree	5	18.5%
Strongly Disagree	2	7.4%
Not Applicable or No Information	3	11.1%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	9	33.3%
Agree	13	48.1%
Disagree	3	11.1%
Strongly Disagree	2	7.4%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	8	29.6%
Agree	10	37.0%
Disagree	5	18.5%
Strongly Disagree	2	7.4%
Not Applicable or No Information	2	7.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	11	40.7%
Agree	9	33.3%
Disagree	4	14.8%
Strongly Disagree	2	7.4%
Not Applicable or No Information	1	3.7%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	12	44.4%
Agree	10	37.0%
Disagree	3	11.1%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	12	44.4%
Agree	6	22.2%
Disagree	6	22.2%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	14	51.9%
Agree	7	25.9%
Disagree	3	11.1%
Strongly Disagree	2	7.4%
Not Applicable or No Information	1	3.7%

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	8	29.6%
Agree	14	51.9%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

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

	Count	Percentage
Strongly Agree	14	51.9%
Agree	11	40.7%
Disagree	0	0.0%
Strongly Disagree	2	7.4%
Not Applicable or No Information	0	0.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	9	33.3%
Agree	12	44.4%
Disagree	4	14.8%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	6	22.2%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	3	11.1%
Not Applicable or No Information	5	18.5%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	11	40.7%
Agree	15	55.6%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	11	40.7%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	3	11.1%
Not Applicable or No Information	0	0.0%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	12	44.4%
Agree	10	37.0%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	10	37.0%
Agree	13	48.1%
Disagree	3	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.		
	Count	Percentage
Strongly Agree	8	29.6%
Agree	13	48.1%
Disagree	5	18.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	11	40.7%
Disagree	6	22.2%
Strongly Disagree	2	7.4%
Not Applicable or No Information	1	3.7%

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

	Count	Percentage
Strongly Agree	13	48.1%
Agree	8	29.6%
Disagree	3	11.1%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	8	29.6%
Unsafe conditions present in schools	8	29.6%
Lack of surveillance equipment	8	29.6%
Insufficient law enforcement/SRO presence	10	37.0%
Inconsistent disciplinary practices	4	14.8%
Poor systematic approach to reinforcement of positive behavior	5	18.5%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	9	33.3%
Agree	12	44.4%
Disagree	0	0.0%
Strongly Disagree	5	18.5%
Not Applicable or No Information	1	3.7%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	7	25.9%
Agree	13	48.1%
Disagree	3	11.1%
Strongly Disagree	2	7.4%
Not Applicable or No Information	2	7.4%

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	22.2%
Agree	13	48.1%
Disagree	3	11.1%
Strongly Disagree	3	11.1%
Not Applicable or No Information	2	7.4%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	6	22.2%
Between half an hour and one hour	4	14.8%
One hour	4	14.8%
Two or three hours	6	22.2%
Four or more hours	7	25.9%

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	51.9%
Remote appointments with a counselor or mental health professional	5	18.5%
Remote appointments with a school nurse	7	25.9%
Devices to use for schoolwork	10	37.0%
Meals for students	10	37.0%
Class materials available online	11	40.7%
Mobile hotspots or other ways to access the internet	3	11.1%

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
School supplies (pencils, paper, etc.)	13	48.1%
Class materials available offline (sent through mail, picked up at school)	6	22.2%
Virtual school events (assemblies, awards ceremonies, graduation)	10	37.0%
Other	2	7.4%
None of the above	1	3.7%

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.

Students from Kirkpatrick Health and Medical Science Magnet School feel that the school does a good job in creating fun learning opportunities and showing kindness. One student said, "My school helps me learn about stuff I don't know, but they help me." Respondents would like to see different food options and changes to the dress code. Another student stated, "They should have a nurse so if somebody gets hurt then they can make sure they are okay."

Kirkpatrick Health and Medical Science Magnet School Parent Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	6	37.5%
Agree	9	56.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

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	43.8%
Supporting college and career counseling	10	62.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	87.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	37.5%

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	7	43.8%
Providing school-based mental health services and counseling	10	62.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	9	56.2%
Establishing or improving dropout prevention	6	37.5%
Supporting re-entry programs and transition services for Justice-involved youth	8	50.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	68.8%
Implementing systems and practices to prevent bullying and harassment	12	75.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	75.0%
Establishing community partnerships	4	25.0%

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	14	87.5%
Building technological capacity and infrastructure	7	43.8%
Carrying out innovative blended learning projects	8	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	43.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	50.0%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	6	37.5%
Computer Classes	5	31.2%
Conflict Resolution	6	37.5%
Discipline	6	37.5%
Drug/Alcohol Awareness	5	31.2%
English as a Second Language	3	18.8%
Health Classes	6	37.5%
Literacy Classes	7	43.8%
Math Classes	8	50.0%
Parent-to-School Relationships	11	68.8%
Parent/Child Communication	10	62.5%
Preparing for College	9	56.2%
Parenting Workshops	10	62.5%
Social Media Classes	5	31.2%
Stress/Anger Management	9	56.2%
Understanding College- and Career-Ready Standards	10	62.5%

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	3	18.8%
District and/or school newsletters	6	37.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	10	62.5%
Resource materials for parental training	10	62.5%
Training for parents to work with other parents on becoming involved in the schools	7	43.8%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	31.2%
Home/School folders	10	62.5%
Home/School Planners	11	68.8%

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	4	25.0%
Agree	8	50.0%
Disagree	3	18.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	7	43.8%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	1	6.2%
Not Applicable or No Information	1	6.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	10	62.5%
Agree	4	25.0%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	8	50.0%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	1	6.2%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	9	56.2%
Agree	5	31.2%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	8	50.0%
Agree	8	50.0%
Disagree	0	0.0%
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	9	56.2%
Checked my child's grades/assignments online	9	56.2%
Been in contact with my child's teacher	16	100.0%
Received a newsletter from the district, school, or teacher	15	93.8%

In the past year, I have attended/participated in the following:	Count	Percentage
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	8	50.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	7	43.8%
Volunteered at my child's school	2	12.5%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	8	50.0%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

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	7	43.8%
Agree	5	31.2%
Disagree	1	6.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	2	12.5%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	10	62.5%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	3	18.8%
Unsafe conditions present in schools	1	6.2%
Lack of surveillance equipment	4	25.0%
Insufficient law enforcement/SRO presence	4	25.0%
Inconsistent disciplinary practices	3	18.8%
Poor systematic approach to reinforcement of positive behavior	2	12.5%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	5	31.2%
Agree	9	56.2%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	7	43.8%
Agree	8	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

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	37.5%
Agree	4	25.0%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	31.2%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	10	62.5%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Covid-19 and Distance Learning

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

	Count	Percentage
Extremely satisfied	7	43.8%
Very satisfied	6	37.5%
Moderately satisfied	2	12.5%
Somewhat satisfied	1	6.2%
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	6	37.5%
To great extent	5	31.2%
To a moderate extent	5	31.2%
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	10	62.5%
Remote appointments with a counselor or mental health professional	8	50.0%
Remote appointments with a school nurse	3	18.8%
Devices to use for schoolwork	9	56.2%
Meals for students	10	62.5%

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
Class materials available online	7	43.8%
Mobile hotspots or other ways to access the internet	8	50.0%
School supplies (pencils, paper, etc.)	3	18.8%
Class materials available offline (sent through mail, picked up at school)	8	50.0%
Virtual school events (assemblies, awards ceremonies, graduation)	8	50.0%
Other	1	6.2%
None of the above	3	18.8%

General Opinion

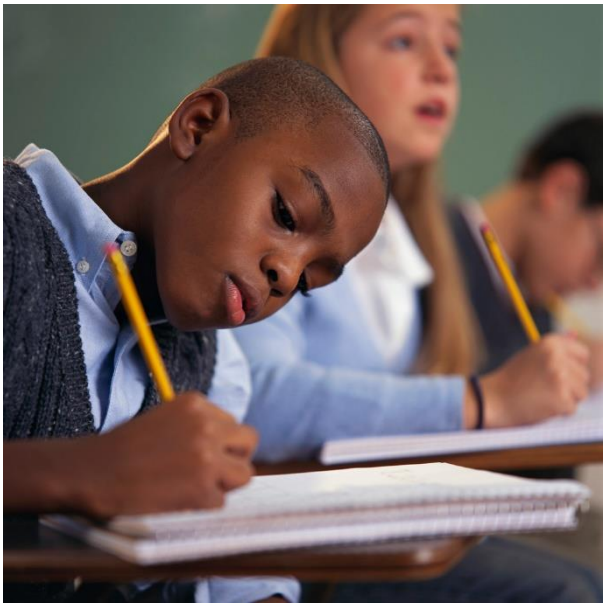
Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from Kirkpatrick Health and Medical Science Magnet School feel that the school does a good job in providing a clean and safe learning environment, communicating with the parents, and maintaining a positive atmosphere. One parent said, "Our school does a good job of asking for our opinion and ideas to improve. My child is also able to receive extra support and interventions based on their individual needs." Respondents see the need for a better school library, improved security measures, and a paved driveway at the school. Another parent stated, "Our district would greatly improve if we could have art/music in the schools on a consistent basis and increase the number of days that counselors and librarians are on campus."

Oakhurst Intermediate Academy

Introduction

Oakhurst Intermediate Academy is located at 120 West Second Street in Clarksdale, Mississippi. In 2022-2023, it housed three hundred six (306) students in fifth through sixth grades (5-6). According to the school website, its mission is, "The mission of OIA is to be an education system of academic excellence for young adolescents which inspires student motivation through an integrated curriculum that develops the whole child and enables all students to succeed as middle scholars and beyond." OIA's vision is stated as, "All students are prepared and ready to achieve academic and social emotional success throughout middle school, high school, and beyond."



The school is led by its principal, Damian Collins, and its assistant principal, Tanya Rodges. As its students begin to make the transition from elementary school to the upper grades, OIA seeks to encourage their parents and them through educational and extracurricular activities, such as Black History Celebration, Field Day, March Madness Attendance Matters Campaign, and the Sneaker Ball.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

OAKHURST INTERMEDIATE ACADEMY ENROLLMENT

	2019	2020	2021	2022	2023
ALL	377	376	294	288	306
ELEM_SPED				*	13
GR_5	207	184	120	184	110
GR_6	170	192	174	*	183

Figure 137: Oakhurst Intermediate Academy Enrollment

OAKHURST INTERMEDIATE ACADEMY CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	377	306	-71	-18.8%
GR_5		13	*	*
GR_6	207	110	-97	-46.9%
ELEM_SPED	170	183	13	7.6%

Figure 138: Oakhurst Intermediate Academy Changes in Enrollment

OAKHURST INTERMEDIATE ACADEMY ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	377	376	294	288	306
GENDER	FEMALE	174	183	139	137	145
	MALE	203	193	155	151	161
RACE	BLACK OR AFRICAN AMERICAN	366	364	281	278	299
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES			*	*	*
	WHITE	*	*	*	*	*

Figure 139: Oakhurst Intermediate Academy Enrollment by Demographic Group

Attendance

Average Daily Attendance

OAKHURST INTERMEDIATE ACADEMY ADA

	2018	2019	2020	2021	2022
ALL	366.7	354.6	359.1	282.6	255.6
GR_5	186.9	193.6	172.0	117.7	159.5
GR_6	179.8	161.1	187.1	164.9	96.0

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 140: Oakhurst Intermediate Academy Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

OAKHURST INTERMEDIATE ACADEMY ADA AS PERCENTAGE OF ENROLLMENT

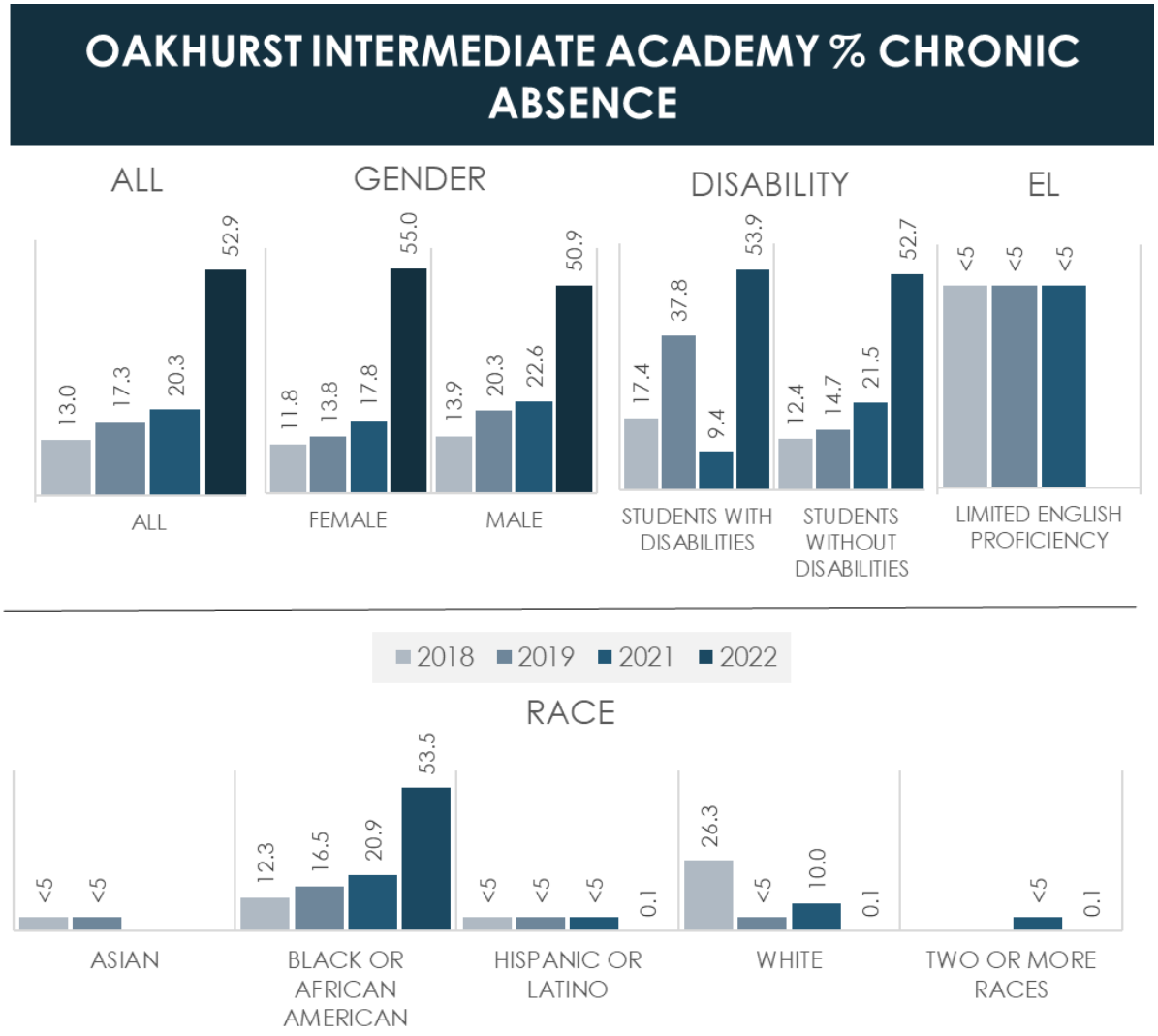
	2018	2019	2020	2021	2022
ALL	93.6%	94.1%	95.5%	96.4%	86.7%
GR_5	93.5%	93.5%	93.5%	98.1%	86.7%
GR_6	93.6%	94.8%	97.4%	94.8%	*

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 141: Oakhurst Intermediate Academy ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 142: Oakhurst Intermediate Academy Chronic Absence by Demographic Group

Accountability

Accountability Measures

OAKHURST INTERMEDIATE ACADEMY ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	F	F	D
POINTS	203		270
ELA/READING			
% PROFICIENT	15.5	11.5	15
STATE	41.8	35	41.9
% GROWTH	37.3		44.8
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	37.8		56.4
STATE	56.2		56.6
MATH			
% PROFICIENT	12.4	4.7	5.4
STATE	47	36	46.8
% GROWTH	31.1		60
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	38.9		73.2
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 143: Oakhurst Intermediate Academy Accountability: ELA and Math

OAKHURST INTERMEDIATE ACADEMY ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	21.4	24.3	14.7
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 144: Oakhurst Intermediate Academy Accountability: Science, History, Other

Proficiency by Demographic Group

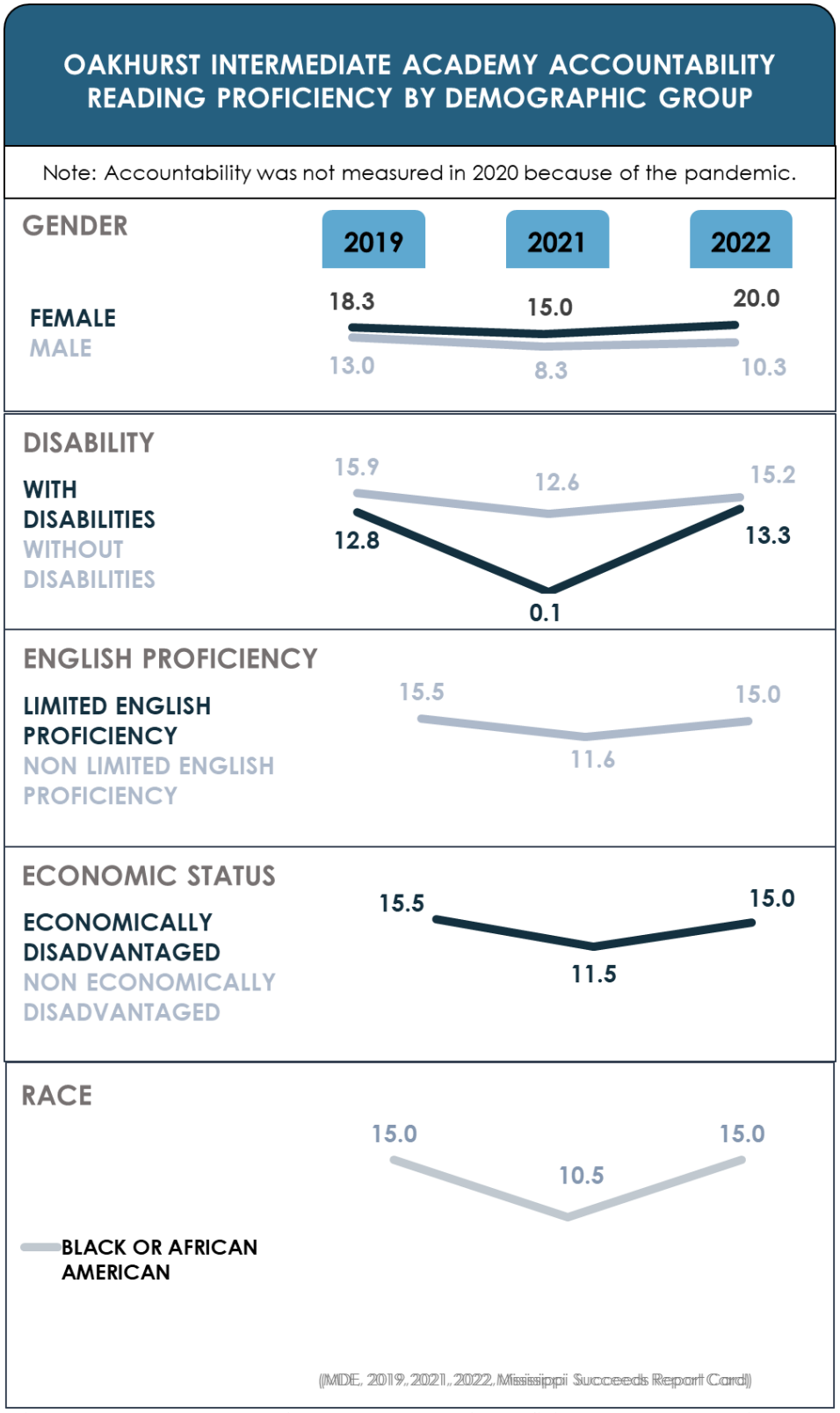


Figure 145: Oakhurst Intermediate Academy Reading Proficiency by Demographic Group

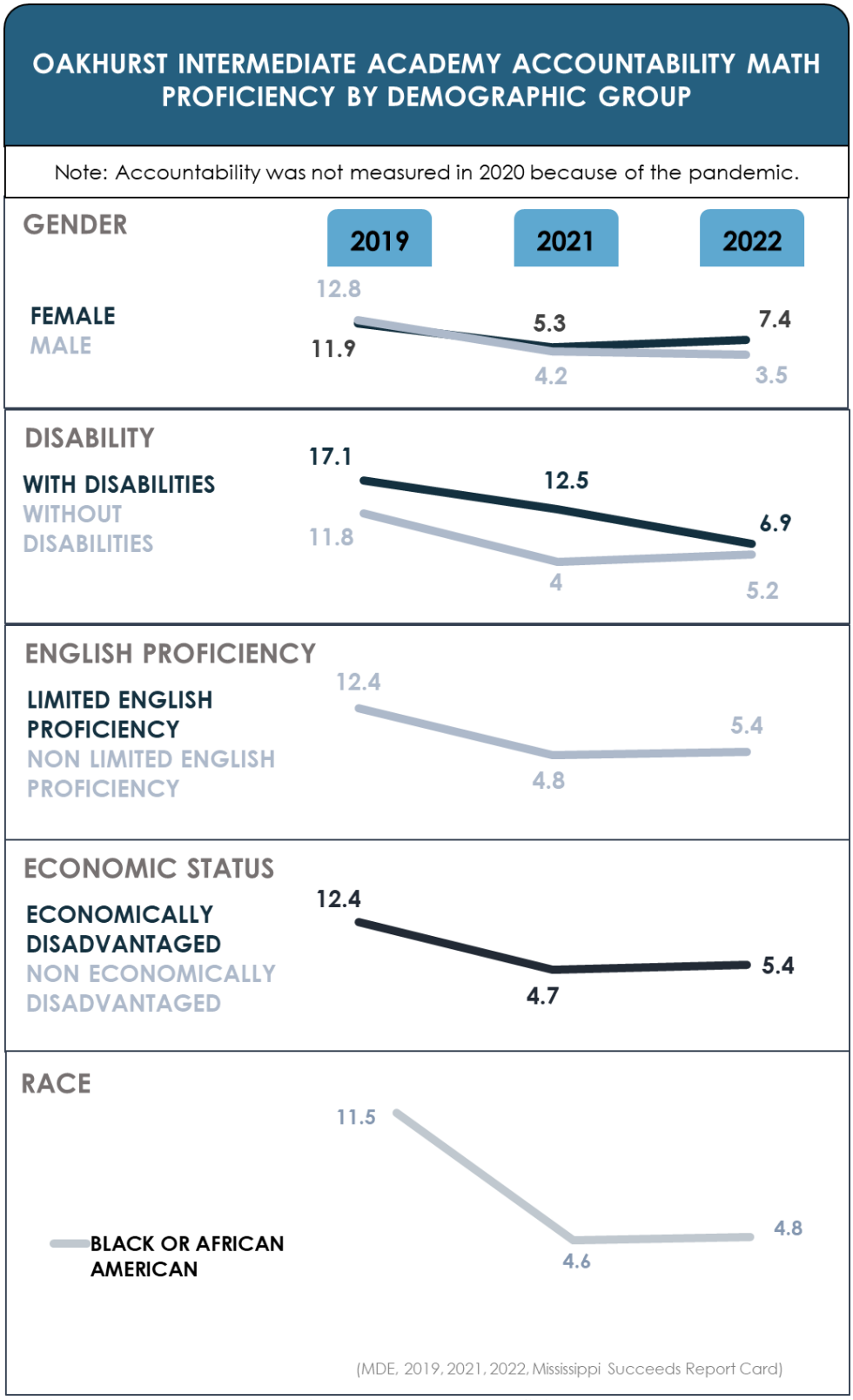


Figure 146: Oakhurst Intermediate Academy Math Proficiency by Demographic Group

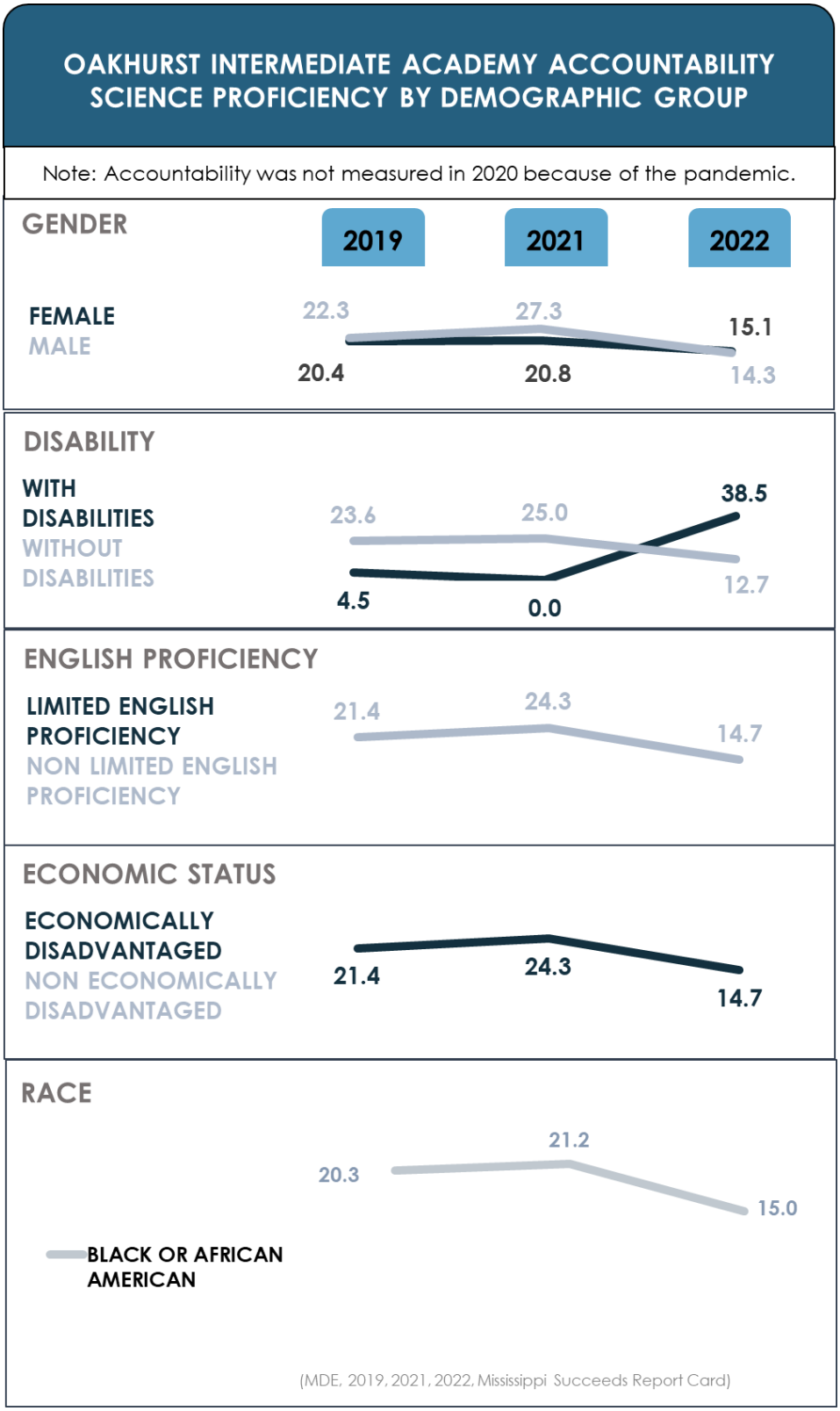


Figure 147: Oakhurst Intermediate Academy Science Proficiency by Demographic Group

