

ASSESSMENT CONDUCTED BY



TITLE IV-A NEEDS ASSESSMENT

2022

Jackson County

School District



JACKSON COUNTY SCHOOL DISTRICT

**2022 TITLE IV – A NEEDS
ASSESSMENT**

Data analysis compiled by
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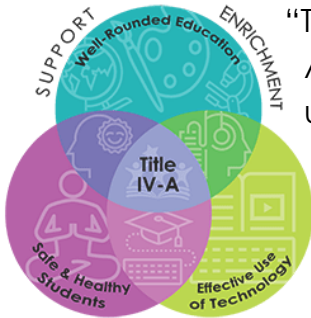


TABLE OF CONTENTS

Table of Contents	3
Introduction	5
Title IV-A Definition	5
Well-Rounded Education	6
Components	6
Academic Proficiency	6
MAAP	6
ACT	9
Access to and Enrollment in Courses	11
Access to and Participation in Advanced Courses	13
International Baccalaureate / Advanced Placement	14
Dual Credit	14
Access to and Usage of Educational Supports	15
Libraries	15
Career Counseling	16
Safe and Healthy Students	16
Components	16
School Engagement	16
Chronic Absence	17
Dropout Rate	17
School Discipline	18
School Climate and Safety	18
Violent Incidents	19
School Safety Survey	19
School-Based Service Providers	20
Effective Use of Technology	20
Components	20
Access to Technology	20
Technology Use	21
Computerized Assessments	22
Blended Learning	22
Online Courses	22
Support for Technology Use	22
IT Staff Availability	23
Access to and Participation in Technology Training	23
Summary	24
Well-Rounded Education	24
Safe and Healthy Students	24
Effective Use of Technology	24

INTRODUCTION

TITLE IV -A DEFINITION

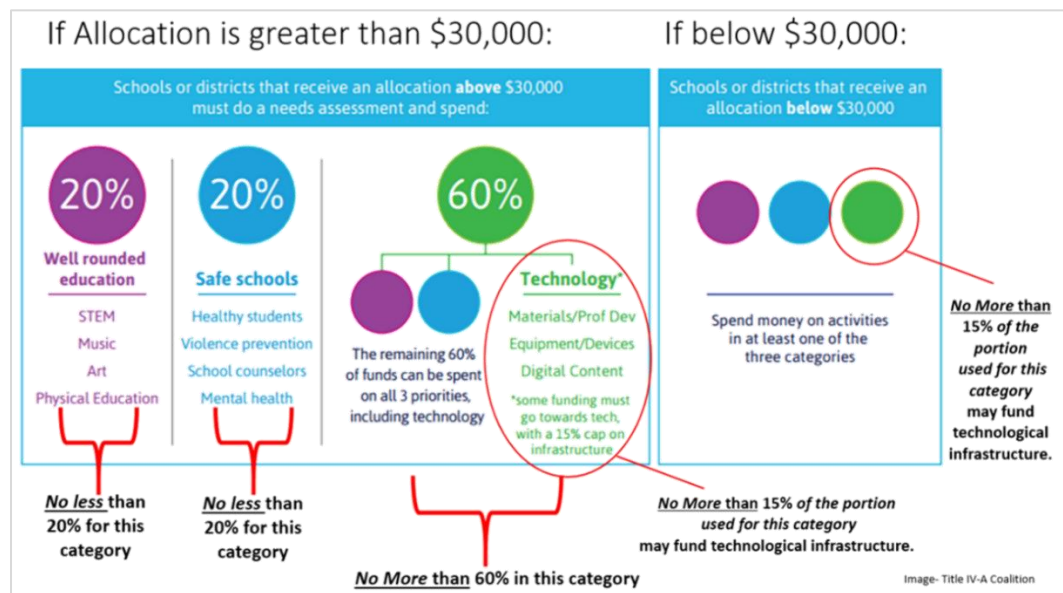


“The Title IV, Part A (Title IV-A) Student Support and Academic Enrichment Program (SSAE) was authorized under the Elementary and Secondary Act of 1965, as amended by the Every Student Succeeds Act in 2015. The Title IV-A program is **intended to improve students’ academic achievement** by increasing the capacity of states, local education agencies (LEAs), schools, and local communities to

1. provide all students with access to a **well-rounded education**,
2. **improve school conditions** for student learning, and
3. **improve the use of technology** to improve the academic achievement and digital literacy of all students.

LEAs receiving more than \$30,000 must conduct a comprehensive needs assessment and use the results to justify spending requests in all three program areas in the following way: at least 20 percent for Well Rounded Education (WRE), at least 20 percent for Safe and Healthy Schools (SHS), and some portion for Effective Use of Technology (EUT). LEAs may spend no more than 15 percent of EUT funds on technology infrastructure purchases.”

<https://oese.ed.gov/files/2020/09/Title-IV-A-Program-Profile.pdf>



WELL-ROUNDED EDUCATION

COMPONENTS



Well-rounded education comprises 36 indicators across four domains:

1. Academic proficiency, which is measured for English Language Arts/Literacy (ELA), Math, Science, and Social Studies
2. Access and enrollment/participation in other courses
3. Access and the level of student participation in advanced coursework
4. Access and usage of educational supports, specifically libraries and college and career counseling



ACADEMIC PROFICIENCY



The domain of academic proficiency for Title IV can be measured by (a) the number of students scoring proficient or higher in the annual state assessment, (b) the number of students scoring proficient or higher in end-of-year teacher-developed assessments, or (c) the number of students receiving a designated grade or higher.

MAAP



Jackson County School District chose to examine the number of students scoring proficient or higher on the annual *Mississippi Academic Assessment Program* (MAAP) state assessment. The following figures illustrate those scores.

FIGURE 1 shows the **average percentage** of students across all grade levels in the district and the state who scored proficient or advanced on the English/Language Arts MAAP assessments in 2019, 2021, and 2022. Assessments were canceled in 2020 due to the global pandemic and subsequent school closures. **District ELA averages exceeded state averages all three years.** The district gap-to-goal decreased sharply in 2021 but almost recovered to 2019 levels in 2022. **Current district scores are 8.4 percentage points below the 70%**

goal set for 2025 by the *Mississippi Succeeds Plan for the Every Student Succeeds Act*.

