



2023

**COMPREHENSIVE
NEEDS ASSESSMENT**

COLUMBIA

SCHOOL DISTRICT

COLUMBIA SCHOOL DISTRICT

Comprehensive Needs Assessment 2023

Survey and data analysis conducted and compiled by
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COLUMBIA SCHOOL DISTRICT
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COLUMBIA SCHOOL DISTRICT PROFILE

Introduction

Columbia School District is located at 613 Wildcat Way in Columbia, Mississippi. In January of 2023, the district housed one thousand six hundred forty-six (1,646) students in prekindergarten through twelfth grades (PK-12). The district has one primary school serving prekindergarten through second grade (PK-2), one elementary school serving third through fifth grades (3-5), one middle school serving sixth through eighth grades (6-8), and one high school serving ninth through twelfth grades (9-12).



The successful district is led by its superintendent, Dr. Jason Harris. In his online welcome message, he

states, "In the Columbia School District, we believe that strong communities are built first with strong schools. We are proud to be educating the young people of Columbia, Mississippi. Our community's future leaders educated in the CSD will be instilled with a strong sense of good citizenship and Wildcat pride. We welcome you to visit not only our website, but also each of our four school campuses."

Philosophy

Vision

THE VISION OF THE COLUMBIA SCHOOL DISTRICT IS TO PROVIDE AN EDUCATIONAL SYSTEM WHICH ENABLES ALL STUDENTS TO BECOME PRODUCTIVE CITIZENS WHO CONTRIBUTE TO THE BETTERMENT OF SOCIETY.



Mission

THE MISSION OF THE COLUMBIA SCHOOL DISTRICT, AN EDUCATIONAL ORGANIZATION WITH ACTIVE COMMUNITY INVOLVEMENT, IS TO ENSURE THAT ALL STUDENTS REACH THEIR POTENTIAL AND BECOME RESPONSIBLE, PRODUCTIVE CITIZENS THROUGH QUALITY EDUCATION THAT PROVIDES CHALLENGING ACADEMIC AND EXTRACURRICULAR ACTIVITIES.

Goals

GOAL 1: All students read on or above grade level.

GOAL 2: Attain a high level of student achievement by closing achievement gaps among races, educational programs (regular education, special education, English Learners), socioeconomic status, and gender.

GOAL 3: Attract and maintain quality and diverse staff.

GOAL 4: Ensure a safe, healthy, positive K-1 school climate.

GOAL 5: Ensure the best deployment of money/resources to maintain fiscal integrity and accountability.

Core Values

-  **Believe**
-  **Achieve**
-  **Succeed**

(Columbia School District, 2022)

Community Characteristics

Situated in south central Mississippi, Columbia is located on the east bank of the Pearl River. Named after Columbia, South Carolina, Columbia is the county seat of Marion County.

Columbia has been affected by flooding, tornadoes, and hurricanes. Hurricane Katrina brought extensive damage in 2005, and an EF3 tornado struck Columbia in 2014. In 2022, Columbia had a population of 5,254 people with a median age of 39 and a median household income of \$40,017. Demographically, the population was 52.0% White, 44.9% Black, and 0.7% Hispanic. Between 3% and 4% of the people in Columbia speak a non-English language, and 99.1% are U.S. citizens. Major industries include retail trade, accommodation & food services, and health care & social assistance. Columbia is the home of the Mississippi Rodeo Hall of Fame.



The poverty rate for Columbia is estimated by the U. S. Census Bureau at 35%, with 38% of children birth to 17 years old living in poverty and 32% of children ages 5 to 17 living in poverty-related households.

District Characteristics

The **Columbia School District** is in Columbia, Mississippi. The district serves the city of Columbia, with the rest of the county being served by the county school district. Seventy-one percent of the district's students are eligible to participate in the federal free and reduced price meal program. Many families travel to surrounding communities for work, and the schools have been impacted by several natural disasters through the years.



Within Columbia School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 30% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment has regained prepandemic levels, with a net gain of 0.1% over 5 years, in contrast with the state, where enrollment has declined 6.5% since 2019.