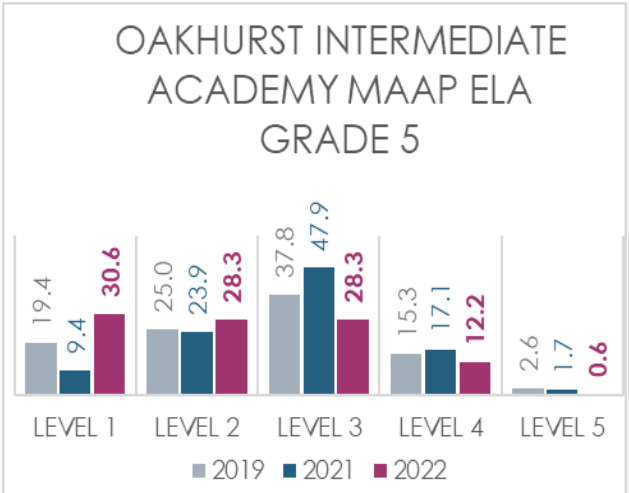
School Improvement

Oakhurst Intermediate Academy was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years. It was first identified as **CSI** in 2017.

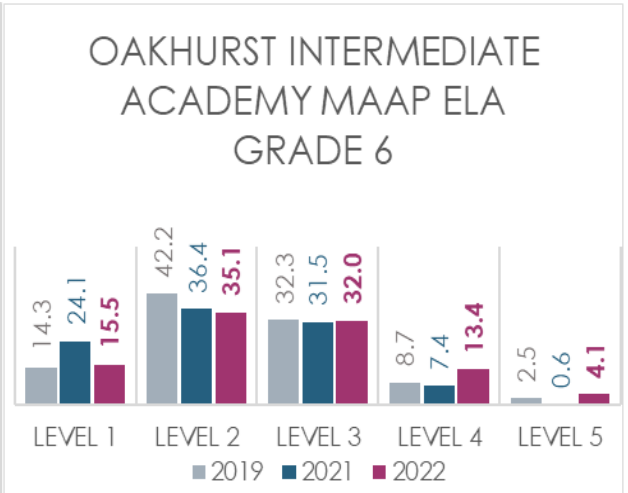
Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



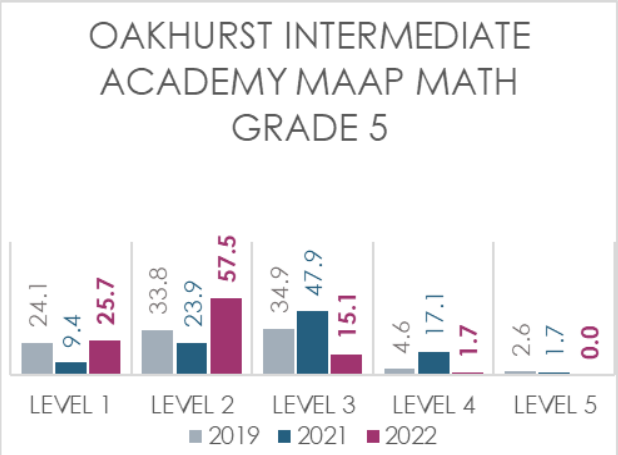
	2019	2021	2022
PROFICIENT (4 +5)	17.9	18.8	12.8
STATE PROFICIENT	43.1	41.5	46.5



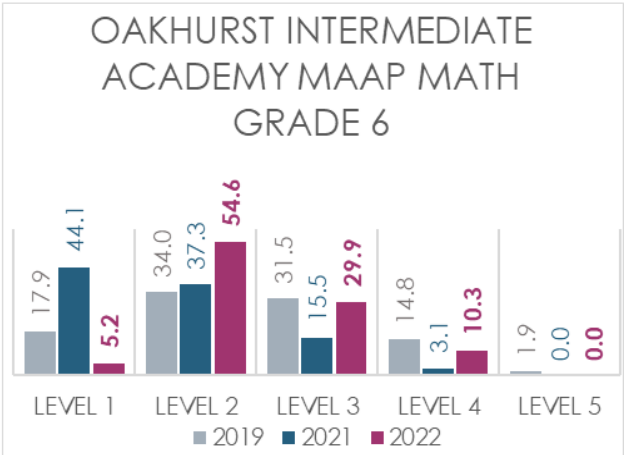
	2019	2021	2022
PROFICIENT (4 +5)	11.2	8.0	17.5
STATE PROFICIENT	33.6	29.6	41.0

Figure 148: Oakhurst Intermediate Academy MAAP ELA Grades 5 and 6

MAAP MATH



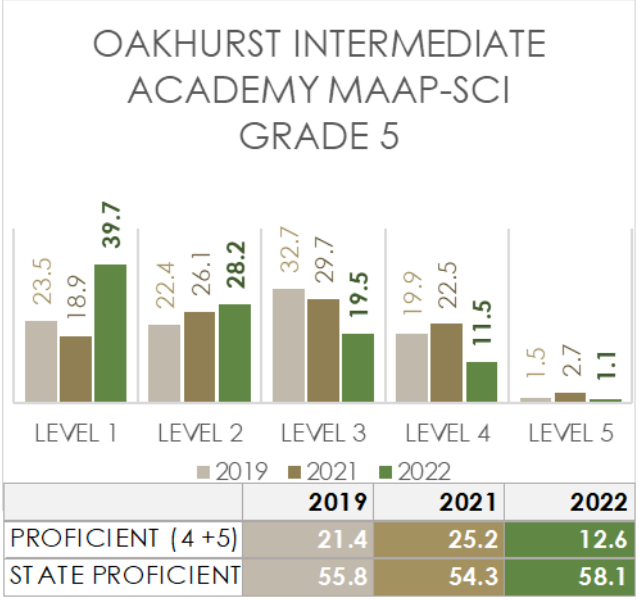
	2019	2021	2022
PROFICIENT (4 +5)	7.2	18.8	1.7
STATE PROFICIENT	38.9	33.4	36.6



	2019	2021	2022
PROFICIENT (4 +5)	16.7	3.1	10.3
STATE PROFICIENT	47.6	35.0	45.2

Figure 149: Oakhurst Intermediate Academy MAAP Math Grades 5 and 6

MAAP SCIENCE



	2019	2021	2022
PROFICIENT (4 +5)	21.4	25.2	12.6
STATE PROFICIENT	55.8	54.3	58.1

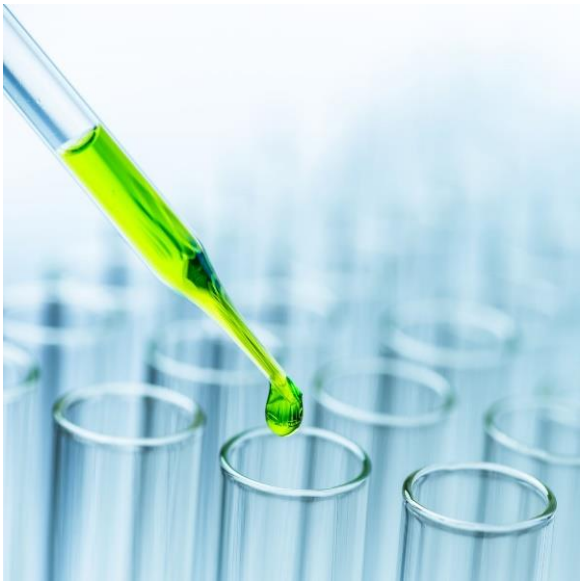


Figure 150: Oakhurst Intermediate Academy MAAP Science Grade 5

Personnel

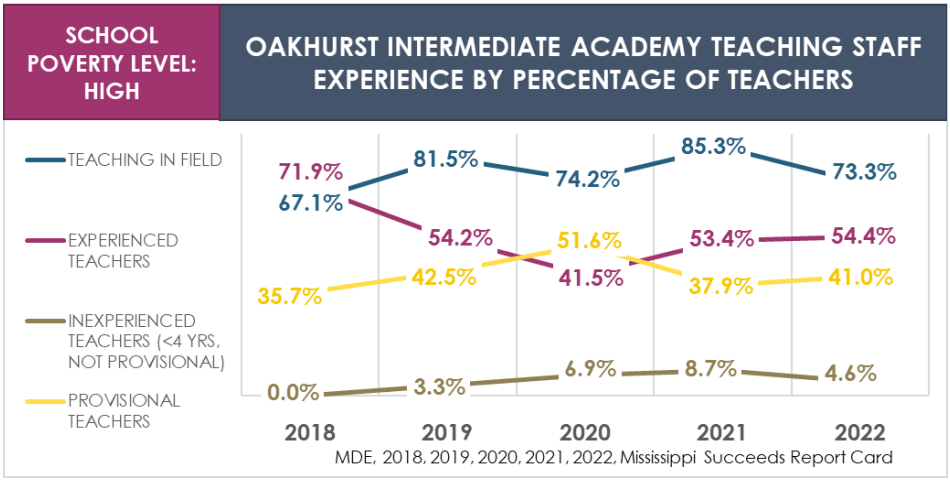


Figure 151: Oakhurst Intermediate Academy Teaching Staff Experience by Percentage of Teachers

Discipline

OAKHURST INTERMEDIATE ACADEMY DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			35.44	<5	<5	16.8	<10	<5		
GENDER	FEMALE					12.83			15				
	MALE					22.12		<5	18.4				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN					18.02		<5	17.3				
	HISPANIC OR LATINO												
	WHITE					<5							
DISABILITY	STUDENTS WITH DISABILITIES					26.67			15.4				
	STUDENTS WITHOUT DISABILITIES					16.57		<5	17				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY					17.86			16.8				

		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10		64	<10			<5	<10			<5
GENDER	FEMALE	<10			27	<5			<5	<5			<5
	MALE	<10			37	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	<10			64	<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	WHITE					<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	<10			55	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	<10			64	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 152: Oakhurst Intermediate Academy Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Oakhurst Intermediate Academy in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Ten (10) faculty and staff members, one (1) parent, and one hundred two (102) students responded to the survey.

Oakhurst Intermediate Academy Faculty/Staff Survey

Federal Programs

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

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	4	40.0%
Supporting college and career counseling	3	30.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	6	60.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	30.0%
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	5	50.0%
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	7	70.0%
Establishing or improving dropout prevention	4	40.0%
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)	2	20.0%
Implementing systems and practices to prevent bullying and harassment	4	40.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	40.0%
Establishing community partnerships	2	20.0%

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	7	70.0%
Building technological capacity and infrastructure	3	30.0%
Carrying out innovative blended learning projects	5	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	10.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	40.0%

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

I contact parents every week.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	4	40.0%
Minor disruptions that steal instructional time	3	30.0%
Major classroom disruptions	2	20.0%
Not Applicable	1	10.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	0	0.0%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	1	10.0%
Agree	7	70.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

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	2	20.0%
Expedited evaluation services for students with limited English	0	0.0%
Expedited evaluation services for gifted and talented students	1	10.0%
Additional academic support	2	20.0%
Tutoring	4	40.0%
Enrichment educational services	3	30.0%
Counseling	3	30.0%
Mentors	4	40.0%
School supplies	7	70.0%
School uniforms	8	80.0%
Dental referrals	3	30.0%
Medical referrals	2	20.0%
Bullying assistance	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	2	20.0%
Agree	6	60.0%
Disagree	2	20.0%
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	2	20.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

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	2	20.0%
Utilize technology such as class websites, blogs, and videos	5	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	30.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	4	40.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	3	30.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	60.0%
Use bilingual handouts and cues	1	10.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	4	40.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	30.0%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Ellevate – Management Tool for LSPs	4	1	0	0	0	1	0	3
Learn 360	3	3	0	1	0	0	1	4
The Excellence Group – Gen. Ed. and Inclusion Teachers	0	0	3	1	2	0	1	3
Educational Leadership Solutions	3	2	0	2	0	1	0	3
Imagine Learning	4	2	2	1	0	0	0	3
Renaissance Learning – Star Products	5	1	1	1	0	1	1	3
Renaissance Learning – MyOn Reader/Freckle Math	2	2	2	0	1	1	0	5
Millennium Educational Services – ELA 3rd-10th	3	2	2	0	1	1	0	3
iReady	6	2	2	3	3	2	2	3

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
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	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
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	2	20.0%
Agree	7	70.0%
Disagree	1	10.0%
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	2	20.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
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	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
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	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
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	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

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

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	2	20.0%
Unsafe conditions present in schools	2	20.0%
Lack of surveillance equipment	6	60.0%
Insufficient law enforcement/SRO presence	1	10.0%
Inconsistent disciplinary practices	3	30.0%
Poor systematic approach to reinforcement of positive behavior	2	20.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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	4	40.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
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
Differentiated Instruction	#2
Conflict resolution	#3
Interpreting and analyzing student data	#4
Teaching and understanding students in poverty	#5
My specific content area	#6
Reading for at risk students	#7
Using technology to enhance instruction	#8
Writing strategies	#9
Teaching and understanding homeless students	#10
Developing quality assessments	#11
Mississippi College and Career Readiness Standards	#12
Response to Intervention (RTI/MTSS)	#13

Rank your top ten choices for professional development topics.	
	Rank
Depth of Knowledge	#14
English Learners (ELs)	#15
Culture sensitivity	#16
Successful inclusion strategies	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
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	6	60.0%
Remote appointments with a counselor or mental health professional	6	60.0%
Remote appointments with a school nurse	2	20.0%
Devices to use for schoolwork	6	60.0%
Meals for students	4	40.0%
Class materials available online	6	60.0%
Mobile hotspots or other ways to access the internet	4	40.0%
School supplies (pencils, paper, etc.)	4	40.0%
Class materials available offline (sent through mail, picked up at school)	5	50.0%

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
Virtual school events (assemblies, awards ceremonies, graduation)	3	30.0%
Other	0	0.0%
None of the above	1	10.0%

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.

Faculty and staff members from Oakhurst Intermediate Academy feel that the school does a good job in connecting with the community, keeping parents informed, and acknowledging successful students. One faculty member said, "Oakhurst Intermediate Academy is a place where students can learn and grow. The teachers are passionate about teaching their students and the student feel the love and support from the teachers." Respondents would like to see more parent involvement, renovations and updates to the buildings, and the hiring of a nurse at each school. Another faculty member stated, "There should be a time where all subject area teacher must attend at least two PD's a year."

Oakhurst Intermediate Academy Student Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	19	18.6%
Agree	65	63.7%
Disagree	4	3.9%
Strongly Disagree	6	5.9%
Not Applicable or No Information	8	7.8%

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	28	27.5%
Agree	57	55.9%
Disagree	7	6.9%
Strongly Disagree	4	3.9%
Not Applicable or No Information	6	5.9%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	39	38.2%
Agree	54	52.9%
Disagree	2	2.0%
Strongly Disagree	3	2.9%
Not Applicable or No Information	4	3.9%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	24	23.5%
Agree	53	52.0%
Disagree	8	7.8%
Strongly Disagree	14	13.7%
Not Applicable or No Information	3	2.9%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	32	31.4%
Agree	47	46.1%
Disagree	13	12.7%
Strongly Disagree	6	5.9%
Not Applicable or No Information	4	3.9%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	26	25.5%
Agree	56	54.9%
Disagree	8	7.8%
Strongly Disagree	8	7.8%
Not Applicable or No Information	4	3.9%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	20	19.6%
Agree	48	47.1%
Disagree	12	11.8%
Strongly Disagree	12	11.8%
Not Applicable or No Information	10	9.8%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	27	26.5%
Agree	53	52.0%
Disagree	11	10.8%
Strongly Disagree	6	5.9%
Not Applicable or No Information	5	4.9%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	25	24.5%
Agree	51	50.0%
Disagree	12	11.8%
Strongly Disagree	6	5.9%
Not Applicable or No Information	8	7.8%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	17	16.7%
Agree	51	50.0%
Disagree	16	15.7%
Strongly Disagree	15	14.7%
Not Applicable or No Information	3	2.9%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	27	26.5%
Agree	55	53.9%
Disagree	10	9.8%
Strongly Disagree	7	6.9%
Not Applicable or No Information	3	2.9%

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	29	28.4%
Agree	54	52.9%
Disagree	12	11.8%
Strongly Disagree	4	3.9%
Not Applicable or No Information	3	2.9%

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

	Count	Percentage
Strongly Agree	13	12.7%
Agree	55	53.9%
Disagree	18	17.6%
Strongly Disagree	10	9.8%
Not Applicable or No Information	6	5.9%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	29	28.4%
Agree	46	45.1%
Disagree	16	15.7%
Strongly Disagree	6	5.9%
Not Applicable or No Information	5	4.9%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	12	11.8%
Agree	57	55.9%
Disagree	18	17.6%
Strongly Disagree	5	4.9%
Not Applicable or No Information	10	9.8%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	31	30.4%
Agree	50	49.0%
Disagree	7	6.9%
Strongly Disagree	10	9.8%
Not Applicable or No Information	4	3.9%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	20	19.6%
Agree	47	46.1%
Disagree	15	14.7%
Strongly Disagree	12	11.8%
Not Applicable or No Information	8	7.8%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	21	20.6%
Agree	51	50.0%
Disagree	11	10.8%
Strongly Disagree	5	4.9%
Not Applicable or No Information	14	13.7%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	12	11.8%
Agree	48	47.1%
Disagree	16	15.7%
Strongly Disagree	12	11.8%
Not Applicable or No Information	14	13.7%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	21	20.6%
Agree	36	35.3%
Disagree	19	18.6%
Strongly Disagree	8	7.8%
Not Applicable or No Information	18	17.6%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	14	13.7%
Agree	53	52.0%
Disagree	14	13.7%
Strongly Disagree	7	6.9%
Not Applicable or No Information	14	13.7%

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

	Count	Percentage
Strongly Agree	25	24.5%
Agree	48	47.1%
Disagree	10	9.8%
Strongly Disagree	11	10.8%
Not Applicable or No Information	8	7.8%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	35	34.3%
Unsafe conditions present in schools	35	34.3%
Lack of surveillance equipment	35	34.3%
Insufficient law enforcement/SRO presence	25	24.5%
Inconsistent disciplinary practices	27	26.5%
Poor systematic approach to reinforcement of positive behavior	35	34.3%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	20	19.6%
Agree	43	42.2%
Disagree	19	18.6%
Strongly Disagree	8	7.8%
Not Applicable or No Information	12	11.8%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	17	16.7%
Agree	35	34.3%
Disagree	22	21.6%
Strongly Disagree	18	17.6%
Not Applicable or No Information	10	9.8%

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	23	22.5%
Agree	47	46.1%
Disagree	12	11.8%
Strongly Disagree	8	7.8%
Not Applicable or No Information	12	11.8%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	16	15.7%
Between half an hour and one hour	27	26.5%
One hour	25	24.5%
Two or three hours	10	9.8%
Four or more hours	24	23.5%

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
Technical support	41	40.2%
Remote appointments with a counselor or mental health professional	27	26.5%
Remote appointments with a school nurse	23	22.5%
Devices to use for schoolwork	46	45.1%
Meals for students	39	38.2%
Class materials available online	38	37.3%
Mobile hotspots or other ways to access the internet	32	31.4%
School supplies (pencils, paper, etc.)	46	45.1%
Class materials available offline (sent through mail, picked up at school)	29	28.4%
Virtual school events (assemblies, awards ceremonies, graduation)	31	30.4%
Other	25	24.5%
None of the above	9	8.8%

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.

Students from Oakhurst Intermediate Academy feel that the school does a good job in providing a safe learning environment, feeding students well, and rewarding students for positive behavior. One student said, "What my school does well is that they prepare us for the state test and they teach us how to behave." Respondents would like to see cleaner restrooms, more free time during the school day, and more extracurricular activities. Another student stated, "I feel like the main problem is lack of conversation in our school with our supervisors, and I feel like that will help us open up more to the faculty and staff."