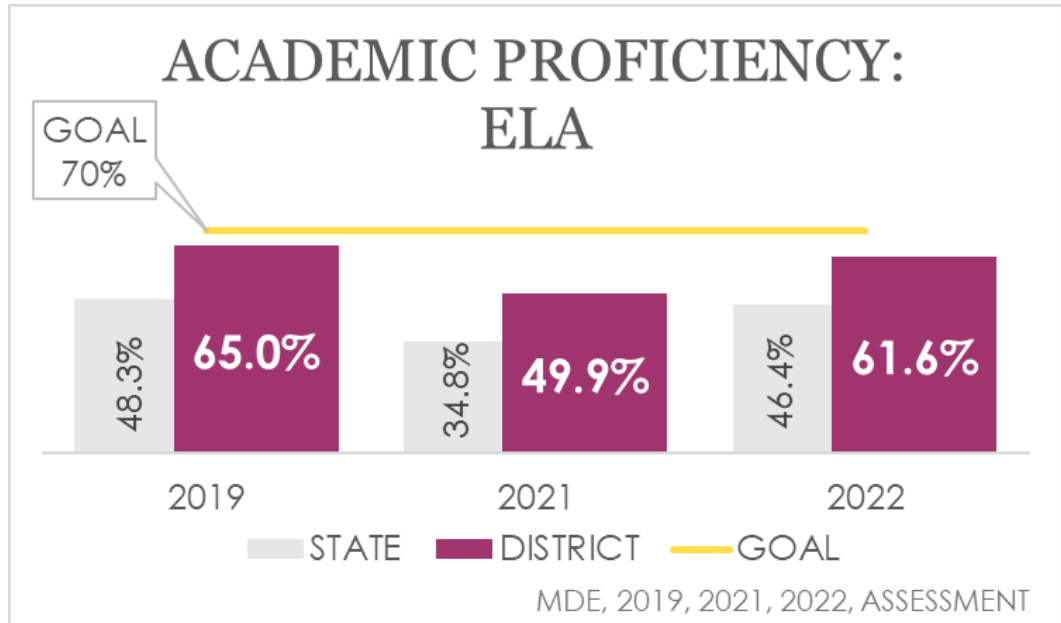


Figure 1: Percent of Students Scoring Proficient and Advanced on ELA MAAP

FIGURE 2 shows the **average percentage** of students across all grade levels in the district and the state who scored proficient or advanced on the math MAAP assessments in 2019, 2021, and 2022. **District math averages are well above state averages**; scores slipped in 2021 but came close to pre-pandemic levels in 2022. Current district averages are **within 2.3 percentage points of reaching the goal** for 2025.

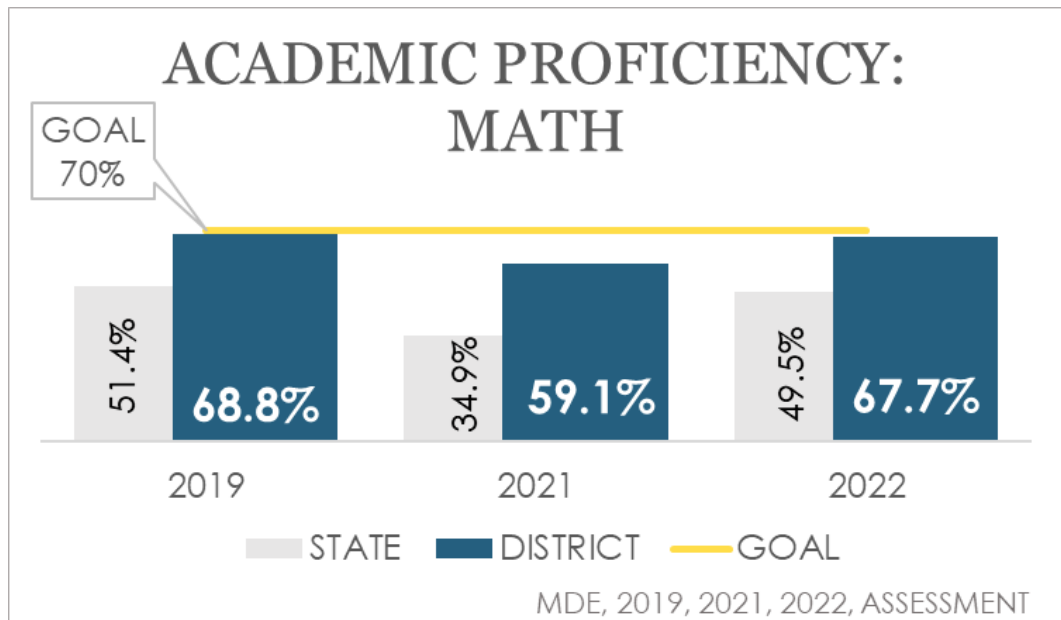


Figure 2: Percent of Students Scoring Proficient and Advanced on Math MAAP

FIGURE 3 shows the **average percentage** of students across all grade levels in the district and the state who scored proficient or advanced on the science MAAP assessments in 2019, 2021, and 2022. These assessments include tests for science in fifth and eighth grades combined with the End-of-Course test for Biology I in high school.

Average scoring percentages for these assessments are higher than those for ELA and math, and **in 2022, exceeded both the state average and the 70% goal set for 2025**. District science scores have surpassed pre-pandemic levels.