COLUMBIA SCHOOL DISTRICT ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	1644	1651	1635	1573	1646
PK	0	61	0	0	0
K	115	142	122	129	138
ELEM_SPED	0	0	0	0	0
GR_1	108	116	144	130	121
GR_2	126	95	108	132	140
GR_3	142	124	98	100	137
GR_4	128	135	134	101	103
GR_5	128	118	125	125	98
GR_6	138	123	113	111	132
GR_7	117	143	119	113	120
GR_8	121	114	146	104	120
GR_9	141	125	114	162	109
GR_10	109	136	120	95	155
GR_11	102	110	129	93	106
GR_12	99	104	102	115	99

Figure 1: District Enrollment

COLUMBIA SCHOOL DISTRICT CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
PK-5TH	885	869	-16	↓	-1.8%
6TH-8TH	379	349	-30	↓	-7.9%
9TH - 12TH	310	360	50	↑	16.1%
TOTAL	1644	1646	2	↑	0.1%

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

COLUMBIA SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP		2019	2020	2021	2022	2023
ALL	ALL	1644	1651	1635	1573	1646
GENDER	FEMALE	794	793	802	754	786
	MALE	850	858	833	819	860
RACE	ASIAN	16	11	0	0	0
	BLACK OR AFRICAN AMERICAN	775	777	773	730	777
	HISPANIC OR LATINO	35	33	30	29	30
	TWO OR MORE RACES	22	21	31	36	39
	WHITE	793	806	791	771	790

Figure 3: District Enrollment by Demographic Group

Attendance

TAKEAWAY: The district experienced a 0.9% change in average daily attendance between 2021 and 2022, as opposed to the decline of -1.9% that the state experienced. 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 23.8% 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.

COLUMBIA SCHOOL DISTRICT ADA					
	2018	2019	2020	2021	2022
K-5	778.0	702.5	712.1	697.3	685.4
6-8	348.1	349.1	366.7	356.3	314.8
9-12	412.3	422.9	443.3	412.3	418.6
TOTAL	1538.4	1474.6	1523.0	1466.9	1419.7

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 4: District Average Daily Attendance