Oakhurst Intermediate Academy Parent Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
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	100.0%
Supporting college and career counseling	0	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	0	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	0	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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	0	0.0%
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%
Supporting re-entry programs and transition services for Justice-involved youth	1	100.0%

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
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	1	100.0%
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%

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	1	100.0%
Carrying out innovative blended learning projects	0	0.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	100.0%
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	1	100.0%
Conflict Resolution	0	0.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	0	0.0%
Literacy Classes	0	0.0%
Math Classes	1	100.0%
Parent-to-School Relationships	0	0.0%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Parent/Child Communication	0	0.0%
Preparing for College	1	100.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	0	0.0%
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.)	1	100.0%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	0	0.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	1	100.0%
Home/School Planners	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	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
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	1	100.0%
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	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
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	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
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	0	0.0%
Checked my child's grades/assignments online	0	0.0%
Been in contact with my child's teacher	0	0.0%
Received a newsletter from the district, school, or teacher	1	100.0%
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	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
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	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
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	0	0.0%
Disagree	1	100.0%
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	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	0	0.0%
Unsafe conditions present in schools	0	0.0%
Lack of surveillance equipment	0	0.0%
Insufficient law enforcement/SRO presence	0	0.0%
Inconsistent disciplinary practices	1	100.0%
Poor systematic approach to reinforcement of positive behavior	0	0.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
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	0	0.0%
Disagree	1	100.0%
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	100.0%
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

How satisfied are you with your school or district's COVID-19 remote learning program?	Count	Percentage
Extremely satisfied	0	0.0%
Very satisfied	0	0.0%
Moderately satisfied	1	100.0%
Somewhat satisfied	0	0.0%
Not at all satisfied	0	0.0%

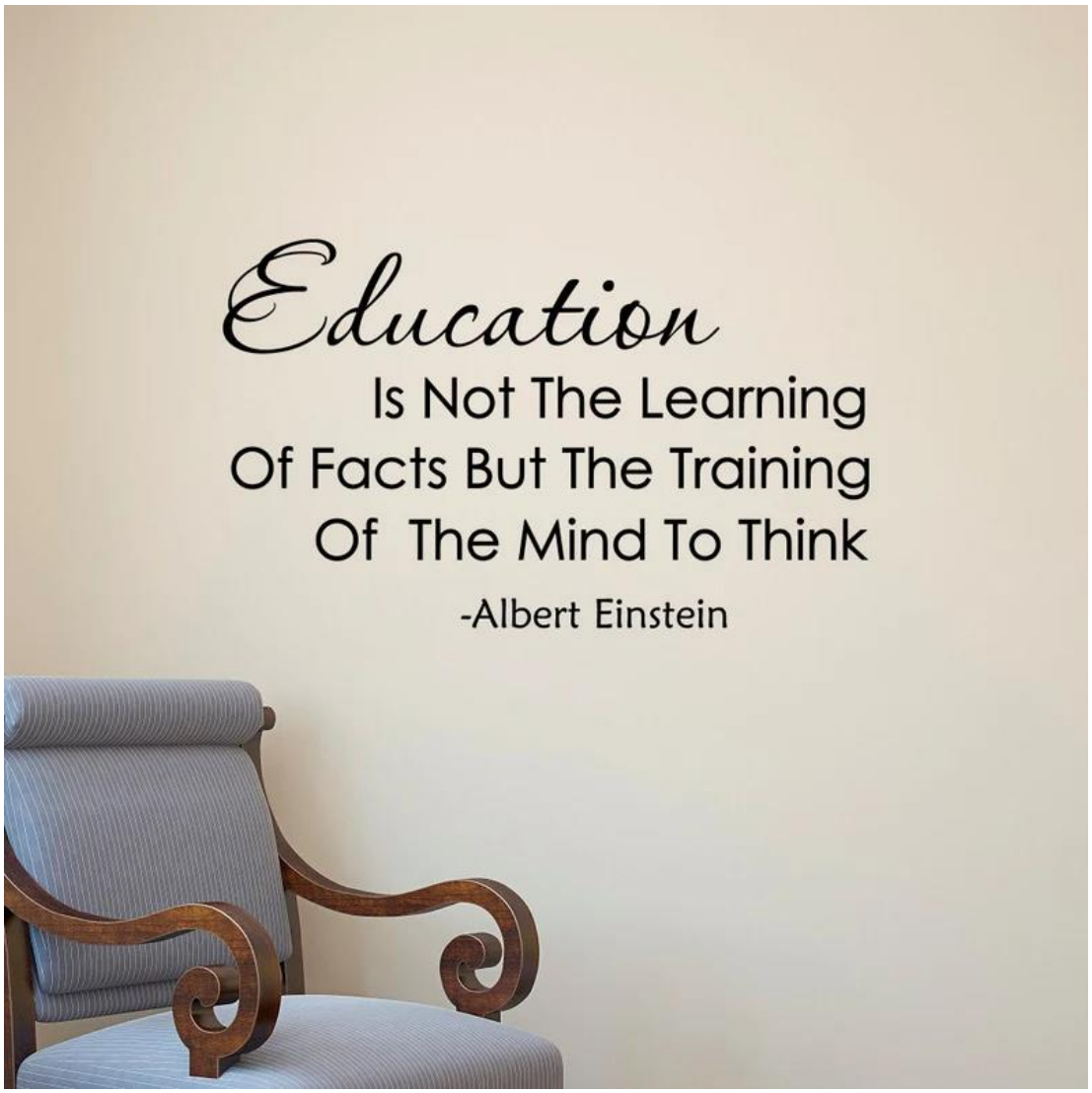
To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?	Count	Percentage
To a very great extent	0	0.0%
To great extent	1	100.0%
To a moderate extent	0	0.0%
To a small extent	0	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	0	0.0%
Remote appointments with a counselor or mental health professional	0	0.0%
Remote appointments with a school nurse	1	100.0%
Devices to use for schoolwork	0	0.0%
Meals for students	0	0.0%
Class materials available online	0	0.0%
Mobile hotspots or other ways to access the internet	0	0.0%
School supplies (pencils, paper, etc.)	1	100.0%
Class materials available offline (sent through mail, picked up at school)	0	0.0%
Virtual school events (assemblies, awards ceremonies, graduation)	0	0.0%
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.

Parents of students from Oakhurst Intermediate Academy chose not to respond to the two open-ended questions.



W. A. Higgins Middle School

Introduction

W. A. Higgins Middle School is located at 1749 Chestnut Street in Clarksdale, Mississippi. In 2022-2023, it housed two hundred eighty-three (283) students in seventh through eighth grades (7-8). The school is led by its principal, Shawanda Shaw, and its assistant principal, Farrington Hill.

In addition to the educational experiences in the classroom, students at WAHMS have the opportunity to participate in a variety of extracurricular activities. The school has a student choir, concert band, and its very own Rock Band, which plays in various establishments in the community. The athletics program includes basketball, softball, and cheerleading. Induction ceremonies are held for students in TSA and Beta Club.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

W. A. HIGGINS MIDDLE SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	355	345	383	375	283
GR_7	*	176	209	*	*
GR_8	176	169	*	202	167
SEC_SPED	*		*	*	*

Figure 153: W. A. Higgins Middle School Enrollment

W. A. HIGGINS MIDDLE SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	355	283	-72	-20.3%
GR_7	*	*	*	*
GR_8	176	167	-9	-5.1%
SEC_SPED	*	*	*	*

Figure 154: W. A. Higgins Middle School Changes in Enrollment

W. A. HIGGINS MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	355	345	383	375	283
GENDER	FEMALE	173	153	185	185	136
	MALE	182	192	198	190	147
RACE	BLACK OR AFRICAN AMERICAN	343	337	369	361	272
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES					*
	WHITE	*	*	*	*	*

Figure 155: W. A. Higgins Middle School Enrollment by Demographic Group

Attendance

Average Daily Attendance

W. A. HIGGINS MIDDLE SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	341.7	327.4	324.5	312.7	305.8
GR_7	174.7	163.0	164.7	169.4	140.7
GR_8	167.0	164.4	159.8	143.3	165.1

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 156: W. A. Higgins Middle School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

W. A. HIGGINS MIDDLE SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

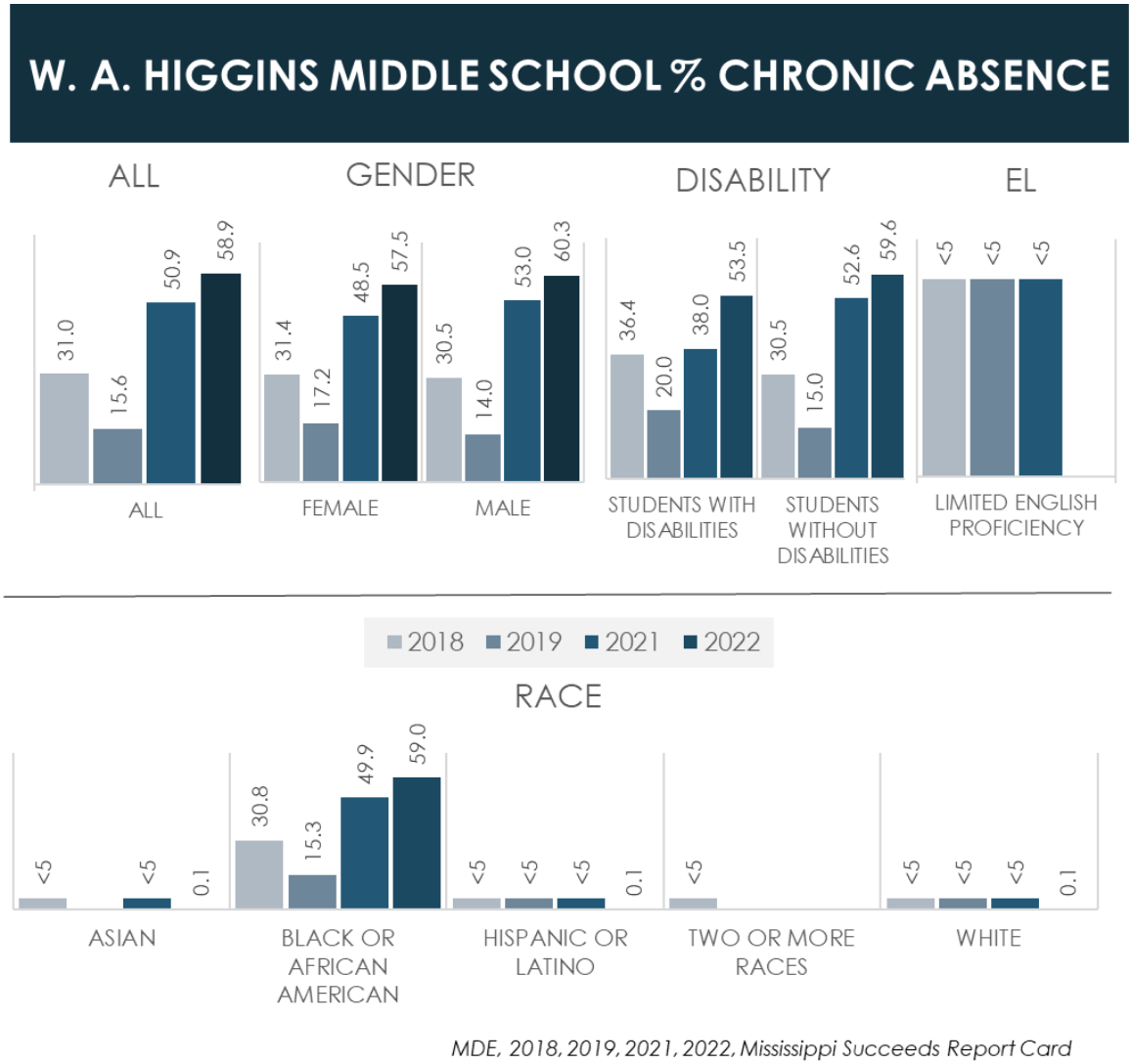
	2018	2019	2020	2021	2022
ALL	89.2%	93.4%	94.1%	81.1%	81.7%
GR_7	89.6%	*	93.6%	81.1%	*
GR_8	88.8%	93.4%	94.6%	*	81.7%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 157: W. A. Higgins Middle School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 158: W. A. Higgins Middle School Chronic Absence by Demographic Group

Accountability

Accountability Measures

W. A. HIGGINS MIDDLE SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	D	D	F
POINTS	306		224
ELA/READING			
% PROFICIENT	17.7	14.7	16.3
STATE	41.8	35	41.9
% GROWTH	55.9		40
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	69.6		42
STATE	56.2		56.6
MATH			
% PROFICIENT	19.8	10.3	14.2
STATE	47	36	46.8
% GROWTH	51.4		46.5
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	51.8		46.1
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 159: W. A. Higgins Middle School Accountability: ELA and Math

W. A. HIGGINS MIDDLE SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	26.8	23	19.2
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 160: W. A. Higgins Middle School Accountability: Science, History, Other

Proficiency by Demographic Group

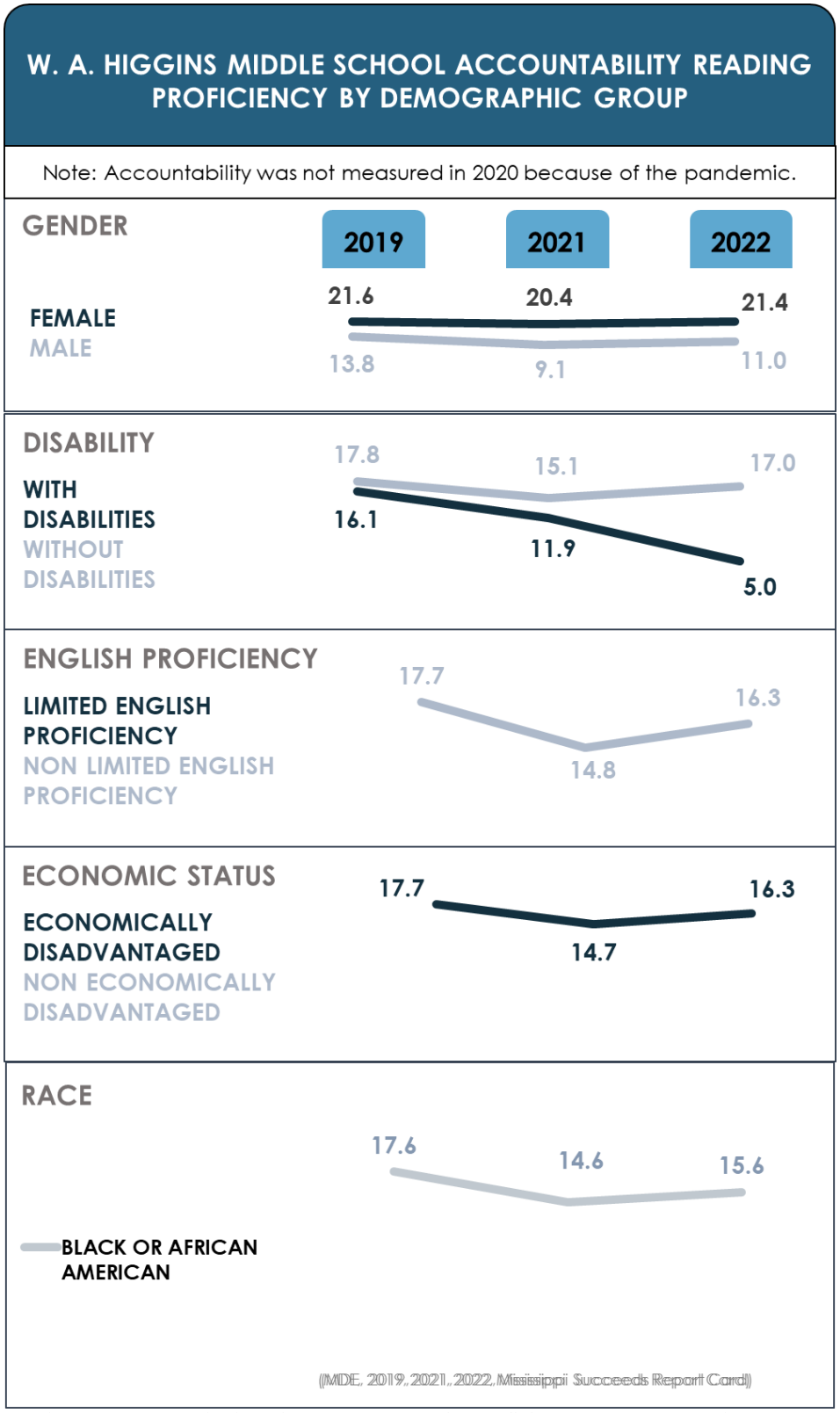


Figure 161: W. A. Higgins Middle School Reading Proficiency by Demographic Group

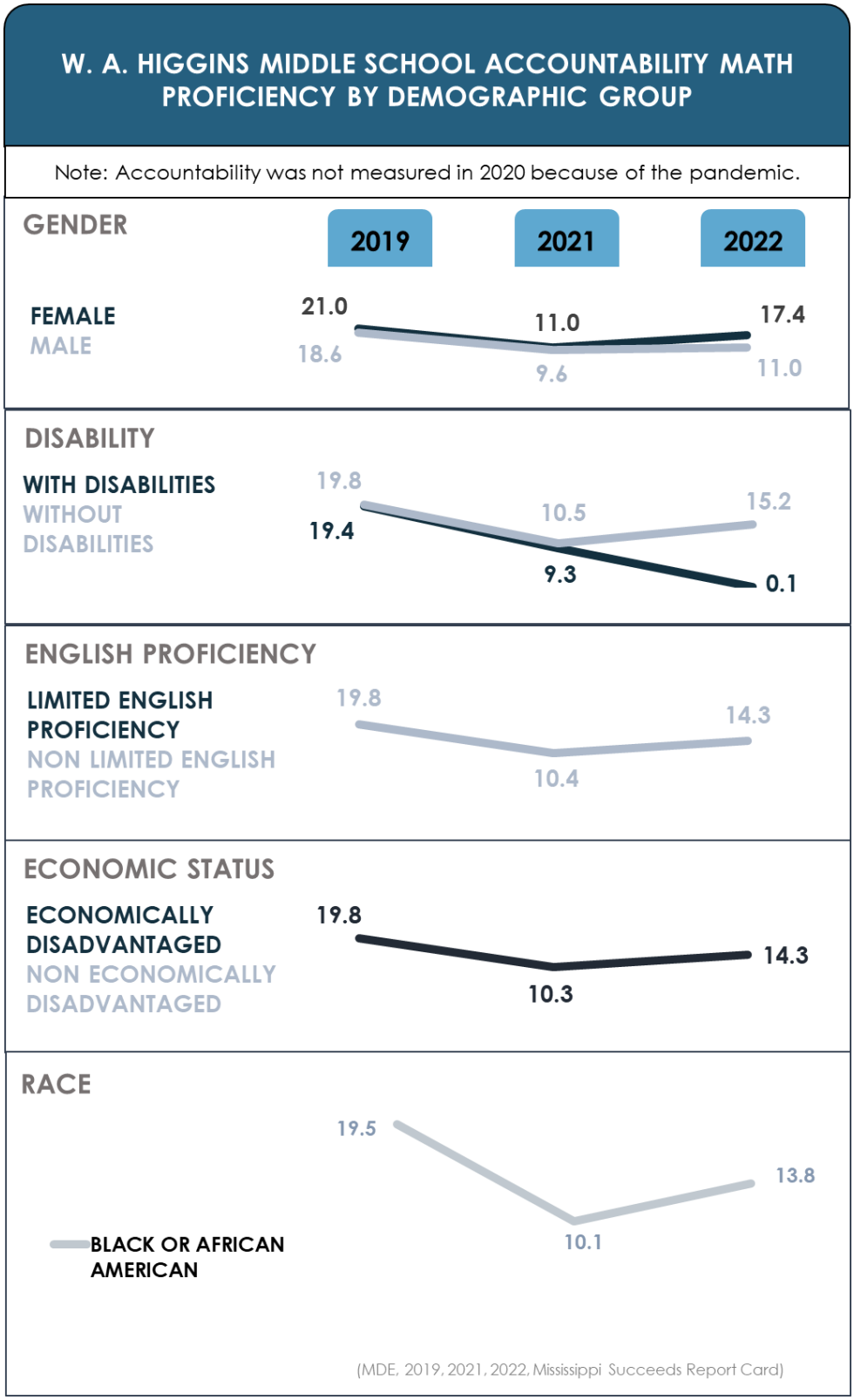


Figure 162: W. A. Higgins Middle School Math Proficiency by Demographic Group

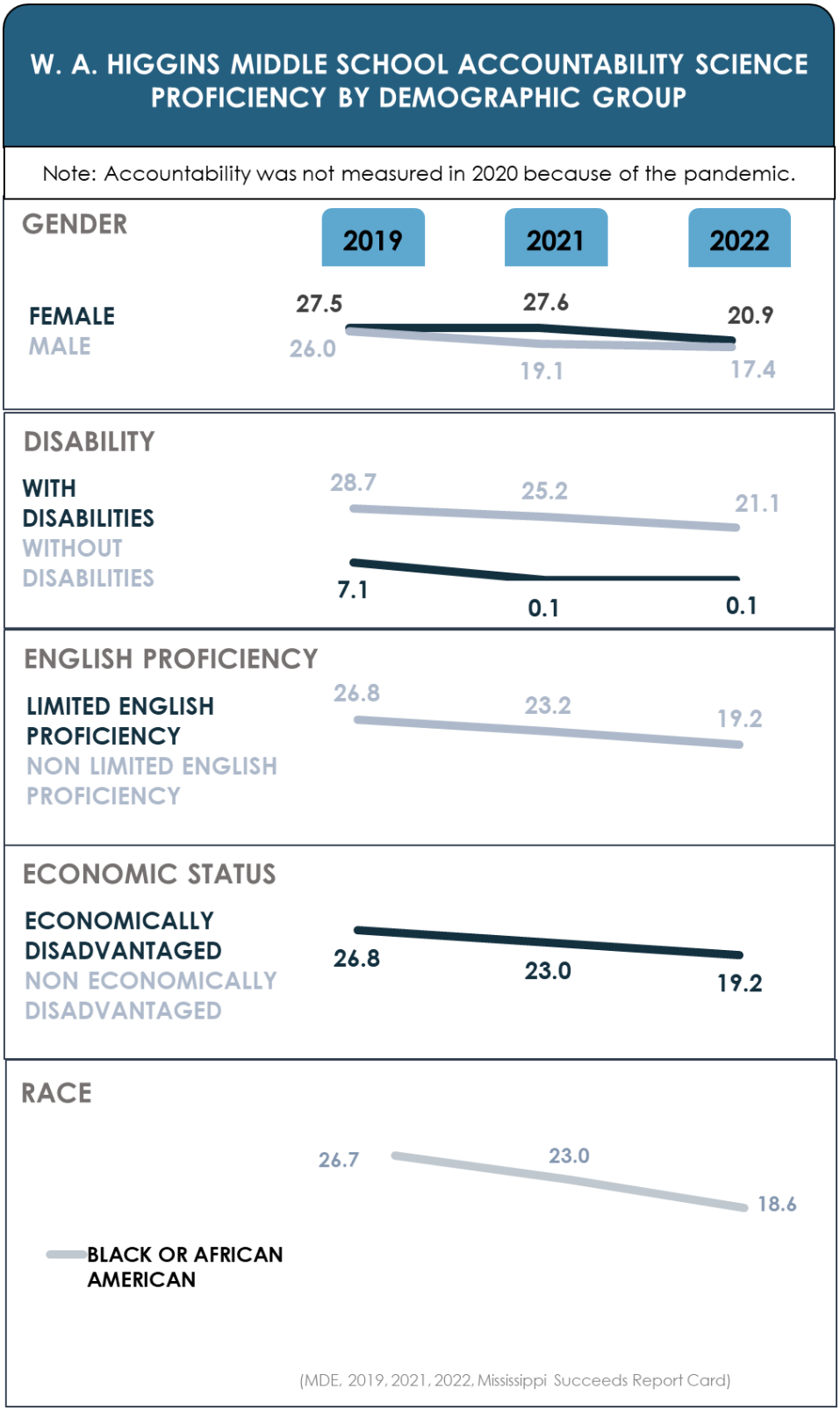


Figure 163: W. A. Higgins Middle School Science Proficiency by Demographic Group

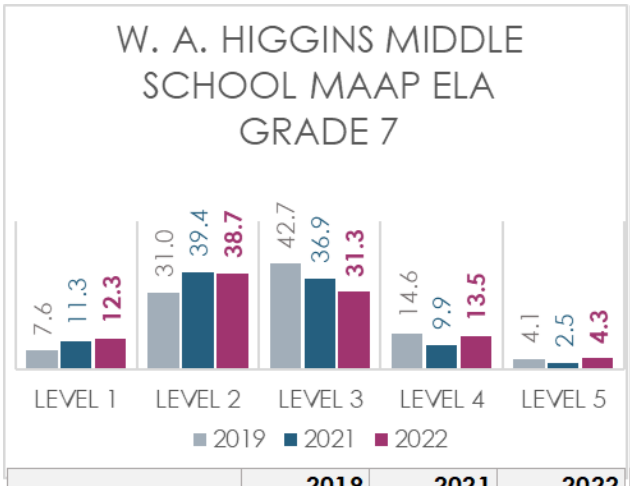
School Improvement

W. A. Higgins Middle School was newly identified in 2023 as a **Comprehensive Support and Improvement (CSI)** school in 2023 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being **designated Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.