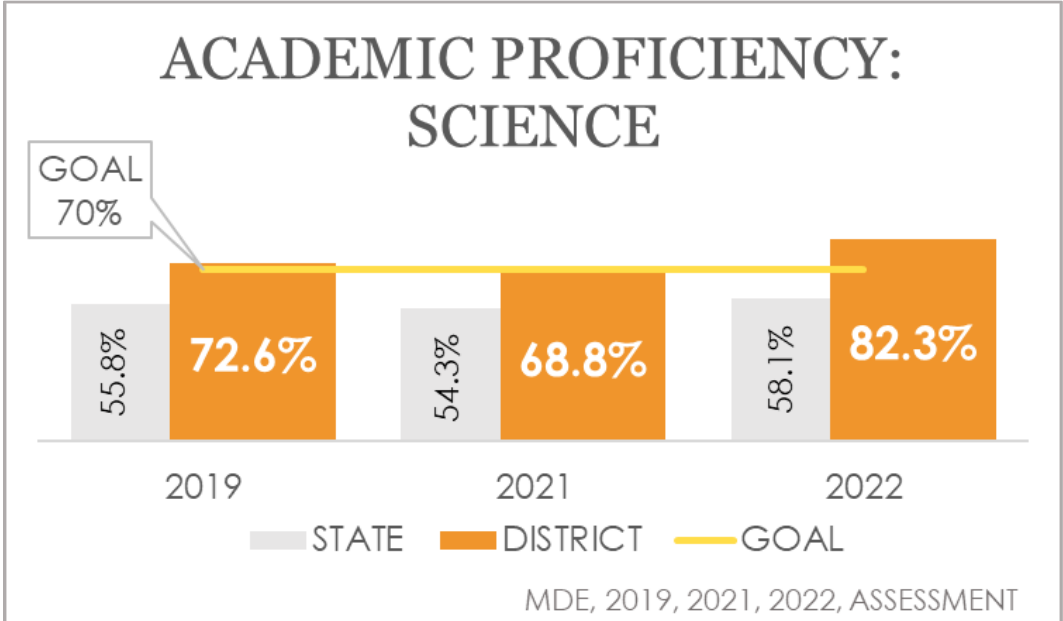


Figure 3: Percent of Students Scoring Proficient and Advanced on Science MAAP

FIGURE 4, on the following page, shows the **average percentage** of students across all grade levels in the district and the state who scored proficient or advanced on the U. S. History MAAP End-of-Course assessment in 2021, and 2022. The U. S. History state assessment changed in 2021, making a comparison to pre-pandemic levels unavailable.

In 2021, the first year the test was administered, the district average was over 20 percentage points above the state average. State averages increased at a faster rate than district averages in 2022; nevertheless, **district history scores are 14.7 percentage points above the state average and 14 percentage points above the goal for 2025**.



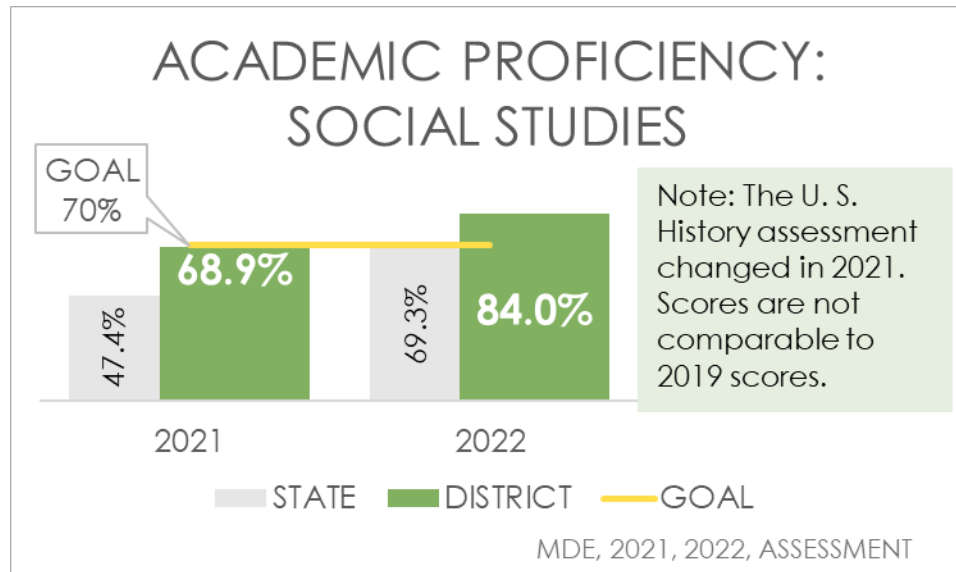


Figure 4: Percent of Students Scoring Proficient and Advanced on Social Studies MAAP

ACT



Jackson County School District also chose to examine scores on the state-mandated junior ACT. The following figures illustrate those scores.

FIGURE 5 shows the **average composite ACT scores** for juniors from 2018 through 2022. District students continue to outperform the state average on the ACT, **posting scores slightly higher than pre-pandemic averages in both 2020 and 2021**. Scores for 2022 are down marginally, however.

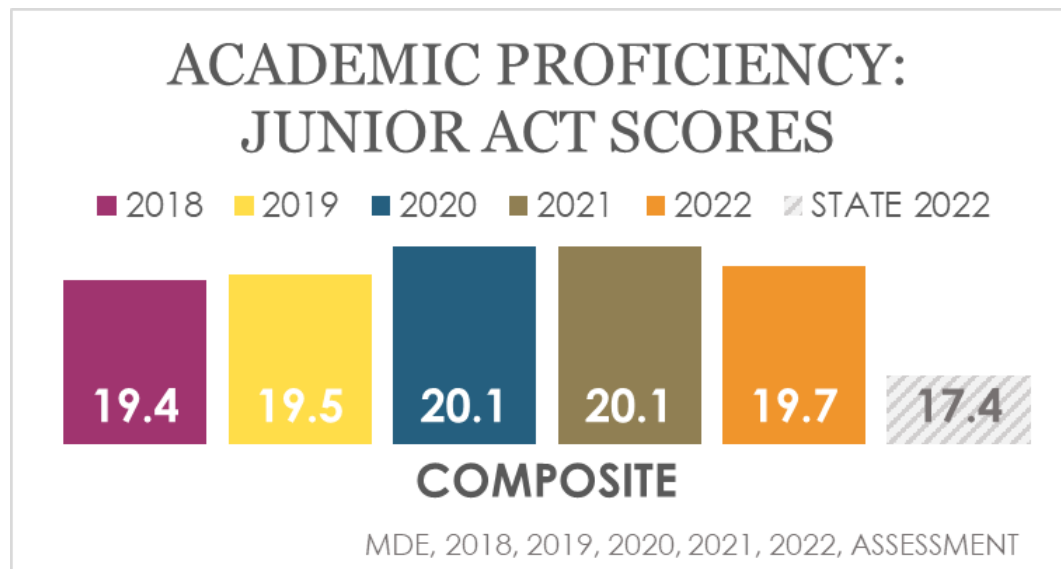


Figure 5: Five-Year District Junior Average Composite ACT Scores

FIGURE 6 shows the **average English ACT scores** for juniors from 2018 through 2022. English ACT scores remain consistent, **dipping slightly in 2022 but still above pre-pandemic levels**. Scores for 2022 are **3.1 points above** the state average.