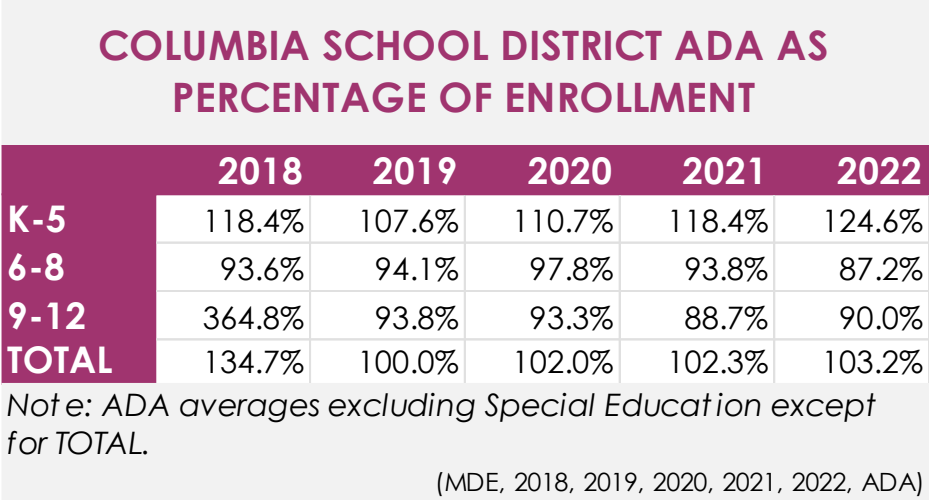


Figure 5: District ADA as Percentage of Enrollment

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>

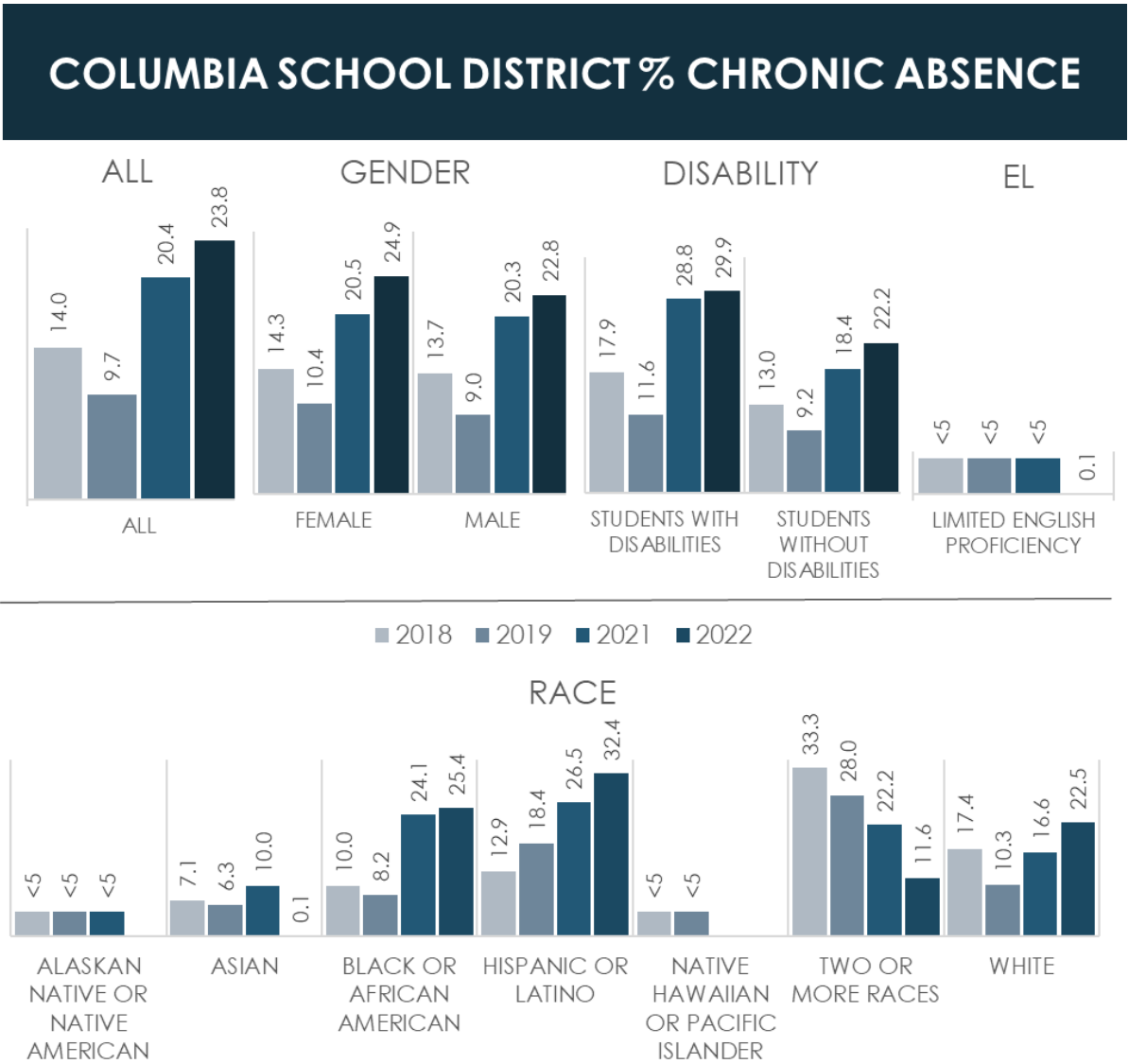


Figure 6: District Chronic Absence by Demographic Group



Accountability

TAKEAWAY: The district posted significant gains between 2021 and 2022 on all accountability measures. Black or African American students underperformed their white counterparts in all subjects but made a jump of 14.5 percentage points in U. S. History between 2021 and 2022. All demographic groups made progress toward the 70% state-wide goal. Probably due to the pandemic waiver of MAAP passing requirements, graduation rates rose sharply for the 2021 graduating class (AY2022). They remained high in 2022 (AY2023) for all demographic groups. Enrollment has increased for advanced courses but decreased for post-secondary courses.

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.