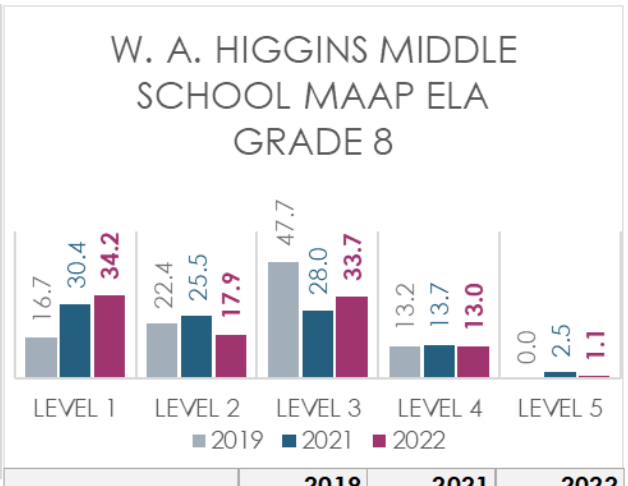
Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



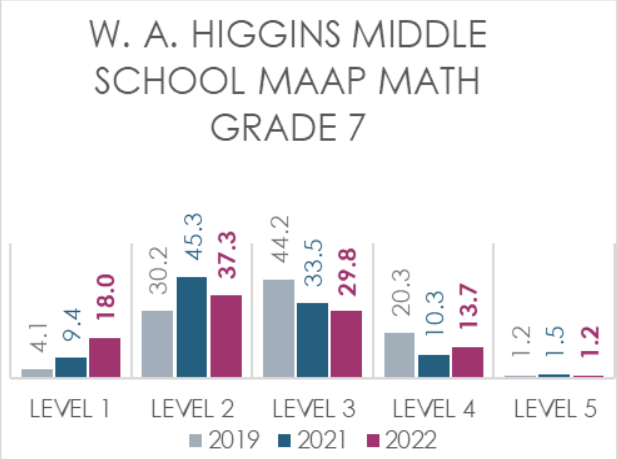
	2019	2021	2022
PROFICIENT (4 +5)	18.7	12.3	17.8
STATE PROFICIENT	39.0	30.7	38.3



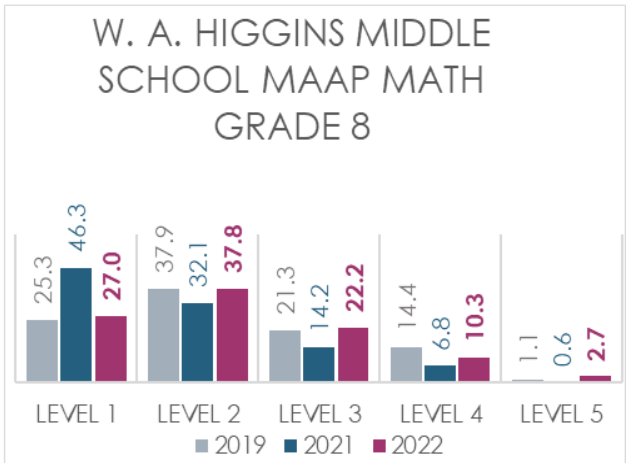
	2019	2021	2022
PROFICIENT (4 +5)	13.2	16.1	14.1
STATE PROFICIENT	35.5	35.6	36.3

Figure 164: W. A. Higgins Middle School MAAP ELA Grades 7 and 8

MAAP MATH



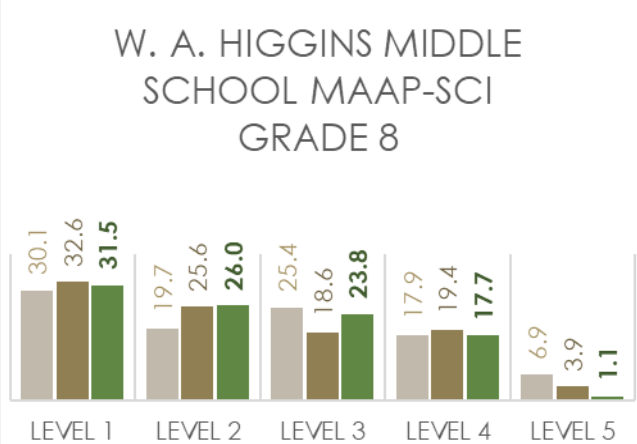
	2019	2021	2022
PROFICIENT (4 +5)	21.5	11.8	14.9
STATE PROFICIENT	51.1	41.7	46.1



	2019	2021	2022
PROFICIENT (4 +5)	15.5	7.4	13.0
STATE PROFICIENT	44.8	34.3	44.8

Figure 165: W. A. Higgins Middle School MAAP Math Grades 7 and 8

MAAP SCIENCE



	2019	2021	2022
PROFICIENT (4 +5)	24.9	23.3	18.8
STATE PROFICIENT	52.7	48.4	50.5

Figure 166: W. A. Higgins Middle School MAAP Science Grade 8

Personnel

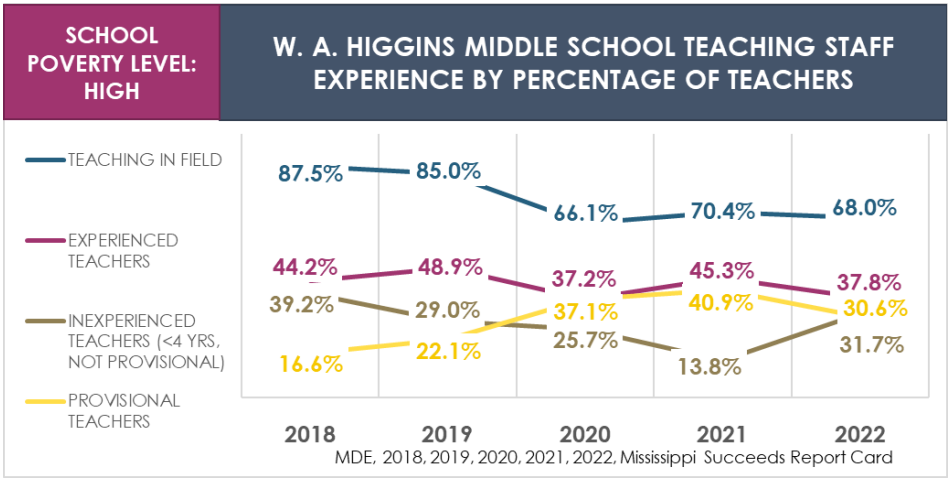


Figure 167: W. A. Higgins Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

W. A. HIGGINS MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	77.96	<5		6	45.16	<5		36.1	<10	<5		
GENDER	FEMALE	71.5			5.2	36.88			30.7				
	MALE	83.94			6.7	52.84			41.5				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN	79.32			6.2	44.7			37.2				
	HISPANIC OR LATINO	<10				<10							
	TWO OR MORE RACES												
	WHITE	<10				<10			<5				
DISABILITY	STUDENTS WITH DISABILITIES	120			9.3	90			32.6				
	STUDENTS WITHOUT DISABILITIES	72.9			5.6	39.76			36.6				
EL	LIMITED ENGLISH PROFICIENCY	<10				<10							
	NON LIMITED ENGLISH PROFICIENCY	78.36			6	44.38			36.1				

		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	84	<10		129	<10			<5	<10			<5
GENDER	FEMALE	22			59	<10			<5	<10			<5
	MALE	62			70	<10			<5	<10			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	84			129	<10			<5	<10			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE					<10			<5	<10			<5
DISABILITY	STUDENTS WITH DISABILITIES	22			17	<10			<5	<10			<5
	STUDENTS WITHOUT DISABILITIES	62			112	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	84			129	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 168: W. A. Higgins Middle School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at W. A. Higgins Middle School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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 (20) faculty and staff members, four (4) parents, and one hundred ninety-two(192) students responded to the survey.

W. A. Higgins Middle School Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	2	10.0%
Agree	11	55.0%
Disagree	7	35.0%
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	14	70.0%
Supporting college and career counseling	11	55.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	10	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	40.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	35.0%

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	12	60.0%
Providing school-based mental health services and counseling	15	75.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	12	60.0%
Establishing or improving dropout prevention	5	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	35.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	45.0%
Implementing systems and practices to prevent bullying and harassment	11	55.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	45.0%
Establishing community partnerships	8	40.0%

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	9	45.0%
Building technological capacity and infrastructure	12	60.0%
Carrying out innovative blended learning projects	8	40.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	11	55.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	50.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	7	35.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

I contact parents every week.		
	Count	Percentage
Strongly Agree	6	30.0%
Agree	7	35.0%
Disagree	4	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	5	25.0%
Minor disruptions that steal instructional time	10	50.0%
Major classroom disruptions	1	5.0%
Not Applicable	4	20.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.		
	Count	Percentage
Strongly Agree	2	10.0%
Agree	8	40.0%
Disagree	5	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	1	5.0%
Agree	7	35.0%
Disagree	4	20.0%
Strongly Disagree	3	15.0%
Not Applicable or No Information	5	25.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.0%

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	9	45.0%
Expedited evaluation services for students with limited English	5	25.0%
Expedited evaluation services for gifted and talented students	7	35.0%
Additional academic support	11	55.0%
Tutoring	11	55.0%
Enrichment educational services	7	35.0%
Counseling	14	70.0%
Mentors	13	65.0%
School supplies	13	65.0%
School uniforms	12	60.0%
Dental referrals	8	40.0%
Medical referrals	10	50.0%
Bullying assistance	6	30.0%

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	2	10.0%
Agree	8	40.0%
Disagree	4	20.0%
Strongly Disagree	4	20.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	30.0%

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	7	35.0%
Utilize technology such as class websites, blogs, and videos	8	40.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	45.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	55.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	60.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	35.0%
Use bilingual handouts and cues	1	5.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	10	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	10	50.0%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Renaissance Learning – Star Products	3	2	2	2	1	1	3	14
Renaissance Learning – MyOn Reader/Freckle Math	2	2	4	1	2	1	2	13
Millennium Educational Services – ELA 3rd-10th	0	0	1	0	0	0		16
iReady	9	6	10	6	7	6	6	4
Ellevate – Management Tool for LSPs	0	0	1	0	1	1	0	15
Learn 360	2	2	1	1	1	1	1	15
The Excellence Group – Gen. Ed. and Inclusion Teachers	0	0	2	0	1	2	1	14
Educational Leadership Solutions	5	4	5	3	2	4	3	11
Imagine Learning	1	1	2	1	2	1	1	14

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	7	35.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	2	10.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	3	15.0%
Agree	7	35.0%
Disagree	6	30.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	2	10.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	5	25.0%
Agree	8	40.0%
Disagree	4	20.0%
Strongly Disagree	3	15.0%
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	4	20.0%
Agree	12	60.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	9	45.0%
Disagree	6	30.0%
Strongly Disagree	3	15.0%
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	3	15.0%
Agree	10	50.0%
Disagree	4	20.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	1	5.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	3	15.0%
Agree	11	55.0%
Disagree	2	10.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	2	10.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	5	25.0%
Agree	6	30.0%
Disagree	6	30.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	10	50.0%
Unsafe conditions present in schools	8	40.0%
Lack of surveillance equipment	9	45.0%
Insufficient law enforcement/SRO presence	2	10.0%
Inconsistent disciplinary practices	9	45.0%
Poor systematic approach to reinforcement of positive behavior	9	45.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	9	45.0%
Agree	5	25.0%
Disagree	5	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	4	20.0%
Agree	6	30.0%
Disagree	5	25.0%
Strongly Disagree	3	15.0%
Not Applicable or No Information	2	10.0%

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	6	30.0%
Agree	8	40.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	3	15.0%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	10	50.0%
Agree	6	30.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	3	15.0%

Professional Development

Rank your top ten choices for professional development topics.	Rank
Reading for at risk students	#1
Classroom Management	#2
Writing strategies	#3
Mississippi College and Career Readiness Standards	#4
My specific content area	#5
Differentiated Instruction	#6
Response to Intervention (RTI/MTSS)	#7
Depth of Knowledge	#8
Conflict resolution	#9
Teaching and understanding students in poverty	#10
Successful inclusion strategies	#11
Using technology to enhance instruction	#12
Interpreting and analyzing student data	#13

Rank your top ten choices for professional development topics.	
	Rank
Culture sensitivity	#14
English Learners (ELs)	#15
Developing quality assessments	#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	2	10.0%
Agree	7	35.0%
Disagree	6	30.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	3	15.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	5	25.0%
Agree	7	35.0%
Disagree	3	15.0%
Strongly Disagree	3	15.0%
Not Applicable or No Information	2	10.0%

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	14	70.0%
Remote appointments with a counselor or mental health professional	10	50.0%
Remote appointments with a school nurse	5	25.0%
Devices to use for schoolwork	13	65.0%
Meals for students	12	60.0%
Class materials available online	10	50.0%
Mobile hotspots or other ways to access the internet	14	70.0%
School supplies (pencils, paper, etc.)	9	45.0%
Class materials available offline (sent through mail, picked up at school)	6	30.0%

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
Virtual school events (assemblies, awards ceremonies, graduation)	7	35.0%
Other	1	5.0%
None of the above	2	10.0%

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.

Faculty and staff members from W. A. Higgins Middle School feel that the school does a good job in making staff aware of expectations and deadlines, encouraging parental involvement, and building positive trusting relationships with students. One faculty member said, "Our school district provides extra academic support to its educators and students." Respondents see the need for updates and improvements to the buildings and facilities and the provision of more professional development courses. Another faculty member stated, "Students should be held accountable for their own learning more often. Teachers are often criticized when children are not engaged and participating. Children should feel a community and culture at school; staff as well."

W. A. Higgins Middle School Student Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	29	15.1%
Agree	130	67.7%
Disagree	19	9.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	7.3%

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	44	22.9%
Agree	112	58.3%
Disagree	11	5.7%
Strongly Disagree	4	2.1%
Not Applicable or No Information	21	10.9%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	47	24.5%
Agree	108	56.2%
Disagree	27	14.1%
Strongly Disagree	6	3.1%
Not Applicable or No Information	4	2.1%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	32	16.7%
Agree	109	56.8%
Disagree	33	17.2%
Strongly Disagree	11	5.7%
Not Applicable or No Information	7	3.6%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	42	21.9%
Agree	114	59.4%
Disagree	17	8.9%
Strongly Disagree	10	5.2%
Not Applicable or No Information	9	4.7%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	31	16.1%
Agree	122	63.5%
Disagree	29	15.1%
Strongly Disagree	6	3.1%
Not Applicable or No Information	4	2.1%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	39	20.3%
Agree	99	51.6%
Disagree	28	14.6%
Strongly Disagree	9	4.7%
Not Applicable or No Information	17	8.9%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	41	21.4%
Agree	109	56.8%
Disagree	26	13.5%
Strongly Disagree	5	2.6%
Not Applicable or No Information	11	5.7%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	37	19.3%
Agree	87	45.3%
Disagree	27	14.1%
Strongly Disagree	5	2.6%
Not Applicable or No Information	36	18.8%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	24	12.5%
Agree	86	44.8%
Disagree	44	22.9%
Strongly Disagree	24	12.5%
Not Applicable or No Information	14	7.3%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	32	16.7%
Agree	108	56.2%
Disagree	30	15.6%
Strongly Disagree	10	5.2%
Not Applicable or No Information	12	6.2%

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	33	17.2%
Agree	129	67.2%
Disagree	17	8.9%
Strongly Disagree	5	2.6%
Not Applicable or No Information	8	4.2%

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

	Count	Percentage
Strongly Agree	14	7.3%
Agree	69	35.9%
Disagree	60	31.2%
Strongly Disagree	39	20.3%
Not Applicable or No Information	10	5.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	46	24.0%
Agree	115	59.9%
Disagree	17	8.9%
Strongly Disagree	9	4.7%
Not Applicable or No Information	5	2.6%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	23	12.0%
Agree	109	56.8%
Disagree	38	19.8%
Strongly Disagree	9	4.7%
Not Applicable or No Information	13	6.8%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	44	22.9%
Agree	105	54.7%
Disagree	19	9.9%
Strongly Disagree	5	2.6%
Not Applicable or No Information	19	9.9%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	44	22.9%
Agree	93	48.4%
Disagree	30	15.6%
Strongly Disagree	9	4.7%
Not Applicable or No Information	16	8.3%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	32	16.7%
Agree	96	50.0%
Disagree	25	13.0%
Strongly Disagree	17	8.9%
Not Applicable or No Information	22	11.5%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	40	20.8%
Agree	79	41.1%
Disagree	37	19.3%
Strongly Disagree	22	11.5%
Not Applicable or No Information	14	7.3%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	50	26.0%
Agree	79	41.1%
Disagree	33	17.2%
Strongly Disagree	13	6.8%
Not Applicable or No Information	17	8.9%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	33	17.2%
Agree	95	49.5%
Disagree	30	15.6%
Strongly Disagree	11	5.7%
Not Applicable or No Information	23	12.0%

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

	Count	Percentage
Strongly Agree	30	15.6%
Agree	104	54.2%
Disagree	29	15.1%
Strongly Disagree	13	6.8%
Not Applicable or No Information	16	8.3%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	56	29.2%
Unsafe conditions present in schools	71	37.0%
Lack of surveillance equipment	67	34.9%
Insufficient law enforcement/SRO presence	41	21.4%
Inconsistent disciplinary practices	48	25.0%
Poor systematic approach to reinforcement of positive behavior	54	28.1%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	31	16.1%
Agree	90	46.9%
Disagree	41	21.4%
Strongly Disagree	11	5.7%
Not Applicable or No Information	19	9.9%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	39	20.3%
Agree	71	37.0%
Disagree	51	26.6%
Strongly Disagree	14	7.3%
Not Applicable or No Information	17	8.9%

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	42	21.9%
Agree	93	48.4%
Disagree	20	10.4%
Strongly Disagree	3	1.6%
Not Applicable or No Information	34	17.7%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	36	18.8%
Between half an hour and one hour	64	33.3%
One hour	23	12.0%
Two or three hours	15	7.8%
Four or more hours	54	28.1%

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	72	37.5%
Remote appointments with a counselor or mental health professional	47	24.5%
Remote appointments with a school nurse	30	15.6%
Devices to use for schoolwork	88	45.8%
Meals for students	81	42.2%
Class materials available online	61	31.8%
Mobile hotspots or other ways to access the internet	64	33.3%
School supplies (pencils, paper, etc.)	99	51.6%
Class materials available offline (sent through mail, picked up at school)	59	30.7%
Virtual school events (assemblies, awards ceremonies, graduation)	55	28.6%
Other	29	15.1%
None of the above	20	10.4%

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.

Students from W. A. Higgins Middle School feel that the school does a good job in teaching the subject matter, protecting students, and helping students with problems. One student said, "My school district rewards good behavior and good grades very well." Respondents would like to see cleaner restrooms, more programs and electives, and better food options. Another student stated, "We can learn more about all types of subjects and be more than athletes."

W. A. Higgins Middle 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	3	75.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	2	50.0%
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	1	25.0%
Providing school-based mental health services and counseling	2	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	2	50.0%
Establishing or improving dropout prevention	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
Supporting re-entry programs and transition services for Justice-involved youth	3	75.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	1	25.0%
Implementing systems and practices to prevent bullying and harassment	0	0.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	1	25.0%

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	2	50.0%
Building technological capacity and infrastructure	1	25.0%
Carrying out innovative blended learning projects	2	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	25.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	1	25.0%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	2	50.0%
Computer Classes	2	50.0%
Conflict Resolution	0	0.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	1	25.0%
Health Classes	2	50.0%
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	2	50.0%
Parent-to-School Relationships	0	0.0%
Parent/Child Communication	0	0.0%
Preparing for College	1	25.0%
Parenting Workshops	1	25.0%
Social Media Classes	2	50.0%
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	2	50.0%
District and/or school newsletters	3	75.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	0	0.0%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	3	75.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	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	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	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	2	50.0%
Agree	2	50.0%
Disagree	0	0.0%
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	3	75.0%
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	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	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
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	0	0.0%
Checked my child's grades/assignments online	3	75.0%
Been in contact with my child's teacher	1	25.0%
Received a newsletter from the district, school, or teacher	0	0.0%
Worked with a committee or group on school or district policies	1	25.0%
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	0	0.0%
Volunteered at my child's school	1	25.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
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	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
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	1	25.0%
Disagree	2	50.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	2	50.0%
Unsafe conditions present in schools	1	25.0%
Lack of surveillance equipment	3	75.0%
Insufficient law enforcement/SRO presence	2	50.0%
Inconsistent disciplinary practices	2	50.0%
Poor systematic approach to reinforcement of positive behavior	0	0.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	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%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

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

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

Covid-19 and Distance Learning

How satisfied are you with your school or district's COVID-19 remote learning program?	Count	Percentage
Extremely satisfied	2	50.0%
Very satisfied	0	0.0%
Moderately satisfied	0	0.0%
Somewhat satisfied	1	25.0%
Not at all satisfied	1	25.0%

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	1	25.0%
To great extent	3	75.0%
To a moderate extent	0	0.0%
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	3	75.0%
Remote appointments with a counselor or mental health professional	1	25.0%
Remote appointments with a school nurse	2	50.0%
Devices to use for schoolwork	1	25.0%
Meals for students	1	25.0%
Class materials available online	3	75.0%
Mobile hotspots or other ways to access the internet	1	25.0%
School supplies (pencils, paper, etc.)	2	50.0%
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	2	50.0%
None of the above	0	0.0%

General Opinion

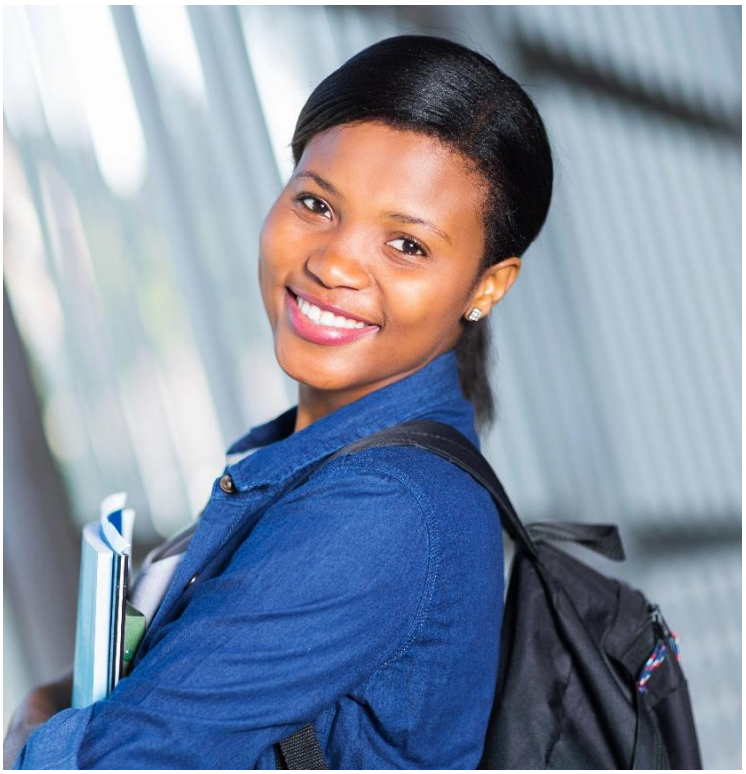
Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from W. A. Higgins Middle School feel that the school does a good job in caring for student needs and making learning fun. Respondents see the need for improvements to be made in testing and test scores.

J. W. Stampley 9th Grade Academy

Introduction

J. W. Stampley 9th Grade Academy is located at 301 Washington Street in Clarksdale, Mississippi. In 2022-2023, it housed one hundred ninety (190) students in ninth grade (9). According to the school website, "The J.W. Stampley Freshman Academy will become a premier center for educational excellence through the employment of evidence-based practices in instruction and by building community partnerships that regard the education of every child as top priority. "



The school is led by its principal, Christopher Turner. The school's mission, as stated on the website, says, "The mission of J.W. Stampley Freshman Academy is to provide engaging, rigorous learning experiences in an environment suitable for establishing and maintaining successful student achievement which produces well-prepared competitors for the transition to high school."