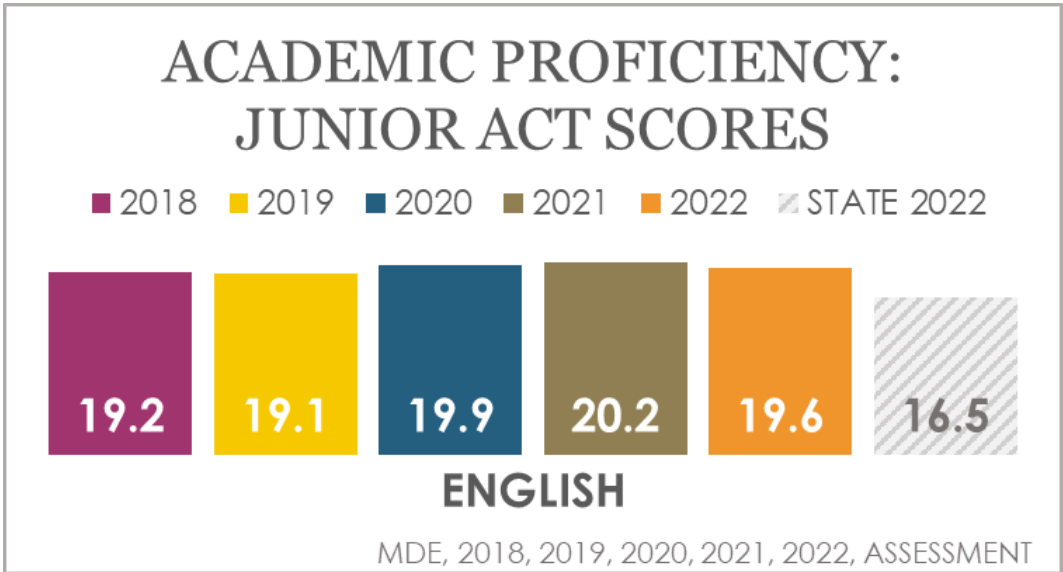


Figure 6: Five-Year District Junior Average English ACT Scores

FIGURE 7 shows the **average math ACT scores** for juniors in 2018 through 2022. **Scores in math took a surprising upswing in 2021** despite the pandemic disruption before subsiding somewhat in 2022. Scores for 2022 are almost **2 points above** the state average.

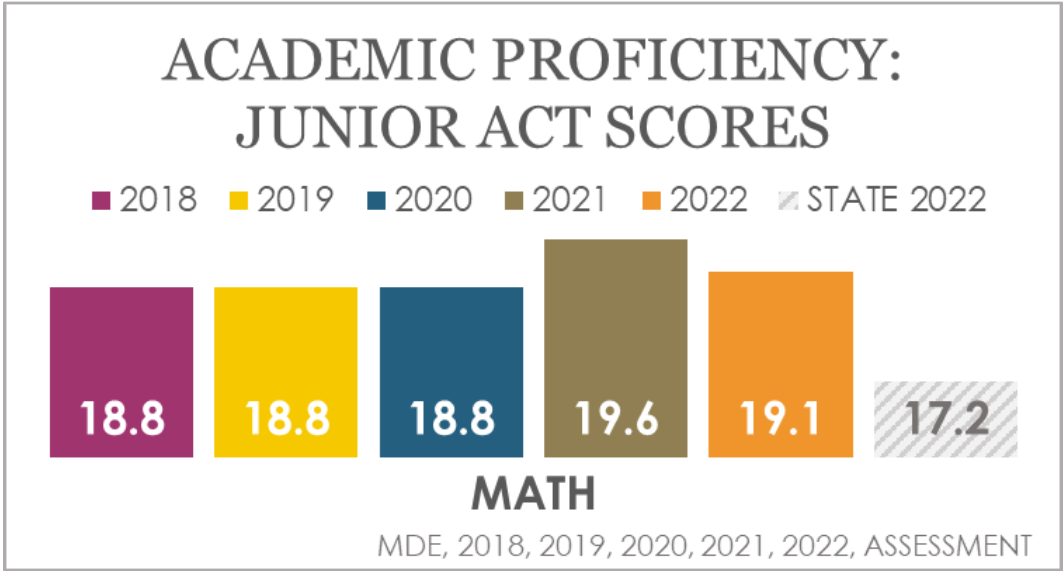


Figure 7: Five-Year District Junior Average Math ACT Scores

FIGURE 8, on the following page, shows the **average reading ACT scores** for juniors in 2018 through 2022. The slight spike in scores in 2020

is evident; however, **figures slipped in 2021 and once more in 2022**. Scores for 2022 are **2.1 points above** the state average.

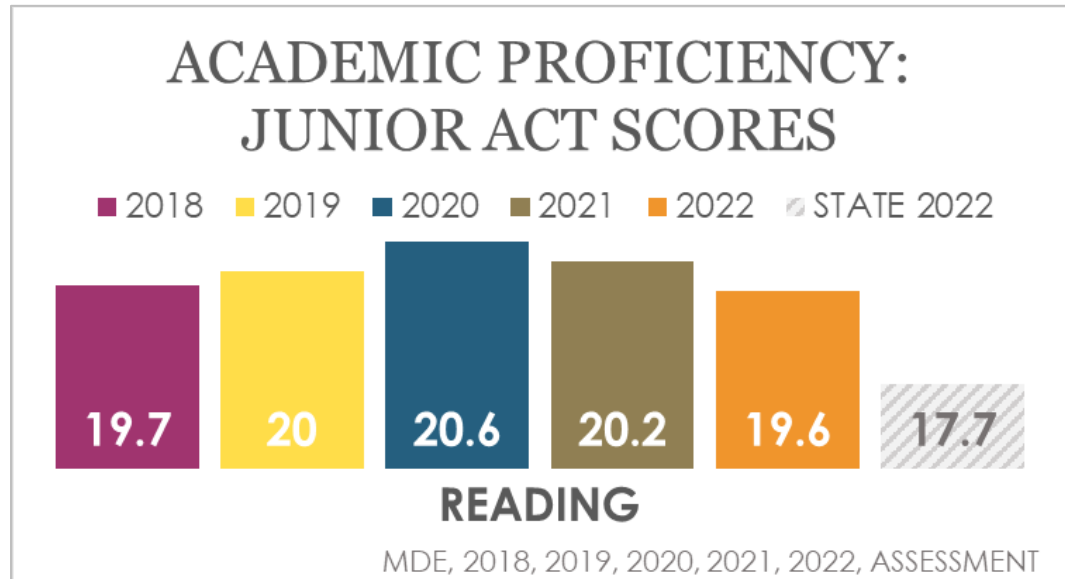


Figure 8: Five-Year District Junior Average Reading ACT Scores

FIGURE 9 shows the **average science ACT scores** for juniors in 2018 through 2022. Scores in 2020 were slightly greater than those for 2019; post-pandemic figures dropped in 2021 and again in 2022. Scores for 2022 are **2.2 points above** the state average.

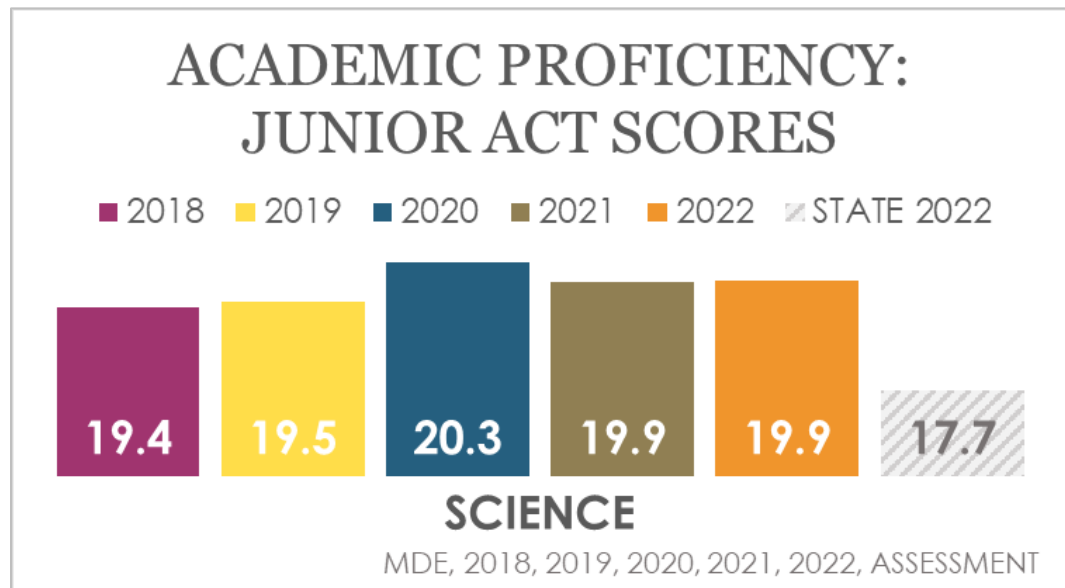


Figure 9: Five-Year District Junior Average Science ACT Scores

ACCESS TO AND ENROLLMENT IN COURSES



This domain focuses on access to and enrollment in foreign languages, technology, visual arts, performing arts, and career and technical education classes. It can be

measured by (a) the number of classes offered in these subjects, (b) the number of different courses offered in this category, or (c) the number of full-time equivalent (FTE) teachers hired by the district for these subjects.

Jackson County School District chose to measure access to these courses by examining the number of classes offered district-wide in these subjects.

FIGURE 10 shows the percentage of students who are enrolled in these courses (the number of students enrolled in applicable classes divided by the overall district student enrollment in applicable grades).

STUDENTS ENROLLED IN SELECTED CLASSES			
	2020	2021	2022
# CLASSES OFFERED	210	203	213
FOREIGN LANGUAGE (GRADES 9-12)			
# OF STUDENTS ENROLLED IN FOREIGN LANGUAGE CLASSES	543	449	429
# OF STUDENTS ENROLLED GRADES 9-12	2749	2698	2726
% OF STUDENTS GRADES 9-12 ENROLLED IN FOREIGN LANGUAGE CLASSES	19.8%	16.6%	15.7%
TECHNOLOGY (GRADES 9-12)			
# OF STUDENTS ENROLLED IN TECHNOLOGY CLASSES	222	135	216
# OF STUDENTS ENROLLED GRADES 9-12	2749	2698	2726
% OF STUDENTS GRADES 9-12 ENROLLED IN TECHNOLOGY CLASSES	8.1%	5.0%	7.9%
VISUAL ARTS (GRADES 9-12)			
# OF STUDENTS ENROLLED IN VISUAL ARTS CLASSES	651	648	765
# OF STUDENTS ENROLLED GRADES 9-12	2749	2698	2726
% OF STUDENTS 9-12 ENROLLED IN VISUAL ARTS CLASSES	23.7%	24.0%	28.1%
PERFORMING ARTS (GRADES PK-12)			
# OF STUDENTS ENROLLED IN PERFORMING ARTS CLASSES	727	588	679
# OF STUDENTS ENROLLED PK-12	9204	8765	8823
% OF STUDENTS K-12 ENROLLED IN PERFORMING ARTS CLASSES	7.9%	6.7%	7.7%

STUDENTS ENROLLED IN SELECTED CLASSES

	2020	2021	2022
CAREER TECH (GRADES 9-12)			
# OF STUDENTS ENROLLED IN CAREER TECH CLASSES	1187	1090	1243
# OF STUDENTS ENROLLED GRADES 9-12	2749	2698	2726
% OF STUDENTS 9-12 ENROLLED IN CAREER TECH CLASSES	43.2%	40.4%	45.6%

Figure 10: Enrollment in Select Classes

ACCESS TO AND PARTICIPATION IN ADVANCED COURSES



This domain determines access to and participation in advanced courses such as Advanced Placement, International Baccalaureate, and dual credit.

Access to and participation in the International Baccalaureate program can be determined by (a) the number of students enrolled in the IB program, (b) the number of students who take one of the biannual IB assessments, or (c) the number of students who receive an IB diploma.

Access to Advanced Placement can be measured by (a) the number of total AP classes offered, (b) the number of different AP courses offered, or (c) the number of full-time equivalent (FTE) AP teachers.

Participation in Advanced Placement can be measured by (a) the number of students enrolled in 1+ AP class, (b) the number of students who take 1+ AP exam for college credit, or (c) the number of students receiving a selected score or higher on 1+ AP exam.

Access to dual credit courses can be determined by (a) identifying which schools offer dual credit courses or (b) recording the number of dual credit classes offered overall.