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

J. W. STAMPLEY 9TH GRADE ACADEMY ENROLLMENT

	2019	2020	2021	2022	2023
ALL	164	163	161	171	190
GR_9	164	163	161	171	190

Figure 169: J. W. Stampley 9th Grade Academy Enrollment

J. W. STAMPLEY 9TH GRADE ACADEMY CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	164	190	26	15.9%
GR_9	164	190	26	15.9%

Figure 170: J. W. Stampley 9th Grade Academy Changes in Enrollment

J. W. STAMPLEY 9TH GRADE ACADEMY ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	164	163	161	171	190
GENDER	FEMALE	80	90	69	78	97
	MALE	84	73	92	93	93
RACE	ASIAN					*
	BLACK OR AFRICAN AMERICAN	161	156	157	166	184
	HISPANIC OR LATINO	*	*	*	*	*
	WHITE	*	*	*	*	*

Figure 171: J. W. Stampley 9th Grade Academy Enrollment by Demographic Group

Attendance

Average Daily Attendance

J. W. STAMPLEY 9TH GRADE ACADEMY ADA

	2018	2019	2020	2021	2022
ALL	156.5	151.3	153.4	137.5	138.9
GR_9	156.5	151.3	153.4	137.5	138.9

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 172: J. W. Stampley 9th Grade Academy Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

J. W. STAMPLEY 9TH GRADE ACADEMY ADA AS PERCENTAGE OF ENROLLMENT

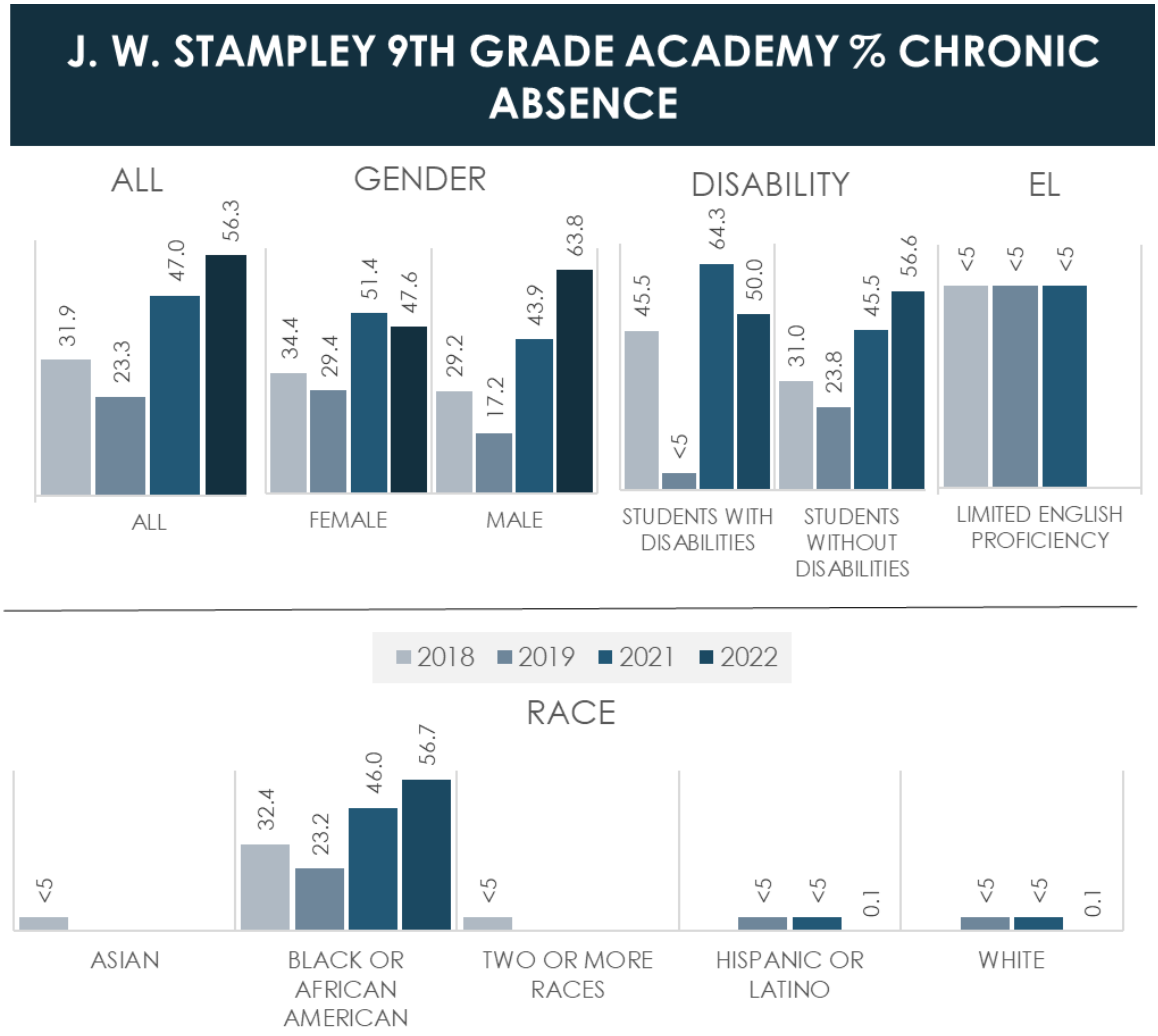
	2018	2019	2020	2021	2022
ALL	91.0%	92.2%	94.1%	85.4%	81.3%
GR_9	91.0%	92.2%	94.1%	85.4%	81.3%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 173: J. W. Stampley 9th Grade Academy ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 174: J. W. Stampley 9th Grade Academy Chronic Absenteeism

Accountability

Accountability Measures

J. W. STAMPLEY 9TH GRADE ACADEMY ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	D	D	C
POINTS	538		615
ELA/READING			
% PROFICIENT	19.5	17.7	18.3
STATE	41.8	35	41.9
% GROWTH	49.5		35.5
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	55		26.4
STATE	56.2		56.6
MATH			
% PROFICIENT	15	2.4	75
STATE	47	36	46.8
% GROWTH	74.6		98.5
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	101.3		115
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 175: J. W. Stampley 9th Grade Academy Accountability: ELA and Math

J. W. STAMPLEY 9TH GRADE ACADEMY ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	26.9	0.1	61.6
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	27	17.7	47
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	9.5	11.7	9.7
STATE	37.4	34.3	42.9
ACCELERATION	17.2	16.2	19.5
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 176: J. W. Stampley 9th Grade Academy Accountability: Science, History, Other

Proficiency by Demographic Group

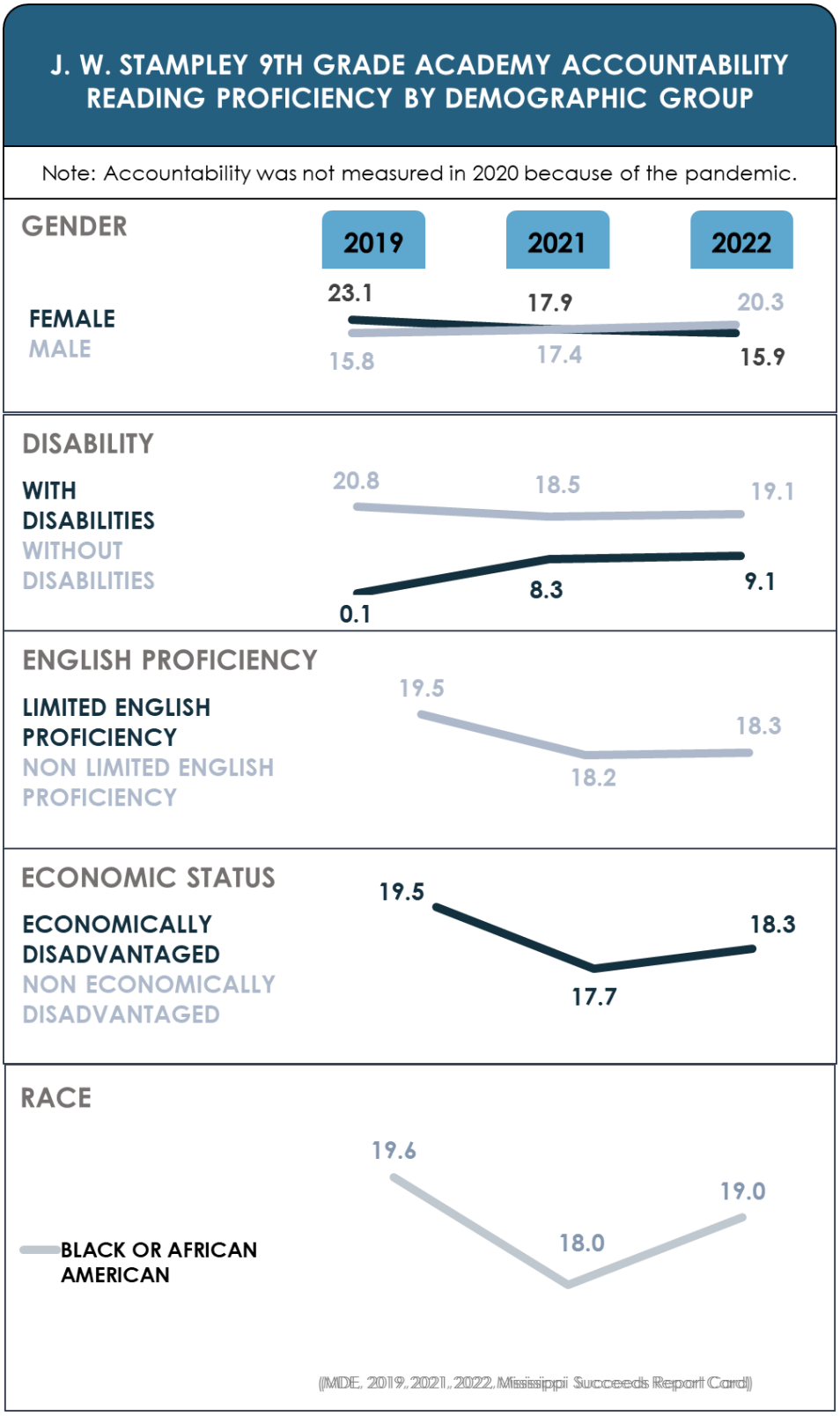


Figure 177: J. W. Stampley 9th Grade Academy Reading Proficiency by Demographic Group

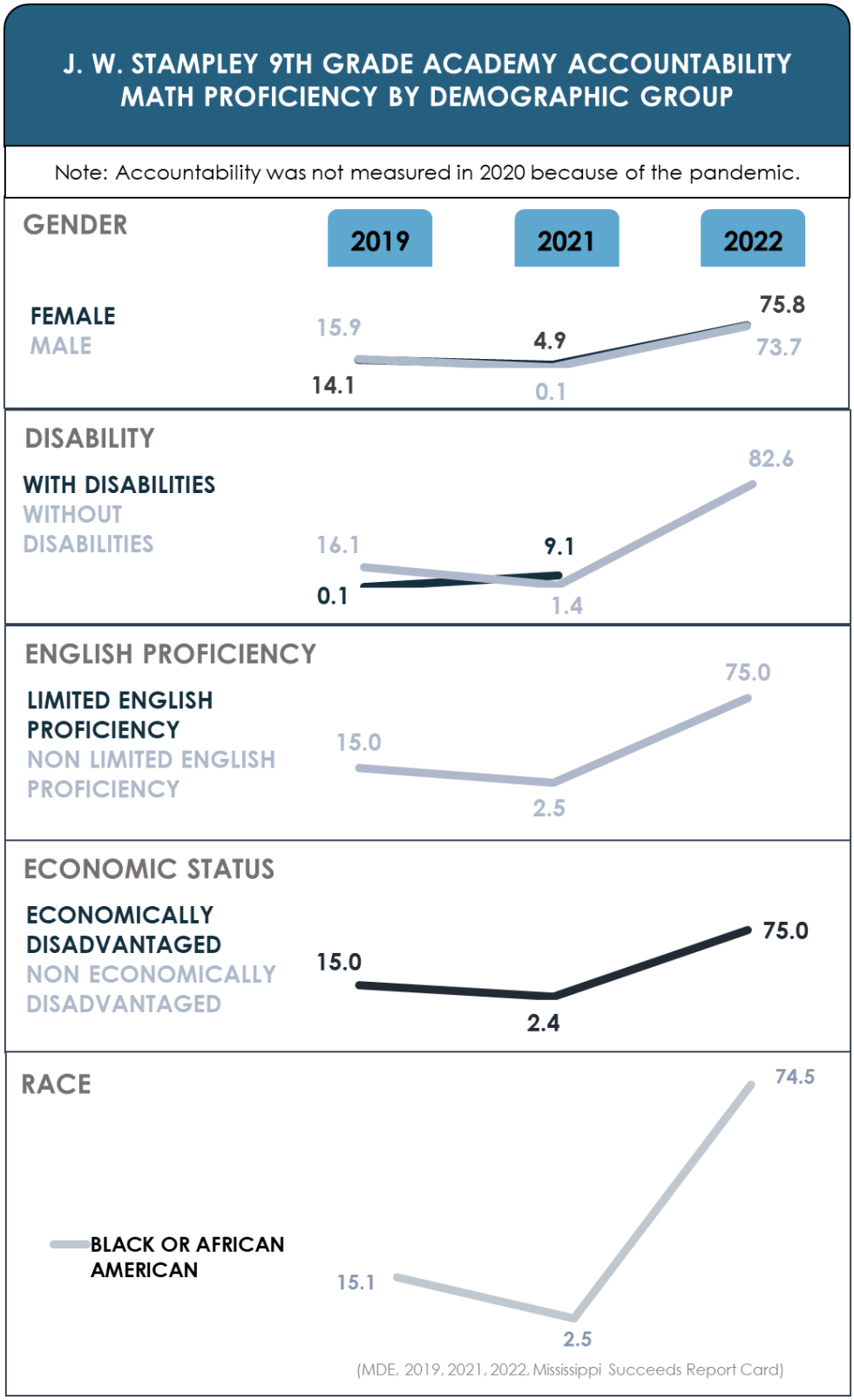


Figure 178: J. W. Stampley 9th Grade Academy Math Proficiency by Demographic Group

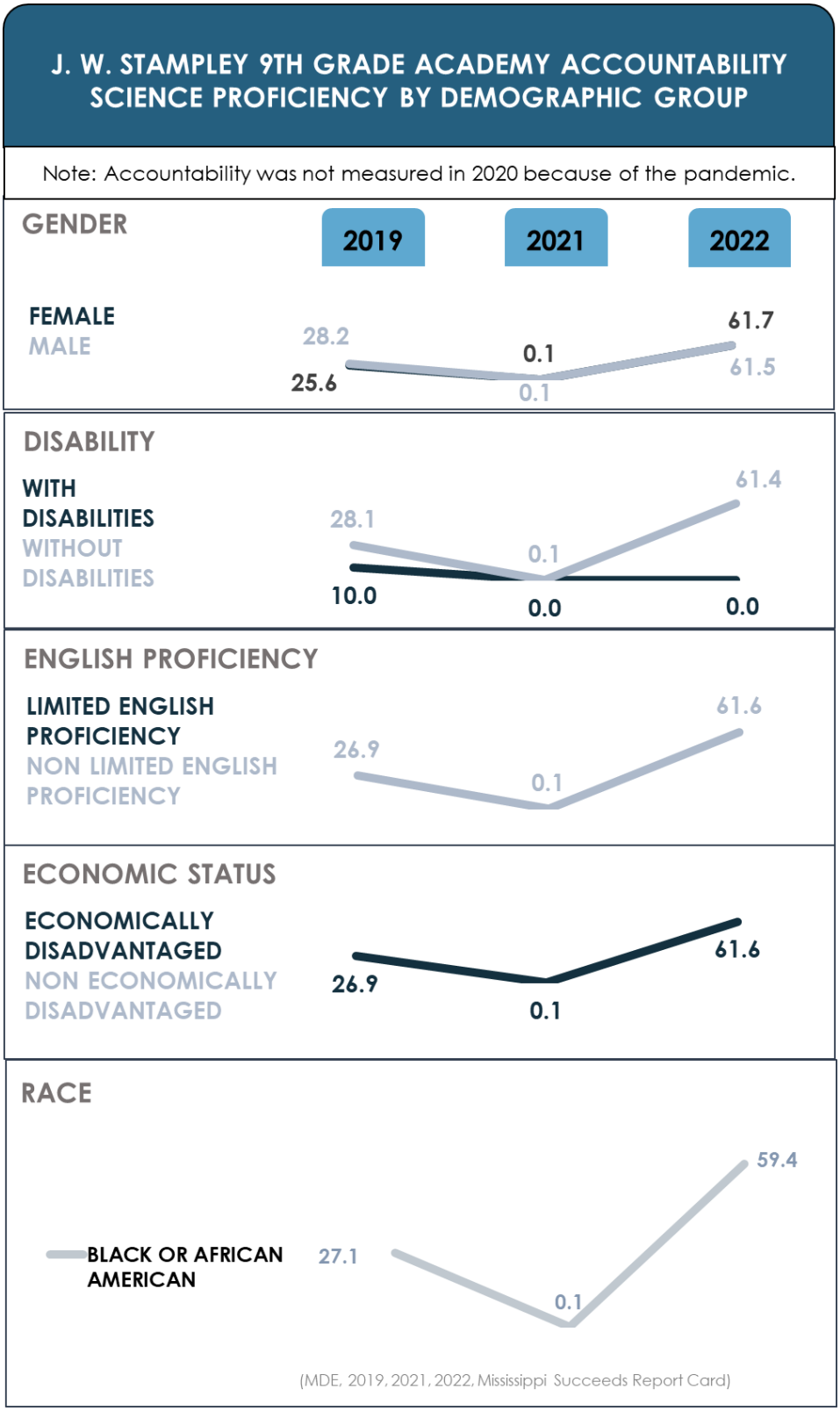


Figure 179: J. W. Stampley 9th Grade Academy Science Proficiency by Demographic Group

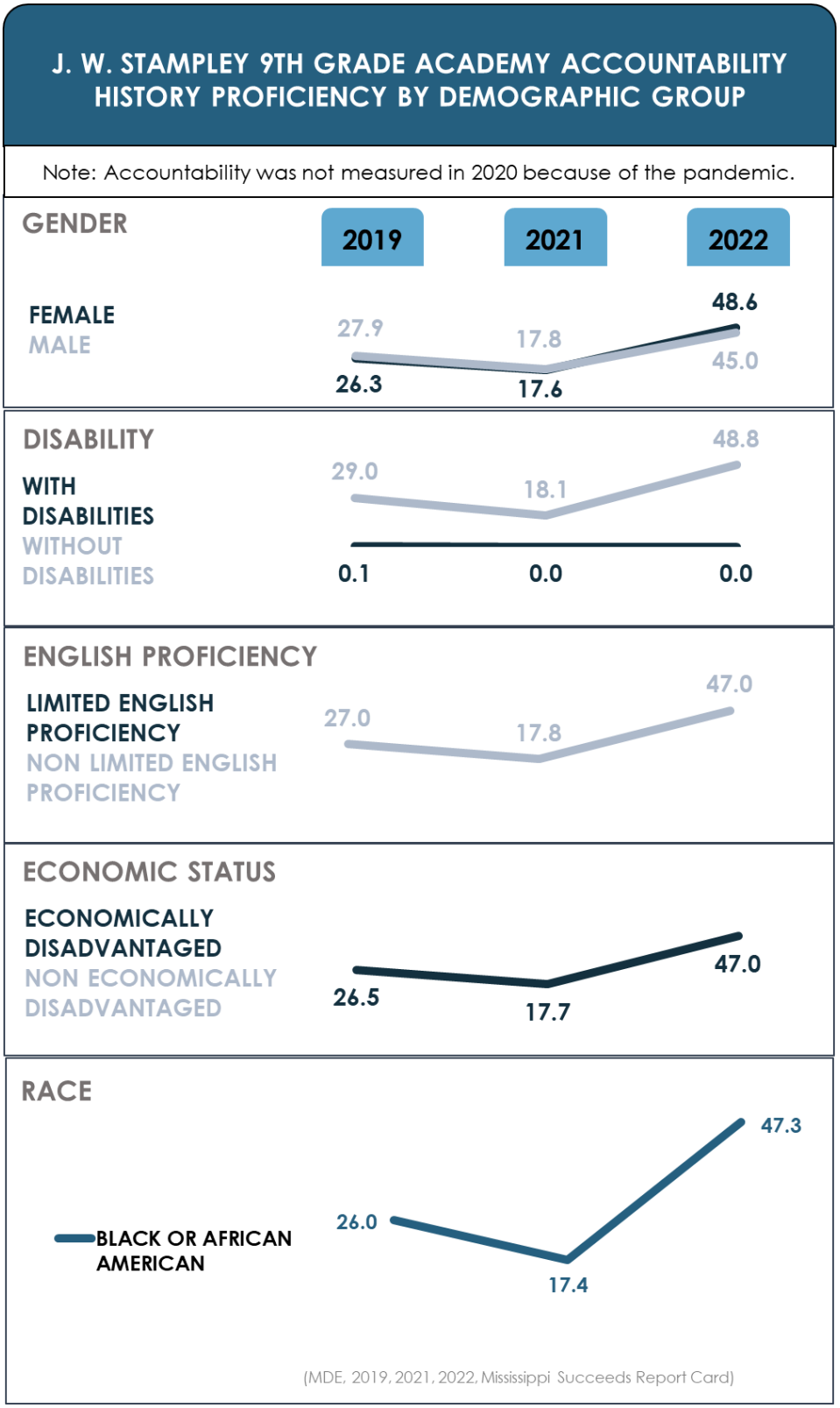
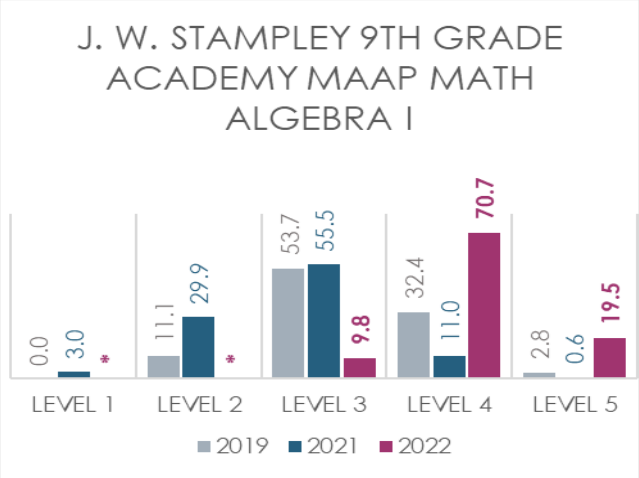


Figure 180: J. W. Stampley 9th Grade Academy History Proficiency by Demographic Group

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP MATH



	2019	2021	2022
PROFICIENT (4 +5)	35.2	11.6	90.2
STATE PROFICIENT	49.3	33.2	64.9

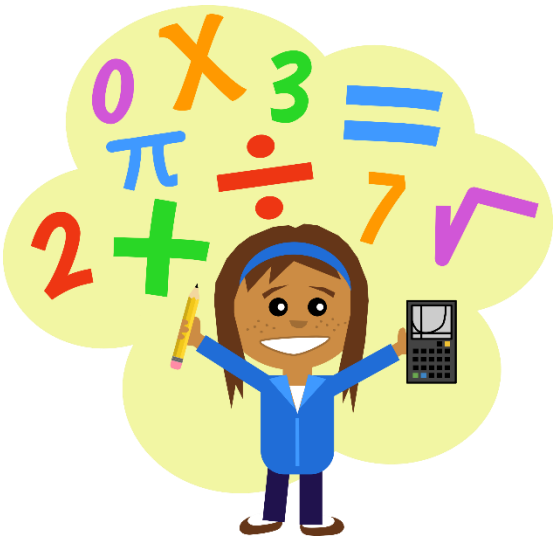
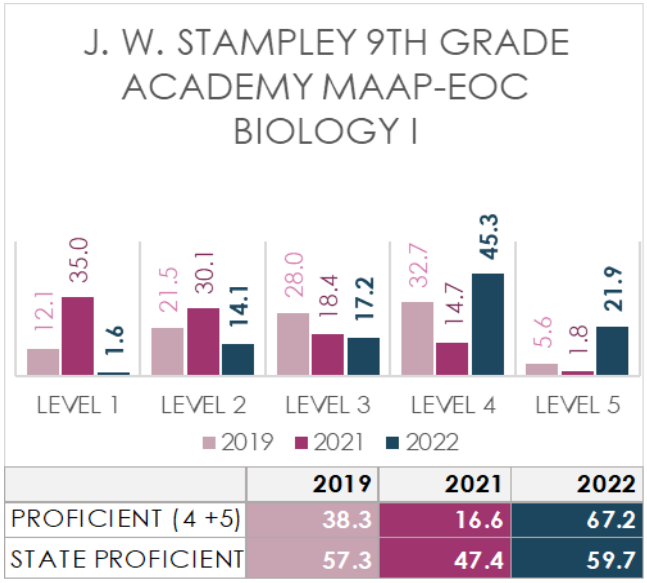


Figure 181: J. W. Stampley 9th Grade Academy MAAP Math Algebra I

MAAP END-OF-COURSE



	2019	2021	2022
PROFICIENT (4 +5)	38.3	16.6	67.2
STATE PROFICIENT	57.3	47.4	59.7

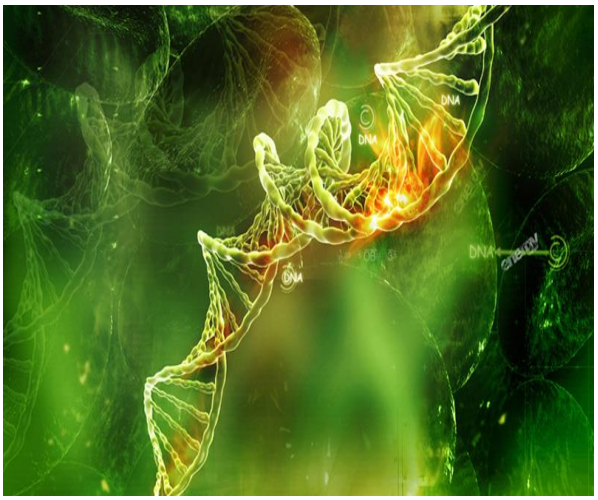


Figure 182: J. W. Stampley 9th Grade Academy MAAP End-of-Course Biology I and U. S. History

Personnel

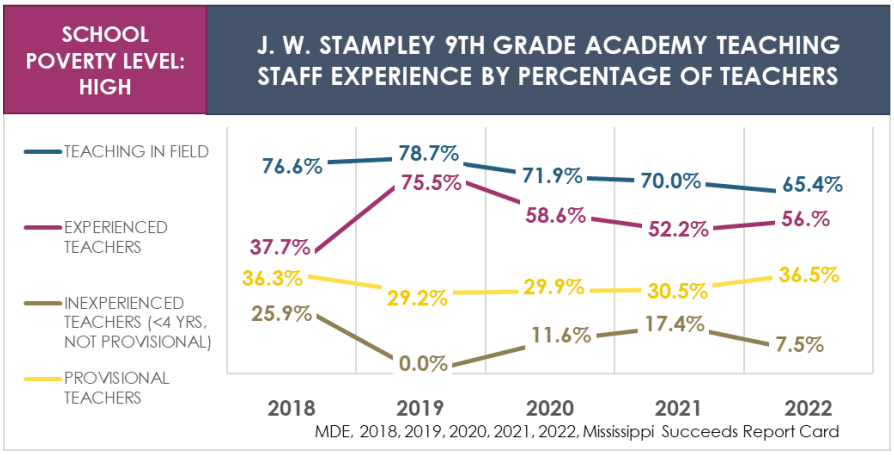


Figure 183: J. W. Stampley 9th Grade Academy Teaching Staff Experience by Percentage of Teachers

Discipline

J. W. STAMPLEY 9TH GRADE ACADEMY DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	42.1	<5		<5	15.2	<5		27.6	<10	<5		
GENDER	FEMALE	32.94			<5	11.76			19.8				
	MALE	51.16			5.4	18.6			34.4				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN	43.12			<5	15.56			27.8				
	TWO OR MORE RACES												
	WHITE								<5				
DISABILITY	STUDENTS WITH DISABILITIES	<10			20				50				
	STUDENTS WITHOUT DISABILITIES	41.72			<5	15.96			26.2				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY	42.36			<5	15.3			27.6				
		INCIDENTS OF VIOLENCE				**REFERRAL TO LAW ENFORCEMENT**				**SCHOOL-BASED ARRESTS**			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10		<10	<10			<5	<10			<5
GENDER	FEMALE				<10	<10			<5	<10			<5
	MALE				<10	<10			<5	<10			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN				<10	<10			<5	<10			<5
	TWO OR MORE RACES								<5				<5
	WHITE												
DISABILITY	STUDENTS WITH DISABILITIES					<10			<5	<10			<5
	STUDENTS WITHOUT DISABILITIES				<10	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY				<10	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 184: J. W. Stampley 9th Grade Academy Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at J. W. Stampley 9th Grade Academy in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Seven (7) faculty and staff members, zero (0) parents, and ninety-six (96) students responded to the survey.

J. W. Stampley 9th Grade Academy Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

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	4	57.1%
Supporting college and career counseling	5	71.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	3	42.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	28.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	28.6%

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	4	57.1%
Providing school-based mental health services and counseling	5	71.4%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	42.9%
Establishing or improving dropout prevention	3	42.9%
Supporting re-entry programs and transition services for Justice-involved youth	1	14.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	42.9%
Implementing systems and practices to prevent bullying and harassment	1	14.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	57.1%
Establishing community partnerships	4	57.1%

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	4	57.1%
Building technological capacity and infrastructure	3	42.9%
Carrying out innovative blended learning projects	1	14.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	71.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	42.9%

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	2	28.6%
Not Applicable or No Information	0	0.0%

I contact parents every week.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	28.6%
Disagree	3	42.9%
Strongly Disagree	2	28.6%
Not Applicable or No Information	0	0.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	4	57.1%
Minor disruptions that steal instructional time	3	42.9%
Major classroom disruptions	0	0.0%
Not Applicable	0	0.0%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	2	28.6%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	2	28.6%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	3	42.9%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	3	42.9%
Agree	1	14.3%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

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	4	57.1%
Expedited evaluation services for students with limited English	4	57.1%
Expedited evaluation services for gifted and talented students	1	14.3%
Additional academic support	5	71.4%
Tutoring	4	57.1%
Enrichment educational services	6	85.7%
Counseling	4	57.1%
Mentors	5	71.4%
School supplies	4	57.1%
School uniforms	5	71.4%
Dental referrals	3	42.9%
Medical referrals	3	42.9%
Bullying assistance	3	42.9%

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	2	28.6%
Agree	3	42.9%
Disagree	2	28.6%
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	2	28.6%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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	0	0.0%
Utilize technology such as class websites, blogs, and videos	4	57.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	42.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	6	85.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	5	71.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	3	42.9%
Use bilingual handouts and cues	4	57.1%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	4	57.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	71.4%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Educational Leadership Solutions	2	2	3	3	2	3	3	2
Imagine Learning	1	1	1	1	1	1	1	6
Ellevate – Management Tool for LSPs	1	1	1	1	1	1	1	6
Learn 360	1	1	1	1	1	1	1	6
The Excellence Group – Gen. Ed. and Inclusion Teachers	1	1	1	1	1	1	1	6
Millennium Educational Services – ELA 3rd-10th	1	1	1	1	1	1	1	6
iReady	1	1	1	1	1	1	1	6
Renaissance Learning – Star Products	1	1	1	1	1	1	1	6
Renaissance Learning – MyOn Reader/Freckle Math	1	1	1	1	1	1	1	6

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
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	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
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	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
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	4	57.1%
Agree	2	28.6%
Disagree	1	14.3%
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	2	28.6%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
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	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	7	100.0%
Agree	0	0.0%
Disagree	0	0.0%
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	6	85.7%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	0	0.0%
Unsafe conditions present in schools	2	28.6%
Lack of surveillance equipment	2	28.6%
Insufficient law enforcement/SRO presence	1	14.3%
Inconsistent disciplinary practices	1	14.3%
Poor systematic approach to reinforcement of positive behavior	1	14.3%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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	3	42.9%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	6	85.7%
Agree	1	14.3%
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
My specific content area	#1
Using technology to enhance instruction	#2
Interpreting and analyzing student data	#3
Depth of Knowledge	#4
Reading for at risk students	#5
Differentiated Instruction	#6
Developing quality assessments	#7
English Learners (ELs)	#8
Response to Intervention (RTI/MTSS)	#9
Classroom Management	#10
Conflict resolution	#11

Rank your top ten choices for professional development topics.	
	Rank
Teaching and understanding students in poverty	#12
Successful inclusion strategies	#13
Mississippi College and Career Readiness Standards	#14
Writing strategies	#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	3	42.9%
Agree	2	28.6%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
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	5	71.4%
Remote appointments with a counselor or mental health professional	2	28.6%
Remote appointments with a school nurse	2	28.6%
Devices to use for schoolwork	6	85.7%
Meals for students	3	42.9%
Class materials available online	2	28.6%
Mobile hotspots or other ways to access the internet	5	71.4%

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
School supplies (pencils, paper, etc.)	3	42.9%
Class materials available offline (sent through mail, picked up at school)	3	42.9%
Virtual school events (assemblies, awards ceremonies, graduation)	4	57.1%
Other	0	0.0%
None of the above	1	14.3%

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 and staff members from J. W. Stampley 9th Grade Academy feel that the school does a good job in showing professionalism and support to teachers. One faculty member said, "Our school district is very supportive of teachers and provides great resources for our students." Respondents would like to see a counselor and an assistant principal on site at the school. Another faculty member stated, "As much as I love my school, I hate that it's falling down around me."

J. W. Stampley 9th Grade Academy Student Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.	Count	Percentage
Strongly Agree	7	7.3%
Agree	72	75.0%
Disagree	9	9.4%
Strongly Disagree	2	2.1%
Not Applicable or No Information	6	6.2%

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	7.3%
Agree	60	62.5%
Disagree	15	15.6%
Strongly Disagree	4	4.2%
Not Applicable or No Information	10	10.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	31	32.3%
Agree	54	56.2%
Disagree	7	7.3%
Strongly Disagree	4	4.2%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	12	12.5%
Agree	58	60.4%
Disagree	13	13.5%
Strongly Disagree	9	9.4%
Not Applicable or No Information	4	4.2%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	17	17.7%
Agree	58	60.4%
Disagree	14	14.6%
Strongly Disagree	4	4.2%
Not Applicable or No Information	3	3.1%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	11	11.5%
Agree	66	68.8%
Disagree	7	7.3%
Strongly Disagree	9	9.4%
Not Applicable or No Information	3	3.1%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	25	26.0%
Agree	54	56.2%
Disagree	8	8.3%
Strongly Disagree	5	5.2%
Not Applicable or No Information	4	4.2%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	19	19.8%
Agree	56	58.3%
Disagree	14	14.6%
Strongly Disagree	2	2.1%
Not Applicable or No Information	5	5.2%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	15	15.6%
Agree	56	58.3%
Disagree	8	8.3%
Strongly Disagree	6	6.2%
Not Applicable or No Information	11	11.5%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	10	10.4%
Agree	53	55.2%
Disagree	16	16.7%
Strongly Disagree	14	14.6%
Not Applicable or No Information	3	3.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	17	17.7%
Agree	65	67.7%
Disagree	9	9.4%
Strongly Disagree	3	3.1%
Not Applicable or No Information	2	2.1%

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	19	19.8%
Agree	56	58.3%
Disagree	12	12.5%
Strongly Disagree	5	5.2%
Not Applicable or No Information	4	4.2%

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

	Count	Percentage
Strongly Agree	12	12.5%
Agree	50	52.1%
Disagree	18	18.8%
Strongly Disagree	12	12.5%
Not Applicable or No Information	4	4.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	17	17.7%
Agree	60	62.5%
Disagree	7	7.3%
Strongly Disagree	7	7.3%
Not Applicable or No Information	5	5.2%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	16	16.7%
Agree	61	63.5%
Disagree	12	12.5%
Strongly Disagree	5	5.2%
Not Applicable or No Information	2	2.1%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	33	34.4%
Agree	54	56.2%
Disagree	3	3.1%
Strongly Disagree	4	4.2%
Not Applicable or No Information	2	2.1%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	15	15.6%
Agree	63	65.6%
Disagree	11	11.5%
Strongly Disagree	4	4.2%
Not Applicable or No Information	3	3.1%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	14	14.6%
Agree	60	62.5%
Disagree	12	12.5%
Strongly Disagree	5	5.2%
Not Applicable or No Information	5	5.2%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	15	15.6%
Agree	46	47.9%
Disagree	19	19.8%
Strongly Disagree	12	12.5%
Not Applicable or No Information	4	4.2%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	15	15.6%
Agree	50	52.1%
Disagree	14	14.6%
Strongly Disagree	8	8.3%
Not Applicable or No Information	9	9.4%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	14	14.6%
Agree	55	57.3%
Disagree	11	11.5%
Strongly Disagree	7	7.3%
Not Applicable or No Information	9	9.4%

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

	Count	Percentage
Strongly Agree	15	15.6%
Agree	50	52.1%
Disagree	22	22.9%
Strongly Disagree	6	6.2%
Not Applicable or No Information	3	3.1%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	24	25.0%
Unsafe conditions present in schools	27	28.1%
Lack of surveillance equipment	26	27.1%
Insufficient law enforcement/SRO presence	14	14.6%
Inconsistent disciplinary practices	24	25.0%
Poor systematic approach to reinforcement of positive behavior	36	37.5%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	10	10.4%
Agree	49	51.0%
Disagree	17	17.7%
Strongly Disagree	10	10.4%
Not Applicable or No Information	10	10.4%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	11	11.5%
Agree	45	46.9%
Disagree	21	21.9%
Strongly Disagree	8	8.3%
Not Applicable or No Information	11	11.5%

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	14	14.6%
Agree	59	61.5%
Disagree	10	10.4%
Strongly Disagree	3	3.1%
Not Applicable or No Information	10	10.4%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	11	11.5%
Between half an hour and one hour	25	26.0%
One hour	22	22.9%
Two or three hours	17	17.7%
Four or more hours	21	21.9%

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	38	39.6%
Remote appointments with a counselor or mental health professional	18	18.8%
Remote appointments with a school nurse	14	14.6%
Devices to use for schoolwork	37	38.5%
Meals for students	48	50.0%
Class materials available online	24	25.0%
Mobile hotspots or other ways to access the internet	29	30.2%
School supplies (pencils, paper, etc.)	30	31.2%
Class materials available offline (sent through mail, picked up at school)	29	30.2%
Virtual school events (assemblies, awards ceremonies, graduation)	37	38.5%
Other	12	12.5%
None of the above	12	12.5%

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.

Students from J. W. Stampley 9th Grade Academy feel that the school does a good job in encouraging students, providing fun programs and incentives, and helping students with problems. One student said, "They make sure all of the students are okay and safe in the school building." Respondents would like to see better food options, renovations and updates to the buildings, and more free time for students. Another student stated, "Improvements that the school could make are better food and extra cleanliness. Improvements that the district should make are better monitoring and putting together more district wide events."

Notes

Clarksdale High School

Introduction

Clarksdale High School is located at 1101 Wildcat Drive in Clarksdale, Mississippi. In 2022-2023, it housed four hundred sixty-six (466) students in tenth through twelfth grades (10-12). The school is led by its principal, Mr. Hebert Smith. The school has as its vision to "receive a rating of a B or above school, thereby being responsible and accountable for the teaching and learning processes such that all students graduate." It's mission, as stated on its website, says, "The mission of Clarksdale High School is to provide a safe and orderly environment that is conducive to student achievement and professional growth."

CHS offers a variety of educational and extracurricular activities and programs for students to exercise their gifts and grow in their knowledge and ability. Fine arts opportunities include the school choir and band. The athletics program sponsors teams in the sports of football, basketball, and tennis. The high school has a book club as well as the honor societies of Mu Alpha Theta, National Honor Society, and National English Honor Society. Students are encouraged to serve their community by participating in food drives and disaster relief programs.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

CLARKSDALE HIGH SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	461	465	479	464	466
GR_10	175	157	160	160	164
GR_11	152	154	156	144	149
GR_12	*	142	*	143	133
SEC_SPED	*	12	*	17	20

Figure 185: Clarksdale High School Enrollment

CLARKSDALE HIGH SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE	
ALL	461	466	5	**1.1%**
GR_10	175	164	-11	**-6.3%**
GR_11	152	149	-3	**-2.0%**
GR_12	*	133	*	*
SEC_SPED	*	20	*	*

Figure 186: Clarksdale High School Changes in Enrollment

CLARKSDALE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	461	465	479	464	466
GENDER	FEMALE	235	236	249	226	225
	MALE	226	229	230	238	241
RACE	BLACK OR AFRICAN AMERICAN	457	459	464	446	448
	HISPANIC OR LATINO		*	*	*	*
	WHITE	*	*	*	*	*

Figure 187: Clarksdale High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLARKSDALE HIGH SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	424.8	379.8	409.4	340.7	362.1
GR_10	144.7	146.3	144.0	115.8	130.1
GR_11	125.4	127.4	140.7	117.3	117.5
GR_12	154.6	106.1	124.8	107.7	114.5

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 188: Clarksdale High School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

CLARKSDALE HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

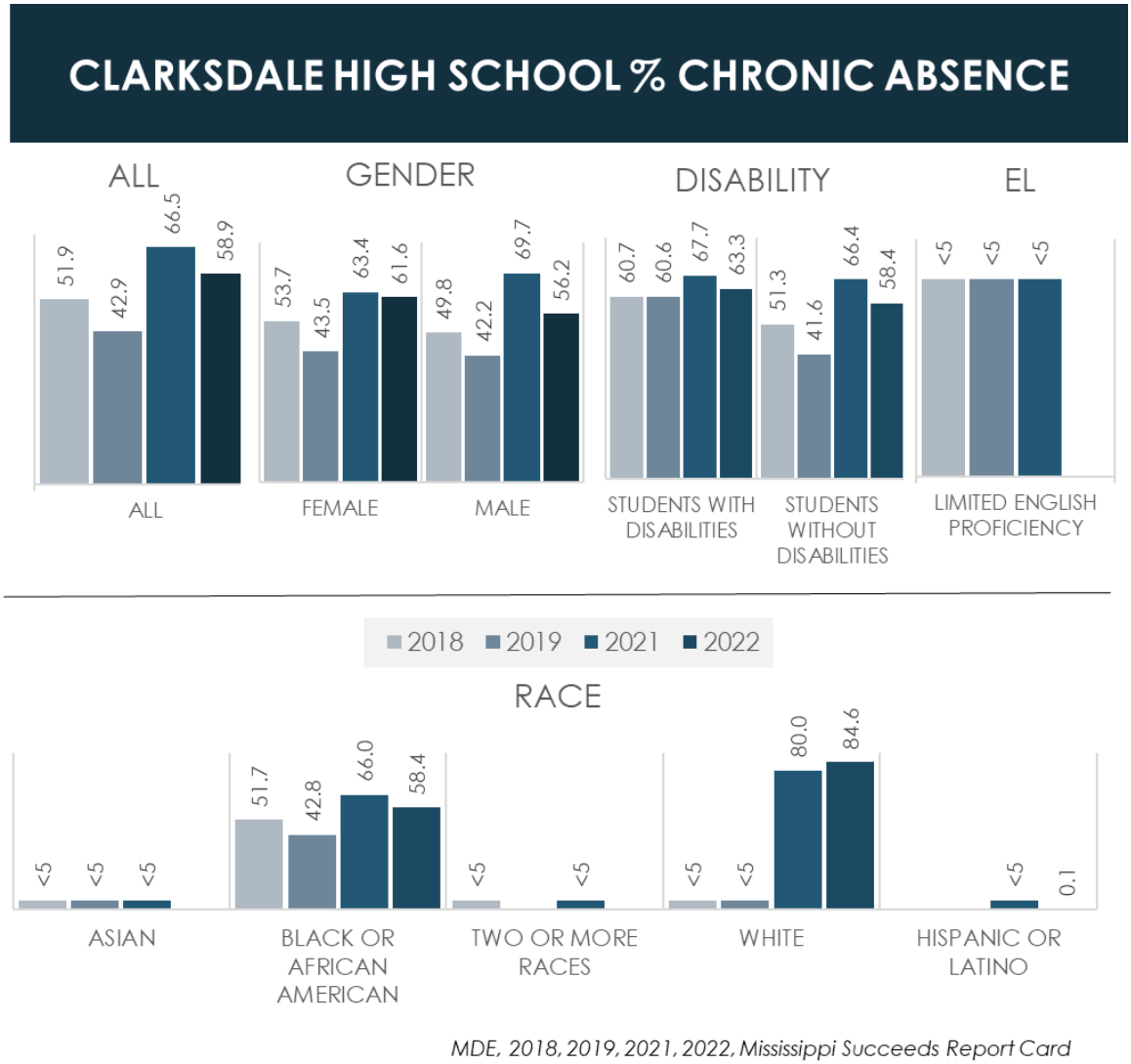
	2018	2019	2020	2021	2022
ALL	85.6%	83.7%	90.3%	73.8%	81.0%
GR_10	86.2%	83.6%	91.7%	72.4%	81.3%
GR_11	*	83.8%	91.3%	75.2%	81.6%
GR_12	85.0%	*	87.9%	*	80.1%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 189: Clarksdale High School ADA as Percentage of Enrollment

Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 190: Clarksdale High School Chronic Absenteeism

Accountability

Accountability Measures

CLARKSDALE HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	D	D	C
POINTS	538		615
ELA/READING			
% PROFICIENT	19.5	17.7	18.3
STATE	41.8	35	41.9
% GROWTH	49.5		35.5
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	55		26.4
STATE	56.2		56.6
MATH			
% PROFICIENT	15	2.4	75
STATE	47	36	46.8
% GROWTH	74.6		98.5
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	101.3		115
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 191: Clarksdale High School Accountability: ELA and Math

CLARKSDALE HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	26.9	0.1	61.6
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	27	17.7	47
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	9.5	11.7	9.7
STATE	37.4	34.3	42.9
ACCELERATION	17.2	16.2	19.5
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 192: Clarksdale High School Accountability: Science, History, Other