INTERNATIONAL BACCALAUREATE / ADVANCED PLACEMENT



The district does not offer International Baccalaureate (IB) courses.



JCSD offered twenty (20) Advanced Placement (AP) classes in 2022, up from sixteen (16) in 2021 and nineteen (19) in 2020. **FIGURE 11** illustrates access to Advanced Placement classes over three years.

AVAILABILITY OF AP CLASSES			
	2020	2021	2022
# CLASSES	19	16	20
ENROLLMENT (9-12)	2749	2698	2726
AP STUDENT CAPACITY (20 STUDENTS PER CLASS)	380	320	400
% AP AVAILABILITY (CAPACITY/ENROLLMENT)	13.8%	11.9%	14.7%

Figure 11: Availability of AP Classes

DUAL CREDIT



The district partners with Mississippi Gulf Coast Community College to offer Dual Credit/Dual Enrollment classes. **Students must have a B average** to enroll in a dual credit course. **FIGURE 12** shows that, in 2022, forty-three (43) such classes were offered, up from forty-one (41) in 2020. The number of **students earning dual credit increased by 22.6%** between 2020 and 2022.

ACCESS TO AND PARTICIPATION IN DUAL CREDIT CLASSES			
	2020	2021	2022
# DUAL CREDIT CLASSES	41	36	43
# STUDENTS EARNING DUAL CREDIT	822	867	1008

Figure 12: Access/Participation in Dual Credit Classes

ACCESS TO AND USAGE OF EDUCATIONAL SUPPORTS



This domain features access to and use of educational supports – primarily libraries and career counseling services.

Access to libraries can be measured by (a) identifying the schools that have a library or (b) reporting the number of FTE librarians/media center specialists hired by the district.

Usage of libraries can be determined by (a) the number of students who accessed the school libraries, (b) the number of courses that visit the school libraries at least once per year, or (c) the number of sessions offered to help students use the school libraries.

Access to career counseling services can be measured by (a) identifying the schools that have career counseling services or (b) reporting the number of FTE counselors available for college and career readiness.

Usage of career counseling services can be determined by (a) the number of students who received college and career counseling, (b) the number of college and career counseling sessions provided, or (c) the number of college and career-related events held or attended.

LIBRARIES

The district reports that **all schools have accredited libraries**. In 2022, the district had twelve (12) full-time equivalent librarians, down from thirteen (13) in previous years.

FIGURE 13 shows the number and percentage of students accessing school libraries over the past three years.

ACCESS TO LIBRARY SERVICES			
	2020	2021	2022
# FTE LIBRARIANS	13	13	12
# STUDENTS USING LIBRARY	9162	8737	8865
ENROLLMENT PK-12	9204	8765	8823
% USAGE (USAGE/ENROLLMENT)	99.5%	99.7%	100.5%

Figure 13: Library Usage

CAREER COUNSELING

The district reports having eight (8) college and career full-time equivalent counselors district-wide, which provides **one counselor for roughly every three hundred forty (340) students at the high school level.**

SAFE AND HEALTHY STUDENTS

COMPONENTS



Safe and Healthy Students comprises 14 indicators across four domains:

1. School engagement (chronic absenteeism and dropout)
2. School discipline (out-of-school suspensions, in-school suspensions, law enforcement referrals, and expulsions)
3. School climate and safety (conducting and using a school climate survey, physical fights, rape or sexual assault, and bullying)
4. School-based service providers (school nurses, counselor/psychologist/school social worker, and other personnel to coordinate services)



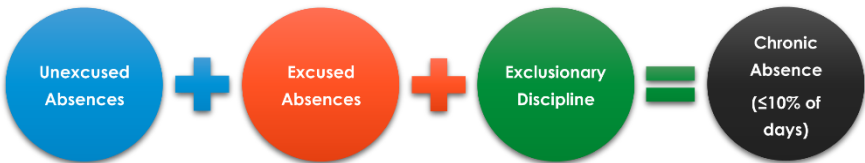
SCHOOL ENGAGEMENT



This domain features levels of chronic student absence and percentages of students dropping out of school.

Chronic student absence can be measured by (a) the number of students who missed 5 days of school in the last year or (b) the number of students who will be retained in their current grade level because of chronic absenteeism.

Dropout rates are figured by the state.



CHRONIC ABSENCE

FIGURE 14 shows **chronic absence percentages** reported by MDE on the district's Mississippi Succeeds Report Card. It reveals that district chronic absence figures – the percentage of students missing 10% or more of school days -- continues to climb post-pandemic, documenting a **110% increase** between 2019 and 2022. Percentages of chronic absence were not calculated in 2020 because of school closures and the pandemic.

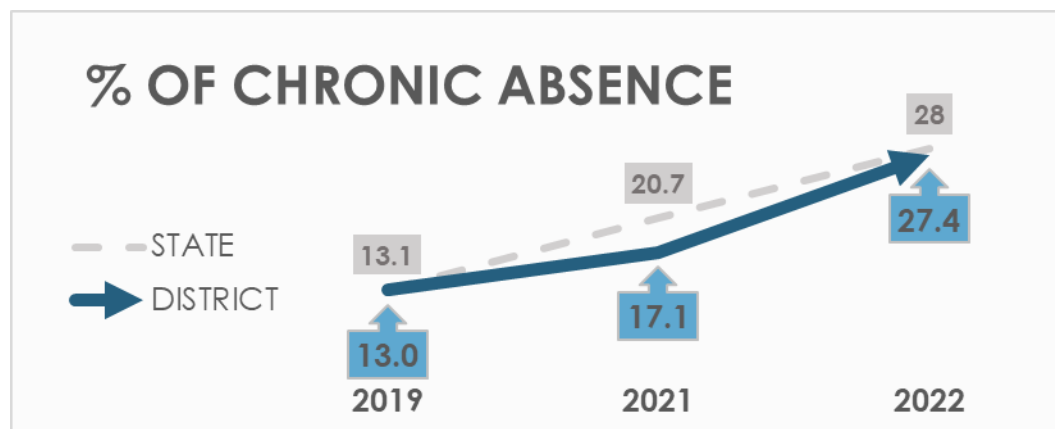


Figure 14: Chronic Absence Percentages

DROPOUT RATE

The dropout rate reported by MDE for the class of 2021, the latest available data, was **6.8%**, coming in under the state rate of **8.5%** for the same period. Dropout rates are determined by the high school completion status of students four years after entering Grade 9 for the first time. Graduation rates are applied to the following year's accountability figures (i. e., Accountability Year 2022 [AY2022] shows dropout percentages for the 2021 senior class).