Proficiency by Demographic Group

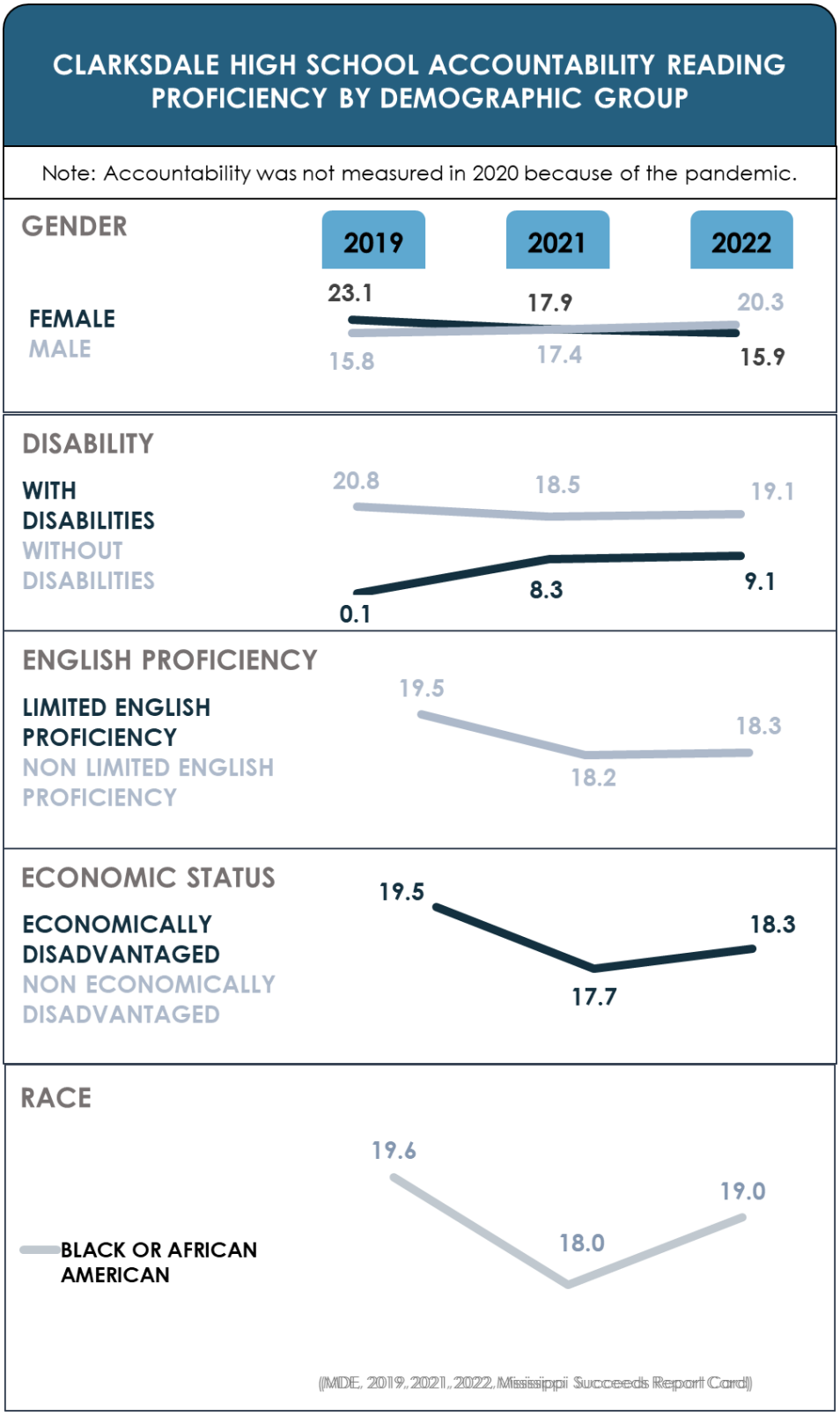


Figure 193: Clarksdale High School Reading Proficiency by Demographic Group

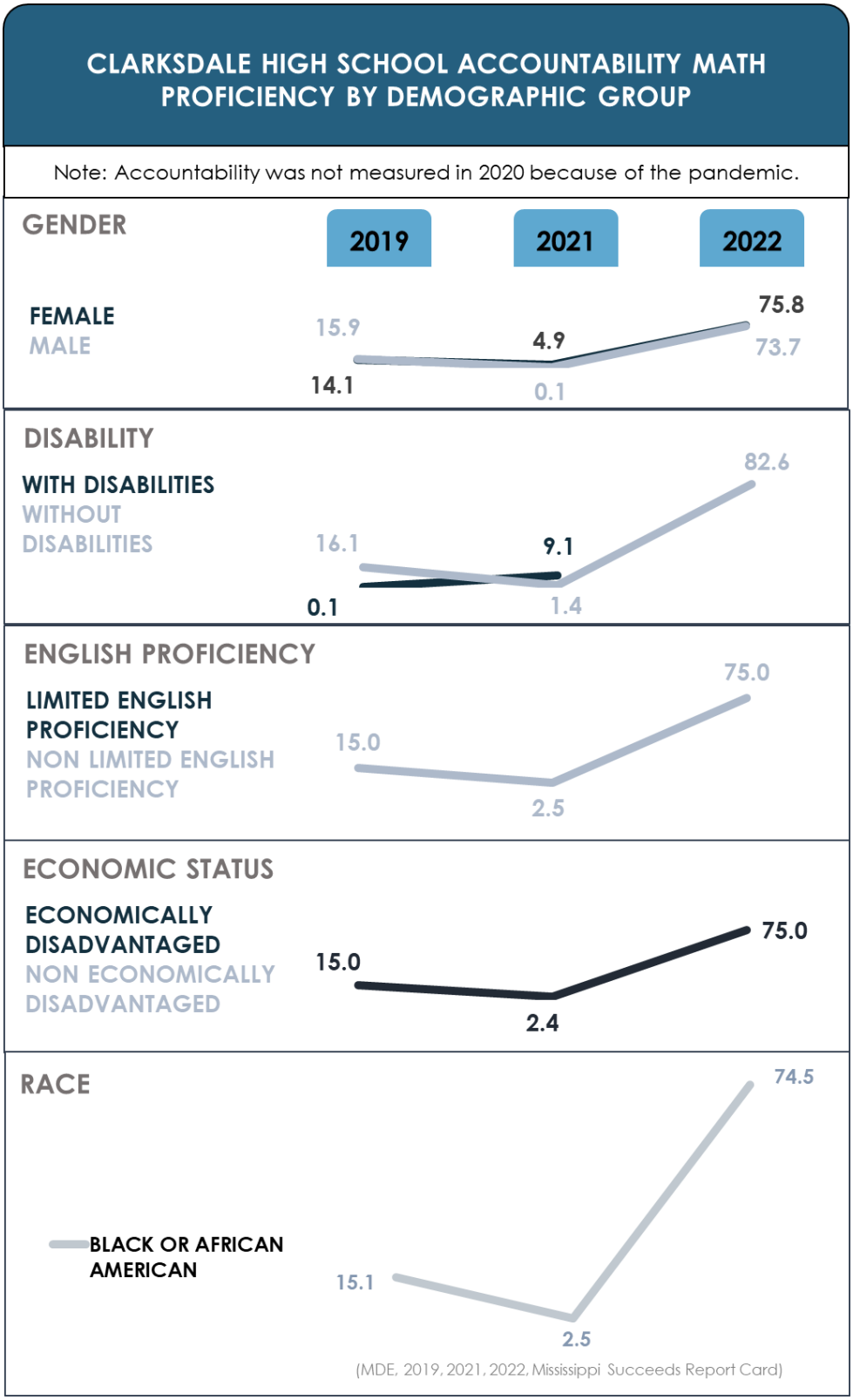


Figure 194: Clarksdale High School Math Proficiency by Demographic Group

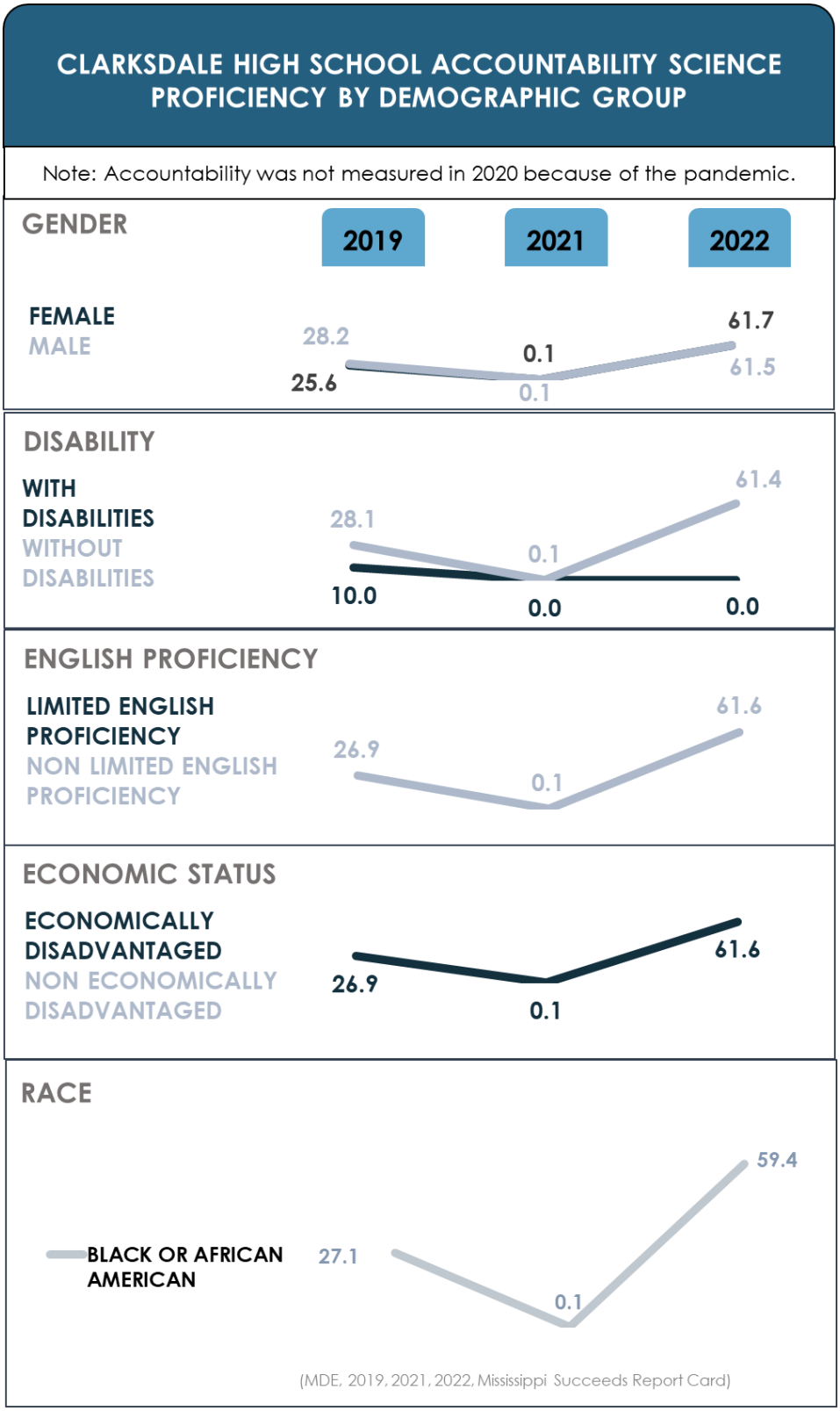


Figure 195: Clarksdale High School Science Proficiency by Demographic Group

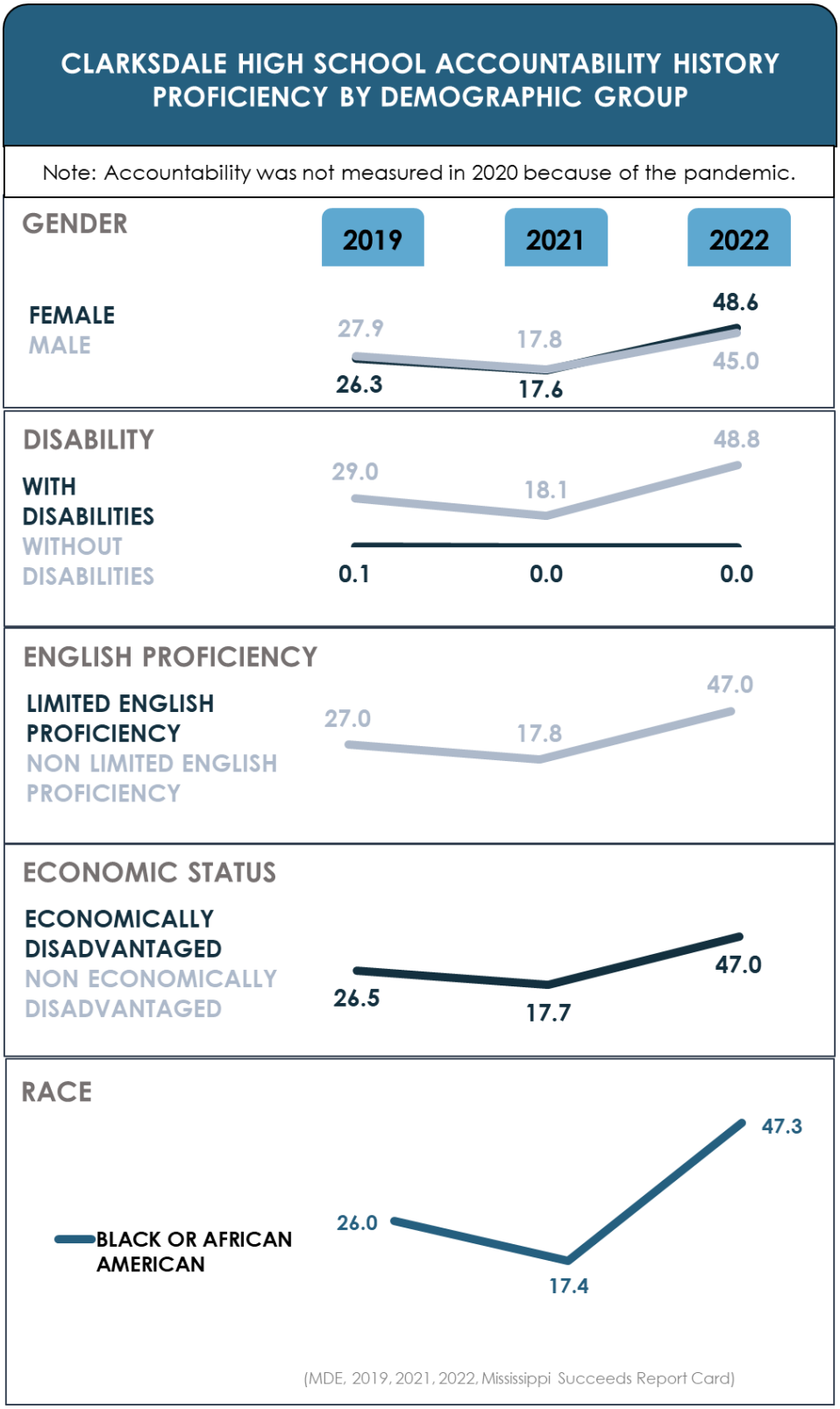


Figure 196: Clarksdale High School History Proficiency by Demographic Group

4-Year Graduation Rates

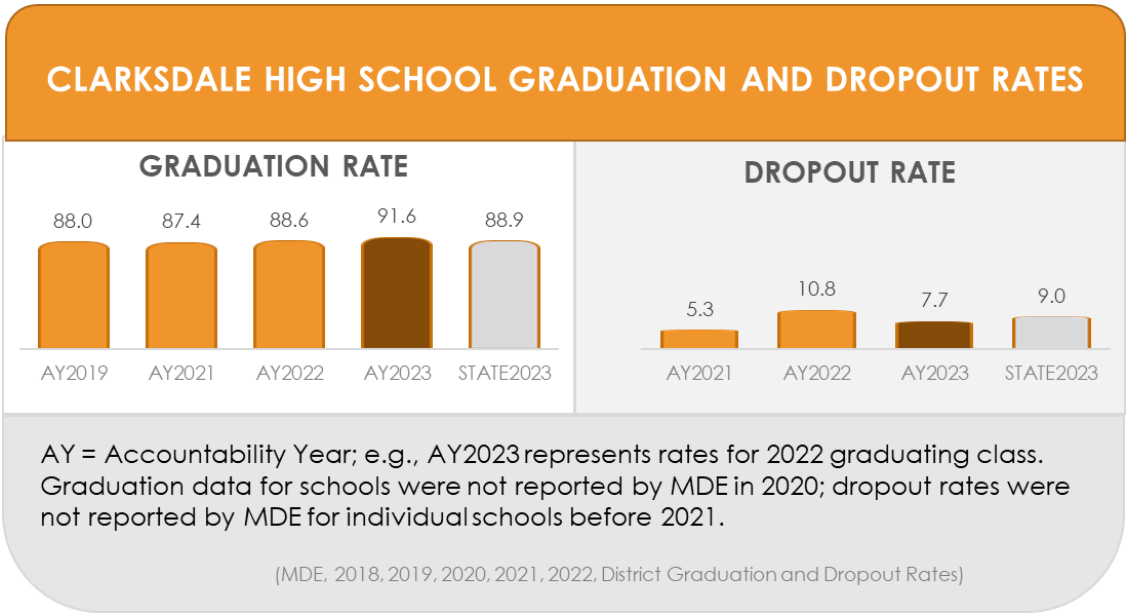


Figure 197: Clarksdale High School 4-Year Graduation Rate

Assessment

ACT

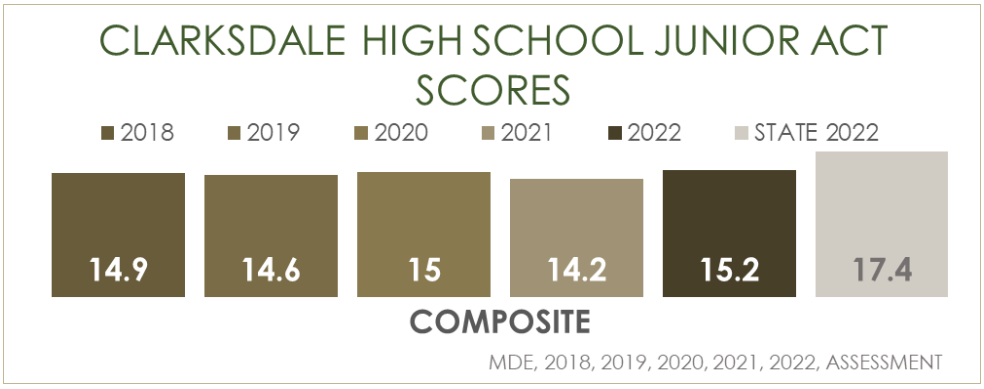


Figure 198: Clarksdale High School Junior ACT: Composite

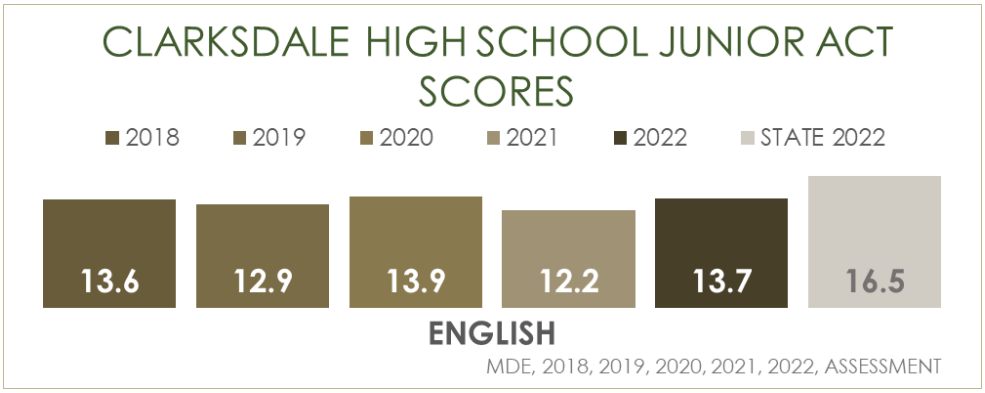


Figure 199: Clarksdale High School Junior ACT: English

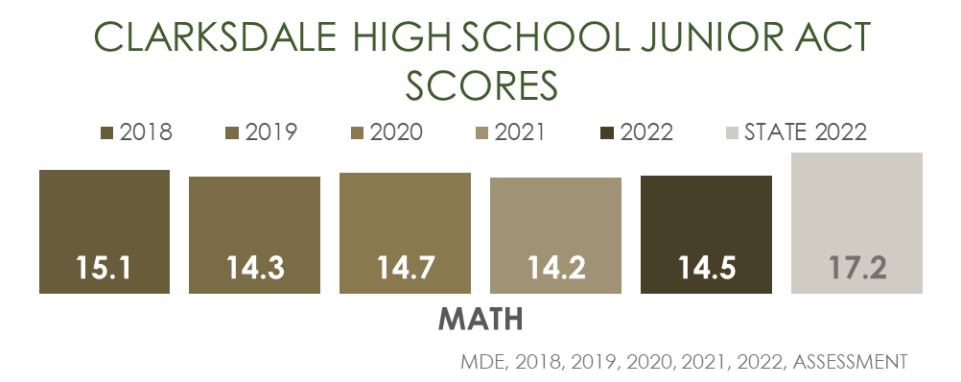


Figure 200: Clarksdale High School Junior ACT: Math

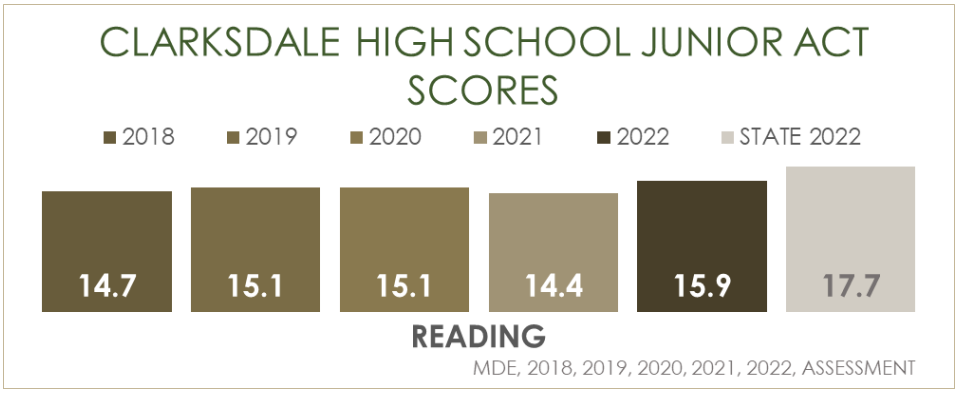


Figure 201: Clarksdale High School Junior ACT: Reading

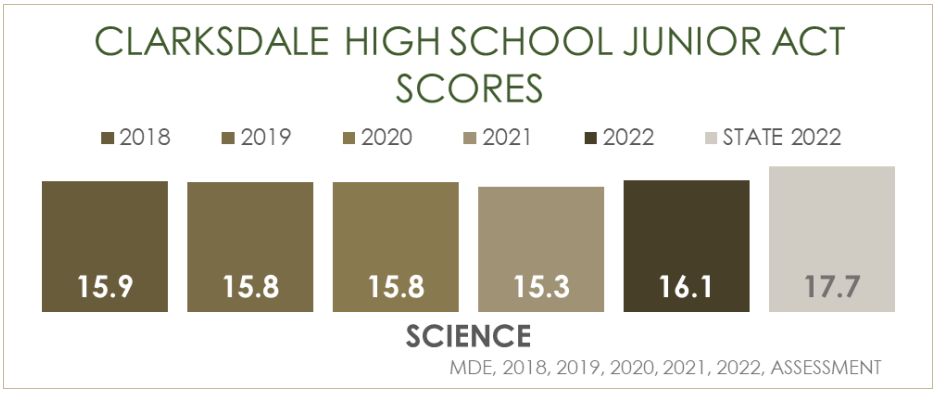
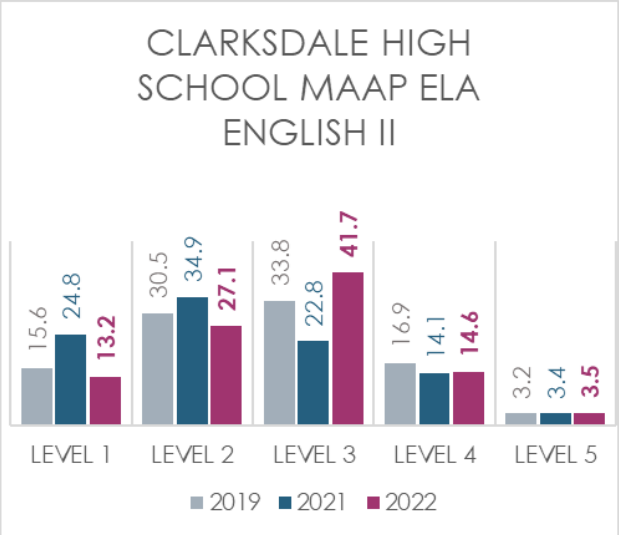


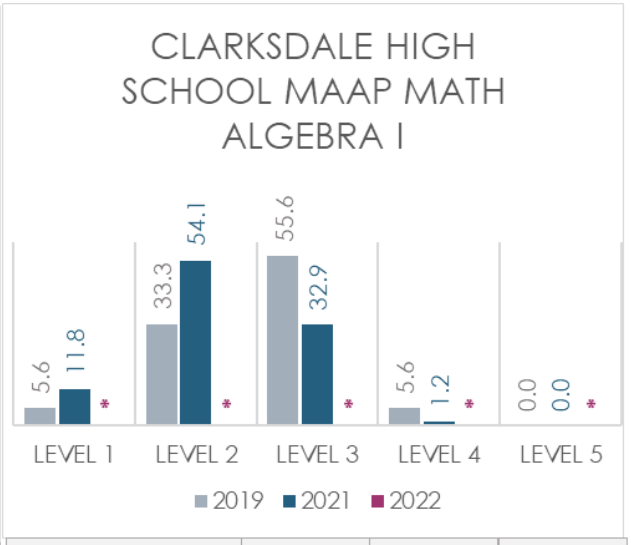
Figure 202: Clarksdale High School Junior ACT: Science

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and MATH



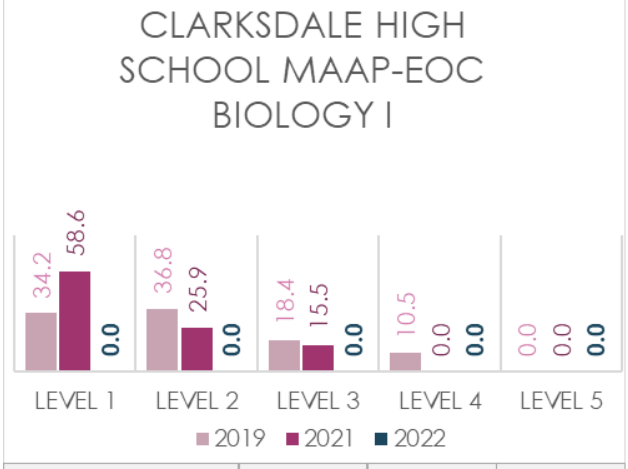
	2019	2021	2022
PROFICIENT (4 +5)	20.1	17.4	18.1
STATE PROFICIENT	43.8	34.9	44.0



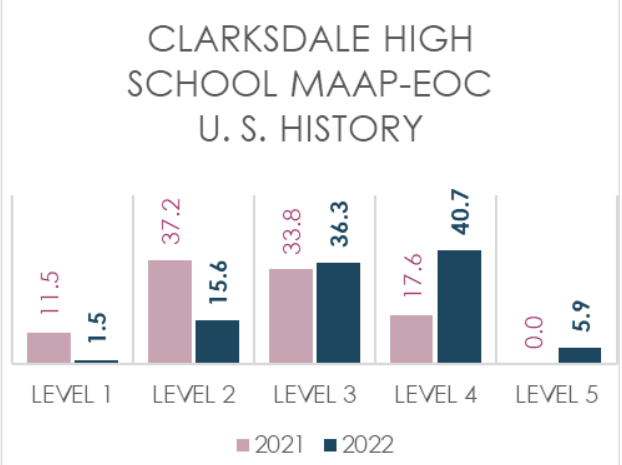
	2019	2021	2022
PROFICIENT (4 +5)	5.6	1.2	0.0
STATE PROFICIENT	49.3	33.2	64.9

Figure 203: Clarksdale High School MAAP ELA and Math English II and Algebra I

MAAP END-OF-COURSE



	2019	2021	2022
PROFICIENT (4 +5)	10.5	0.0	0.0
STATE PROFICIENT	57.3	47.4	59.7



	2021	2022
PROFICIENT (4 +5)	2019 TEST NOT COMPARABLE	17.6	46.7
STATE PROFICIENT		47.4	69.3

Figure 204: Clarksdale High School MAAP End-of-Course Biology I and U. S. History

Personnel

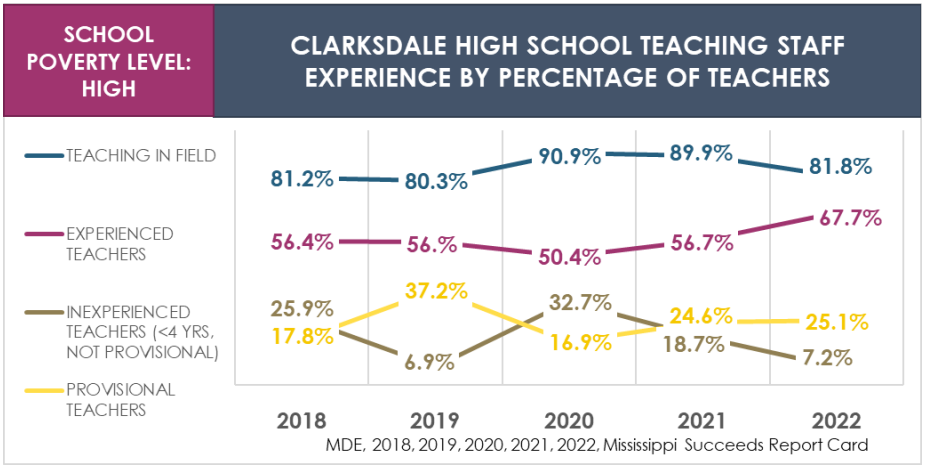


Figure 205: Clarksdale High School Teaching Staff Experience by Percentage of Teachers

Discipline

CLARKSDALE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	48.6	<5			46.02	<5	<5	17.8	<10	<5		
GENDER	FEMALE	37.28				38.98		<5	14.4				
	MALE	60.26				53.28		<5	21.1				
RACE	ASIAN	<10				<10							
	BLACK OR AFRICAN AMERICAN	48.6				45.98		<5	17.3				
	HISPANIC OR LATINO							<5	<5				
	TWO OR MORE RACES												
	WHITE								23.1				
DISABILITY	STUDENTS WITH DISABILITIES	77.42				51.62		<5	16.3				
	STUDENTS WITHOUT DISABILITIES	46.54				45.62		<5	18				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY	48.7				46.12			17.8				

		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	38	<10		11	<10			<5	<10			<5
GENDER	FEMALE	20			<10	<10			<5	<10			<5
	MALE	24			<10	<10			<5	<10			<5
RACE	ASIAN					<10			<5	<10			<5
	BLACK OR AFRICAN AMERICAN	38			<10	<10			<5	<10			<5
	HISPANIC OR LATINO				<10								
	TWO OR MORE RACES								<5				<5
	WHITE				<10				<5				<5
DISABILITY	STUDENTS WITH DISABILITIES	20				<10			<5	<10			<5
	STUDENTS WITHOUT DISABILITIES	28			11	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	38			11	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 206: Clarksdale High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Clarksdale High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Nine (9) faculty and staff members, two (2) parents, and ten (10) students responded to the survey.

Clarksdale High School Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3	33.3%
Agree	6	66.7%
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	5	55.6%
Supporting college and career counseling	7	77.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	4	44.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	55.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	44.4%

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	5	55.6%
Providing school-based mental health services and counseling	6	66.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	33.3%
Establishing or improving dropout prevention	4	44.4%
Supporting re-entry programs and transition services for Justice-involved youth	4	44.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	55.6%
Implementing systems and practices to prevent bullying and harassment	5	55.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	55.6%
Establishing community partnerships	6	66.7%

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	4	44.4%
Building technological capacity and infrastructure	7	77.8%
Carrying out innovative blended learning projects	6	66.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	44.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	44.4%

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

I contact parents every week.

	Count	Percentage
Strongly Agree	1	11.1%
Agree	3	33.3%
Disagree	4	44.4%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	4	44.4%
Minor disruptions that steal instructional time	4	44.4%
Major classroom disruptions	0	0.0%
Not Applicable	1	11.1%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	33.3%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
Not Applicable or No Information	2	22.2%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	3	33.3%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	2	22.2%

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	3	33.3%
Expedited evaluation services for students with limited English	3	33.3%
Expedited evaluation services for gifted and talented students	4	44.4%
Additional academic support	4	44.4%
Tutoring	5	55.6%
Enrichment educational services	5	55.6%
Counseling	8	88.9%
Mentors	6	66.7%
School supplies	6	66.7%
School uniforms	5	55.6%
Dental referrals	3	33.3%
Medical referrals	4	44.4%
Bullying assistance	2	22.2%

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	11.1%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	33.3%

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	4	44.4%
Utilize technology such as class websites, blogs, and videos	6	66.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	33.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	3	33.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	4	44.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	3	33.3%
Use bilingual handouts and cues	3	33.3%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	5	55.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	1	11.1%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Learn 360	0	0	0	0	0	0	1	8
The Excellence Group – Gen. Ed. and Inclusion Teachers	0	0	0	0	0	0	1	7
Educational Leadership Solutions	1	1	1	1	1	1	2	7
Imagine Learning	0	0	0	0	0	0	1	8
Ellevate – Management Tool for LSPs	0	0	0	0	0	0	1	8
Renaissance Learning – MyOn Reader/Freckle Math	0	0	0	0	0	0	1	8
Millennium Educational Services – ELA 3rd-10th	0	0	0	0	0	0	1	7
iReady	0	0	0	0	0	0	1	8
Renaissance Learning – Star Products	0	0	0	0	0	0	1	8

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	2	22.2%
Agree	7	77.8%
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	2	22.2%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
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	4	44.4%
Agree	4	44.4%
Disagree	1	11.1%
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	11.1%
Agree	4	44.4%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
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	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	3	33.3%
Unsafe conditions present in schools	2	22.2%
Lack of surveillance equipment	3	33.3%
Insufficient law enforcement/SRO presence	1	11.1%
Inconsistent disciplinary practices	3	33.3%
Poor systematic approach to reinforcement of positive behavior	3	33.3%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	2	22.2%
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	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

Professional Development

Rank your top ten choices for professional development topics.	
	Rank
Conflict resolution	#1
Teaching and understanding students in poverty	#2
Using technology to enhance instruction	#3
My specific content area	#4
Mississippi College and Career Readiness Standards	#5
Differentiated Instruction	#6
Reading for at risk students	#7
Response to Intervention (RTI/MTSS)	#8
Teaching and understanding homeless students	#9
Culture sensitivity	#10
Successful inclusion strategies	#11

Rank your top ten choices for professional development topics.	
	Rank
Writing strategies	#12
Classroom Management	#13
Depth of Knowledge	#14
Developing quality assessments	#15
Interpreting and analyzing student data	#16
English Learners (ELs)	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	1	11.1%
Agree	5	55.6%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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	7	77.8%
Remote appointments with a counselor or mental health professional	4	44.4%
Remote appointments with a school nurse	1	11.1%
Devices to use for schoolwork	9	100.0%
Meals for students	1	11.1%
Class materials available online	3	33.3%
Mobile hotspots or other ways to access the internet	5	55.6%

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
School supplies (pencils, paper, etc.)	1	11.1%
Class materials available offline (sent through mail, picked up at school)	2	22.2%
Virtual school events (assemblies, awards ceremonies, graduation)	6	66.7%
Other	1	11.1%
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.

Faculty and staff members from Clarksdale High School feel that the school does a good job in fostering a positive and supportive work environment and rewarding students and teachers for successful achievements. One faculty member said, "This year the district has really made an effort to recognize the students that are excelling. I think that it is important to reward the students for their hard work." Respondents see the need for improvements in communication and inclusion, upholding the dress code, and maintaining a clean and well-manicured campus. Another faculty member stated, "There are kids here in the high school that are reading on first and second-grade reading levels. How do they get this far? We have to start looking at how these kids are getting to high school and not being able to read. It starts in elementary school. If students cannot read, they should not pass."

Clarksdale High School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	9	90.0%
Disagree	0	0.0%
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	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

My school work is challenging and requires my best effort.

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

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	2	20.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	2	20.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	1	10.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	1	10.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

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

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

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

If I have a problem or suggestion for the principal, he/she is available.

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

The people in the principal's office care about students as individuals.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	2	20.0%
Disagree	3	30.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

In the student activities in which I participate, students are involved in planning the activities.

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

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	3	30.0%
Unsafe conditions present in schools	3	30.0%
Lack of surveillance equipment	4	40.0%
Insufficient law enforcement/SRO presence	1	10.0%
Inconsistent disciplinary practices	4	40.0%
Poor systematic approach to reinforcement of positive behavior	3	30.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	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%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	1	10.0%
Agree	3	30.0%
Disagree	3	30.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

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	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Covid-19 and Distance Learning

How much time is spent on schoolwork each day?	Count	Percentage
Less than half an hour	2	20.0%
Between half an hour and one hour	4	40.0%
One hour	2	20.0%
Two or three hours	1	10.0%
Four or more hours	1	10.0%

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	1	10.0%
Remote appointments with a counselor or mental health professional	3	30.0%
Remote appointments with a school nurse	2	20.0%
Devices to use for schoolwork	3	30.0%
Meals for students	5	50.0%
Class materials available online	3	30.0%
Mobile hotspots or other ways to access the internet	5	50.0%
School supplies (pencils, paper, etc.)	1	10.0%
Class materials available offline (sent through mail, picked up at school)	3	30.0%
Virtual school events (assemblies, awards ceremonies, graduation)	2	20.0%
Other	2	20.0%
None of the above	2	20.0%

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.

Students from Clarksdale High School feel that the school does a good job in caring for student needs and making them feel comfortable. One student said, "My school staff does well with keeping students in order." Respondents see the need for improvements in cleaning and maintaining the buildings and facilities.

Clarksdale High School Parent 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	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

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	0	0.0%
Supporting college and career counseling	0	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	50.0%

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	2	100.0%
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	1	50.0%

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
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	50.0%
Implementing systems and practices to prevent bullying and harassment	1	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	50.0%
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	2	100.0%
Building technological capacity and infrastructure	1	50.0%
Carrying out innovative blended learning projects	1	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	1	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	50.0%
Conflict Resolution	2	100.0%
Discipline	1	50.0%
Drug/Alcohol Awareness	1	50.0%
English as a Second Language	0	0.0%
Health Classes	0	0.0%
Literacy Classes	1	50.0%

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	1	50.0%
Parent/Child Communication	1	50.0%
Preparing for College	0	0.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	0	0.0%
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	1	50.0%
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.)	1	50.0%
Resource materials for parental training	1	50.0%
Training for parents to work with other parents on becoming involved in the schools	1	50.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	1	50.0%
Home/School Planners	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	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

Parent, Family, and Community Engagement

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

	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%

Parents feel welcome in our school.

	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%

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

	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%

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

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

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	1	50.0%
Checked my child's grades/assignments online	2	100.0%
Been in contact with my child's teacher	1	50.0%
Received a newsletter from the district, school, or teacher	1	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	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
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	1	50.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
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	1	50.0%
Disagree	1	50.0%
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	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.

	Count	Percentage
Poor supervision of students	0	0.0%
Unsafe conditions present in schools	0	0.0%
Lack of surveillance equipment	2	100.0%
Insufficient law enforcement/SRO presence	0	0.0%
Inconsistent disciplinary practices	0	0.0%
Poor systematic approach to reinforcement of positive behavior	1	50.0%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).

	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	2	100.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).

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

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

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	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	50.0%
Moderately satisfied	1	50.0%
Somewhat satisfied	0	0.0%
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	50.0%
To a moderate extent	1	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	1	50.0%
Remote appointments with a counselor or mental health professional	1	50.0%
Remote appointments with a school nurse	0	0.0%
Devices to use for schoolwork	1	50.0%
Meals for students	0	0.0%
Class materials available online	1	50.0%
Mobile hotspots or other ways to access the internet	1	50.0%
School supplies (pencils, paper, etc.)	0	0.0%
Class materials available offline (sent through mail, picked up at school)	1	50.0%
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.

Parents of students from Clarksdale High School chose not to respond to the two open-ended questions.

Carl Keen CTE Center

Introduction

Carl Keen CTE Center is located at 1050 Walnut Street in Clarksdale, Mississippi. The learning center is led by its director, Triccia Hudson, as well as its counselor, Jasheeba Baltimore. The center serves the students of CMSD by providing technical and career training and opportunities. Programs offered include culinary arts, sports medicine, health science, family and consumer science, STEM, simulation and animation design, and teacher academy. Students have the opportunity to participate in organizations such as National Technical Honor Society, Technology Student Association, FCCLA, Educator's Rising, and HOSA.

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Carl Keen CTE Center in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Preschool and Kindergarten; Professional Development; and Covid-19 and Distance Learning*. 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. Seven (7) faculty and staff members, zero (0) parents, and fifty-two (52) students responded to the survey.

Carl Keen CTE Center Faculty/Staff Survey

Federal Programs

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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	42.9%
Supporting college and career counseling	4	57.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	71.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	28.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	28.6%

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	5	71.4%
Providing school-based mental health services and counseling	4	57.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	42.9%
Establishing or improving dropout prevention	4	57.1%
Supporting re-entry programs and transition services for Justice-involved youth	2	28.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	71.4%
Implementing systems and practices to prevent bullying and harassment	2	28.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	71.4%
Establishing community partnerships	3	42.9%

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	2	28.6%
Building technological capacity and infrastructure	3	42.9%
Carrying out innovative blended learning projects	2	28.6%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	6	85.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	42.9%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	42.9%

I contact parents every week.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	14.3%
Disagree	3	42.9%
Strongly Disagree	1	14.3%
Not Applicable or No Information	2	28.6%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	2	28.6%
Minor disruptions that steal instructional time	1	14.3%
Major classroom disruptions	0	0.0%
Not Applicable	4	57.1%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach meets regularly with the teachers of this school for the purpose of maximizing student achievement.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	71.4%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	71.4%

The Instructional Literacy Coach/Lead Teacher, Consultant, or Academic Coach is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	71.4%

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	2	28.6%
Expedited evaluation services for students with limited English	2	28.6%
Expedited evaluation services for gifted and talented students	1	14.3%
Additional academic support	6	85.7%
Tutoring	2	28.6%
Enrichment educational services	2	28.6%
Counseling	5	71.4%
Mentors	4	57.1%
School supplies	2	28.6%
School uniforms	2	28.6%
Dental referrals	1	14.3%
Medical referrals	1	14.3%
Bullying assistance	2	28.6%

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	0	0.0%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	42.9%

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	1	14.3%
Utilize technology such as class websites, blogs, and videos	5	71.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	2	28.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	1	14.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	3	42.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	1	14.3%
Use bilingual handouts and cues	0	0.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use visual displays, portable white boards, and posters when giving instructions	3	42.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	42.9%

Please evaluate the following products, programs, and services:								
PROGRAM, PRODUCT, OR SERVICE	Aligns with instructional goals of the school	Meets teacher needs for instruction and assessment	Meets student needs for instruction and assessment	Provides appropriate data points for data-driven instruction	Provides ease of use for teachers and students	Provides practical activities and suggestions for students	Would be beneficial for continuation into next school year	I do not use this product or service.
Educational Leadership Solutions	0	0	0	0	0	0	0	7
Imagine Learning	0	0	0	0	0	0	0	7
Ellevate – Management Tool for LSPs	0	0	0	0	0	0	0	7
Learn 360	0	0	0	0	0	0	0	7
The Excellence Group – Gen. Ed. and Inclusion Teachers	0	0	0	0	0	0	0	7
Millennium Educational Services – ELA 3rd-10th	0	0	0	0	0	0	0	7
iReady	0	0	0	0	0	0	0	7
Renaissance Learning – Star Products	0	0	0	0	0	0	0	7
Renaissance Learning – MyOn Reader/Freckle Math	0	0	0	0	0	0	0	7

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	5	71.4%
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	2	28.6%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	5	71.4%
Disagree	0	0.0%
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	6	85.7%
Disagree	1	14.3%
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	14.3%
Agree	6	85.7%
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	14.3%
Agree	5	71.4%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
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	1	14.3%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	3	42.9%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.		
	Count	Percentage
Poor supervision of students	2	28.6%
Unsafe conditions present in schools	1	14.3%
Lack of surveillance equipment	3	42.9%
Insufficient law enforcement/SRO presence	5	71.4%
Inconsistent disciplinary practices	1	14.3%
Poor systematic approach to reinforcement of positive behavior	1	14.3%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	2	28.6%
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	1	14.3%
Agree	6	85.7%
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	3	42.9%
Agree	4	57.1%
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
Using technology to enhance instruction	#2
Depth of Knowledge	#3
Developing quality assessments	#4
Conflict resolution	#5
Differentiated Instruction	#6
Culture sensitivity	#7
Reading for at risk students	#8
Teaching and understanding students in poverty	#9
Successful inclusion strategies	#10
Writing strategies	#11

Rank your top ten choices for professional development topics.	Rank
Teaching and understanding homeless students	#12
My specific content area	#13
Interpreting and analyzing student data	#14
English Learners (ELs)	#15
Response to Intervention (RTI/MTSS)	#16
Mississippi College and Career Readiness Standards	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

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	6	85.7%
Remote appointments with a counselor or mental health professional	5	71.4%
Remote appointments with a school nurse	3	42.9%
Devices to use for schoolwork	7	100.0%
Meals for students	1	14.3%
Class materials available online	2	28.6%
Mobile hotspots or other ways to access the internet	5	71.4%

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
School supplies (pencils, paper, etc.)	0	0.0%
Class materials available offline (sent through mail, picked up at school)	1	14.3%
Virtual school events (assemblies, awards ceremonies, graduation)	3	42.9%
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.

Faculty and staff members from Carl Keen CTE Center feel that the school does a good job in giving students accurate experiences of working in the world. One faculty member said, "Our district has a great open-door policy, and I feel welcome to share my concerns and opinions. I also enjoy the family-like atmosphere that we evoke in my building and in the district as a whole." Respondents would like to see a focus placed on teaching important life skills such as how to communicate and be a team player. Another faculty member stated, "I would like to see my co-workers, districtwide, take the initiative to study and better prepare for our craft. Stop using excuses about being a novice teacher and better prepare for the teaching of engaging lessons with vigor and a smile. Have empathy for our scholars, and stop being mean-spirited. Students are our most important stakeholders. Treat them with the utmost respect that they deserve or find another line of work."

Carl Keen CTE Center Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	16	30.8%
Agree	33	63.5%
Disagree	0	0.0%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

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	11	21.2%
Agree	38	73.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.8%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	14	26.9%
Agree	35	67.3%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	8	15.4%
Agree	36	69.2%
Disagree	3	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.6%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.	Count	Percentage
Strongly Agree	9	17.3%
Agree	39	75.0%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	13	25.0%
Agree	32	61.5%
Disagree	4	7.7%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	14	26.9%
Agree	32	61.5%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.7%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	14	26.9%
Agree	32	61.5%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	3	5.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	14	26.9%
Agree	30	57.7%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	6	11.5%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	14	26.9%
Agree	30	57.7%
Disagree	3	5.8%
Strongly Disagree	3	5.8%
Not Applicable or No Information	2	3.8%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	12	23.1%
Agree	33	63.5%
Disagree	3	5.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	2	3.8%

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	15	28.8%
Agree	32	61.5%
Disagree	1	1.9%
Strongly Disagree	2	3.8%
Not Applicable or No Information	2	3.8%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	11	21.2%
Agree	33	63.5%
Disagree	4	7.7%
Strongly Disagree	3	5.8%
Not Applicable or No Information	1	1.9%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	12	23.1%
Agree	36	69.2%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.8%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	15	28.8%
Agree	30	57.7%
Disagree	5	9.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	15	28.8%
Agree	33	63.5%
Disagree	3	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	12	23.1%
Agree	31	59.6%
Disagree	3	5.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	4	7.7%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	13	25.0%
Agree	33	63.5%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	3	5.8%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	13	25.0%
Agree	27	51.9%
Disagree	5	9.6%
Strongly Disagree	3	5.8%
Not Applicable or No Information	4	7.7%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.		
	Count	Percentage
Strongly Agree	14	26.9%
Agree	25	48.1%
Disagree	6	11.5%
Strongly Disagree	1	1.9%
Not Applicable or No Information	6	11.5%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	8	15.4%
Agree	36	69.2%
Disagree	3	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.6%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	15	28.8%
Agree	30	57.7%
Disagree	3	5.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	2	3.8%

Please choose which item(s), if any, you feel contribute to a less than ideal safe and orderly learning environment in our school district.	Count	Percentage
Poor supervision of students	13	25.0%
Unsafe conditions present in schools	14	26.9%
Lack of surveillance equipment	11	21.2%
Insufficient law enforcement/SRO presence	4	7.7%
Inconsistent disciplinary practices	8	15.4%
Poor systematic approach to reinforcement of positive behavior	14	26.9%

Student truancy (absenteeism) and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	8	15.4%
Agree	30	57.7%
Disagree	8	15.4%
Strongly Disagree	2	3.8%
Not Applicable or No Information	4	7.7%

Teacher absenteeism and/or tardiness have a negative impact on learning in our school (district).	Count	Percentage
Strongly Agree	7	13.5%
Agree	27	51.9%
Disagree	11	21.2%
Strongly Disagree	3	5.8%
Not Applicable or No Information	4	7.7%

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	10	19.2%
Agree	31	59.6%
Disagree	3	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	15.4%

Covid-19 and Distance Learning

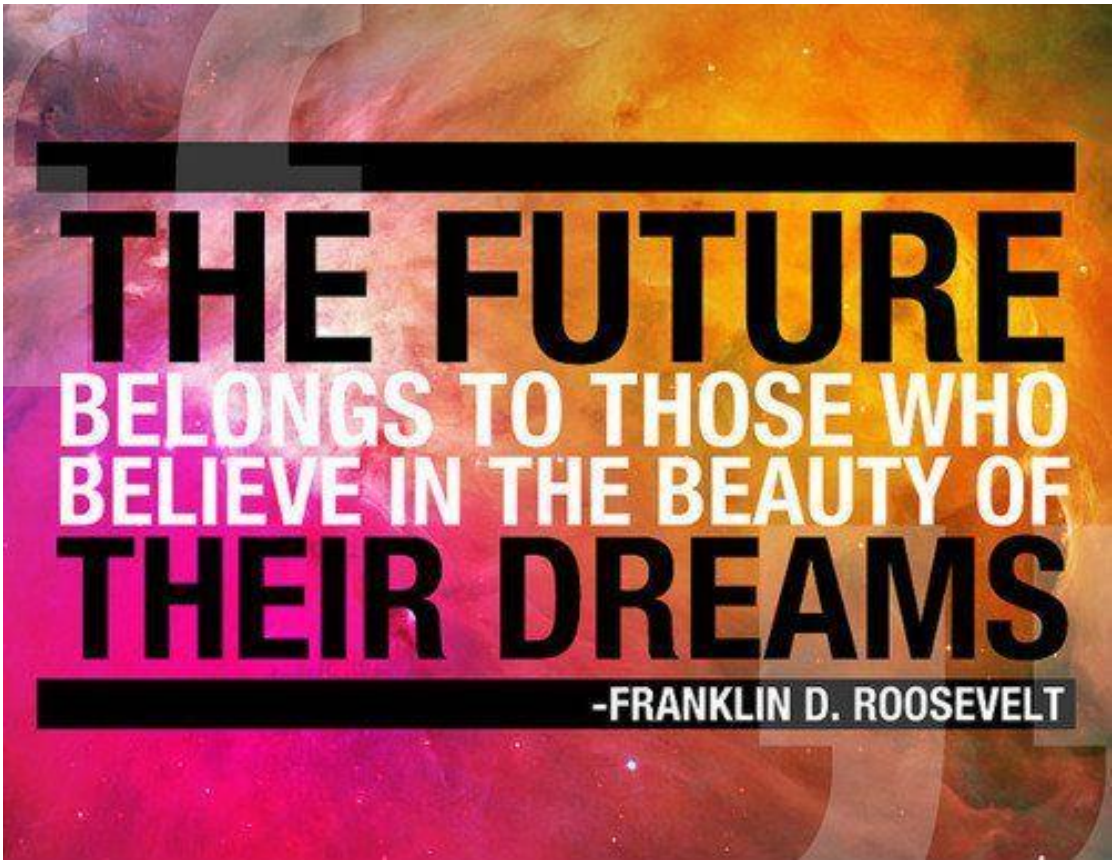
How much time is spent on schoolwork each day?		
	Count	Percentage
Less than half an hour	10	19.2%
Between half an hour and one hour	13	25.0%
One hour	11	21.2%
Two or three hours	8	15.4%
Four or more hours	10	19.2%

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	24	46.2%
Remote appointments with a counselor or mental health professional	18	34.6%
Remote appointments with a school nurse	9	17.3%
Devices to use for schoolwork	21	40.4%
Meals for students	22	42.3%
Class materials available online	18	34.6%
Mobile hotspots or other ways to access the internet	19	36.5%
School supplies (pencils, paper, etc.)	16	30.8%
Class materials available offline (sent through mail, picked up at school)	14	26.9%
Virtual school events (assemblies, awards ceremonies, graduation)	16	30.8%
Other	5	9.6%
None of the above	6	11.5%

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.

Students from Carl Keen CTE Center feel that the school does a good job in providing a positive learning environment, helping students learn, and ensuring that students feel safe. One student said, "I like that the school acknowledges our accomplishments every nine weeks and has different programs such as FCCLA that give us different opportunities." Respondents would like to see better lunch options and improved communication. Another student stated, "We should have better buildings. We should have fun while learning. And we should also take some breaks."



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