FIGURE 15 illustrates **state and district dropout percentages** over three years. Dropout rates fell significantly between AY2020 (Senior Year 2019) and AY2022 (Senior Year 2021), staying well below state averages all three years.

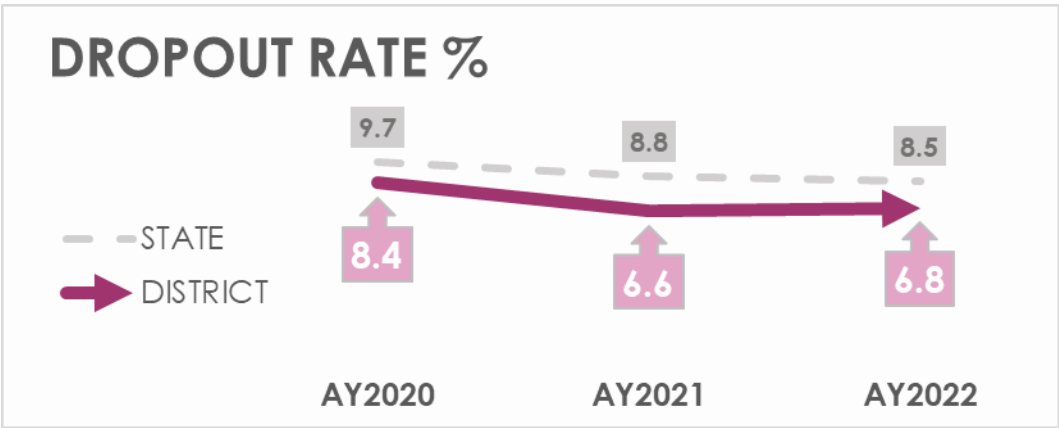


Figure 15: Dropout Rates

SCHOOL DISCIPLINE



This domain examines out-of-school suspensions, in-school suspensions, law enforcement referrals, and expulsions. These disciplinary practices are either measured by (a) the number of students who received this type of discipline in a year or (b) the number of times this type of discipline was used in a year.

FIGURE 16 shows the number of times these disciplinary measures were taken district-wide over the past three years. The number of **suspensions, both out-of-school and in-school, increased** between 2020 and 2022.

	2020	2021	2022
Out-of-School Suspension	477	745	797
In-School Suspension	1114	1775	2247
Expulsion	13	7	4
Law-Enforcement Referral	36	14	21

Figure 16: Disciplinary Measures

SCHOOL CLIMATE AND SAFETY



This domain ascertains how safe students are from violence. It counts (a) the number of instances of physical fights, rape or sexual assault, and bullying or (b) the number of students who reported being involved in this type of incident. It also determines whether a school climate survey has been

conducted to establish how safe students feel in school settings and whether or not that information has been used to make decisions.

VIOLENT INCIDENTS

FIGURE 17 shows incidents of violence reported by the district across all school campuses. **The number of fights and assaults reported declined in 2022.** Incidents of bullying appear to be under-reported across all three years.

	2020	2021	2022
Bullying	4	1	2
Fights	80	223	130
Assault	4	20	12
Rape	0	0	0

Figure 17: Incidents of Violence

SCHOOL SAFETY SURVEY

The district conducted a school climate survey in 2022 and used the results to determine the safety needs of each campus regardless of Title funding. Faculty and staff members, parents, students, community members, and administrators responded to statements about school climate on the 2022 Jackson County School District Comprehensive Needs Assessment survey. **FIGURE 18** illustrates that **most stakeholders are confident in the safe culture of JCSD schools.**

	% AGREEMENT
The district provides a safe and orderly environment for learning	87.2%
Students, teachers, and administrators demonstrate sensitivity to issues of racial and ethnic fairness.	75%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.	81.2%

Figure 18: Select CNA Survey Responses Regarding School Climate

SCHOOL-BASED SERVICE PROVIDERS



This domain examines the availability of assistance for students either by (a) the number of service providers available for students, including school nurses, counselors, psychologists, school social workers, and other personnel to coordinate services or (b) the number of hours per week in-school service providers of this type are available.

The district reports that there are **20 full-time equivalent (FTE) service personnel** working with students, down slightly from previous years.

EFFECTIVE USE OF TECHNOLOGY

COMPONENTS



Effective Use of Technology comprises 11 indicators across three domains:

1. Access to technology (internet availability and number of wi-fi enabled devices for teaching staff and students)
2. Technology use (computerized assessments, blended learning, and online courses for credit recovery and advanced coursework)
3. Support offered to use technology (IT staff, training offered by the LEA, and participation in LEA-offered training)



ACCESS TO TECHNOLOGY



This domain details the internet connectivity available in the district and determines teacher and student access to wi-fi-enabled devices.

FIGURE 19, on the following page, shows that each teacher and student in the district has been assigned at least one wi-fi-enabled device and that the overall internet speed available in district schools is adequate for supporting learning and instruction.

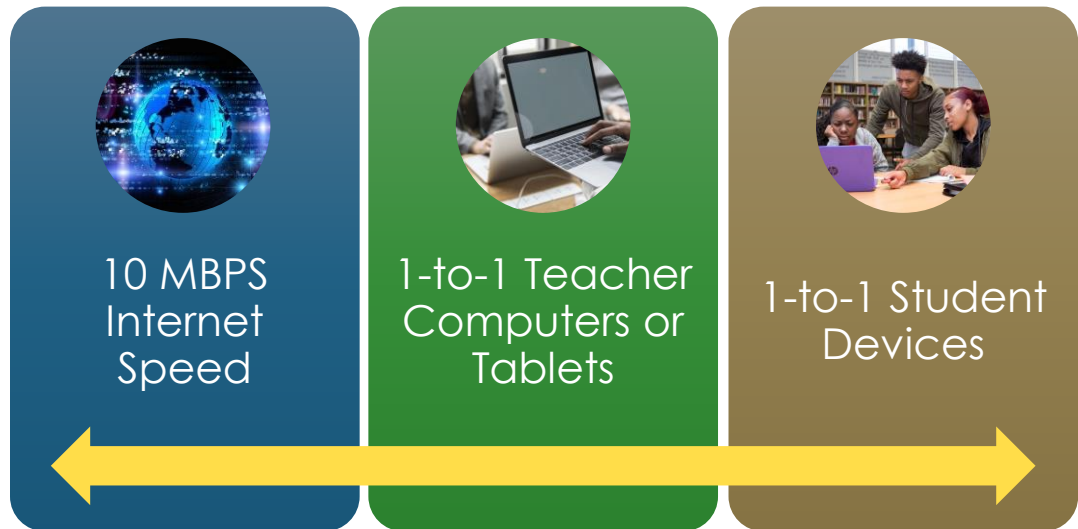


Figure 19: Access to Internet and Devices

In addition to providing 1-to-1 devices for students and teachers, the district has technology labs, classroom technology, and supporting equipment. **FIGURE 20** shows the total number of devices available over three years.

	2020	2021	2022
Total Devices Available	8949	16457	18246
# Devices Available for Student Use	7286	13361	12554

Figure 20: Available Technology Devices

TECHNOLOGY USE



This domain measures the district's use of technology for computerized assessments, blended learning, and online courses for credit recovery and advanced coursework.

The use of technology for computerized assessments can be determined by (a) how many courses use computerized assessments or (b) the total number of computerized assessments given.

Other uses of technology are measured by how many courses use blended learning and the number of online courses from accredited sources that are offered for credit recovery or college readiness.

COMPUTERIZED ASSESSMENTS

All students enrolled in state-tested courses use **computers for testing**. The district also uses computers for **progress monitoring**. Eleven assessments are delivered via computer.

BLENDED LEARNING

Blended learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.

FIGURE 21 shows the number of JCSD courses that used blended learning in 2020, 2021, and 2022. Blended learning was, of course, more prevalent during the pandemic when more students were quarantined.

	2020	2021	2022
COURSES USING BLENDED LEARNING	411	386	323

Figure 21: Courses That Use Blended Learning

ONLINE COURSES

Students had access to **89 online courses for credit recovery or college readiness in 2022**, up from 77 in 2020.

SUPPORT FOR TECHNOLOGY USE



This domain examines the availability of technical support, including IT staff and access to and participation in technology training for teachers.

IT staff availability is measured by (a) the number of FTE IT staff members hired by the district or (b) the number of hours IT staff members are available for tech support each week.

Access to technology training is determined by (a) identifying the schools in which training is offered around technology tools and integration, (b) the number of training sessions offered by the district around technology tools and integration, or (c) the amount of funds

(to the nearest \$500) provided to teaching staff to attend training around technology tools and integration.

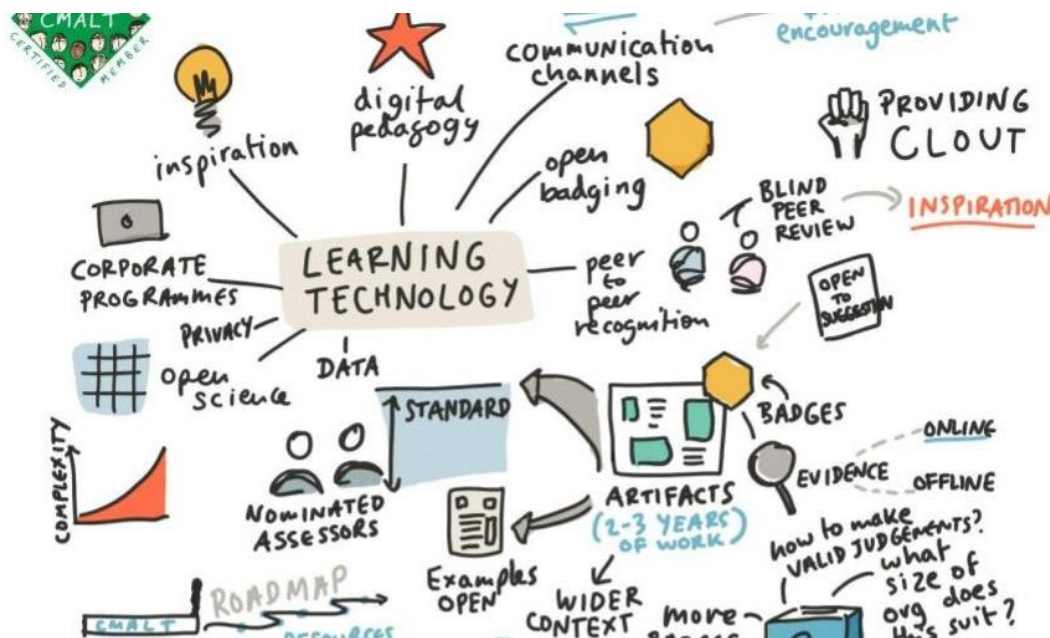
Participation in technology training is determined by (a) the number of teaching staff who attended training on technology tools and integration or (b) the number of professional development hours logged by teaching staff around technology tools and integration.

IT STAFF AVAILABILITY

Jackson County School District uses Howard Technology Solutions to provide its IT technicians. In addition, there are two instructional technology specialists and one instructional technology coordinator employed by the district.

ACCESS TO AND PARTICIPATION IN TECHNOLOGY TRAINING

Sixty-one (61) training sessions were offered to JCSD teachers in 2022; 1791 participants took advantage of professional development sessions in the use of instructional technology.



SUMMARY

WELL-ROUNDED EDUCATION



Academic proficiency for Jackson County School District exceeds the state average in all subjects; proficient and advanced scores for science and U. S. History are well above the goal of 70% for 2025. There are 20 Advanced Placement classes and 43 dual credit classes available to students. Access to foreign language and art classes runs between 7% and 28%; career and technical education classes are, however, more easily accessible.

SAFE AND HEALTHY STUDENTS



Chronic absenteeism continues to be problematic after the pandemic; over 27.4% of JCSD students missed more than 18 days in 2021-2022. The dropout rate, however, is comparable with that for the state. Most surveyed stakeholders think schools are safe and orderly. Twenty service providers like nurses and counselors are available for students.

EFFECTIVE USE OF TECHNOLOGY



Jackson County School District is a 1-to-1 technology district; each student or teacher has a device that is wi-fi capable, and the reported internet speed available is adequate for instructional purposes. In addition, 1792 teachers participated in technology training in 2022. The district has an instructional technology department that employs three instructional technology specialists; computer maintenance is provided by Howard Technology Solutions.