COLUMBIA 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	B	B	B
POINTS	639		667
ELA/READING			
% PROFICIENT	42.7	39.6	49.7
STATE	41.8	35	41.9
% GROWTH	59.7		63.6
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	60.5		53.4
STATE	56.2		56.6
MATH			
% PROFICIENT	48.3	39.5	57
STATE	47	36	46.8
% GROWTH	64.2		75.9
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	60.1		67.4
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 7: District Accountability: ELA and Math

COLUMBIA 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	53.6	51.9	60.9
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	52.8	45.3	57.1
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	48.8	29.8	36.2
STATE	37.4	34.3	42.9
ACCELERATION	69.8	65.3	72.5
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 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.



COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

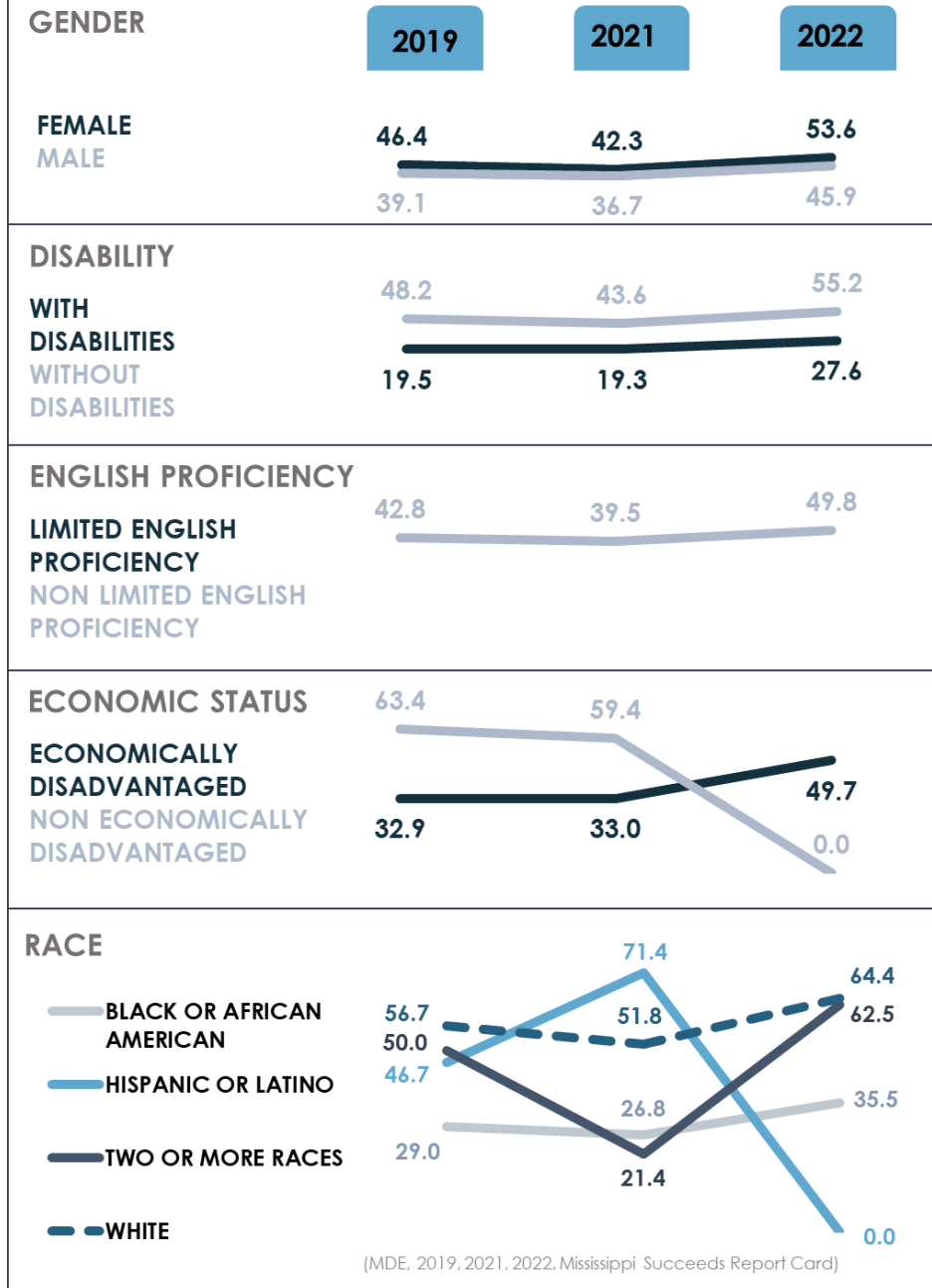
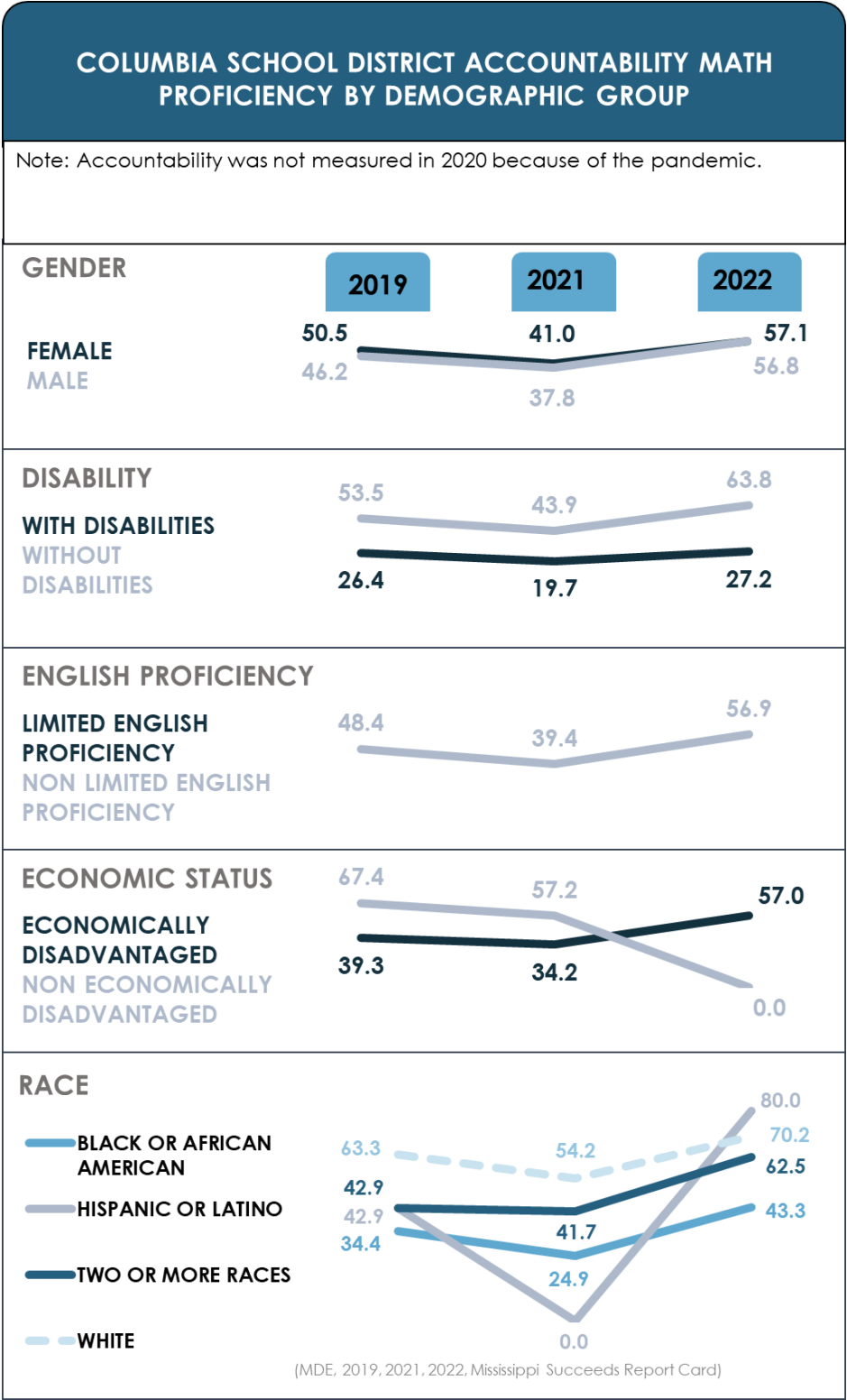


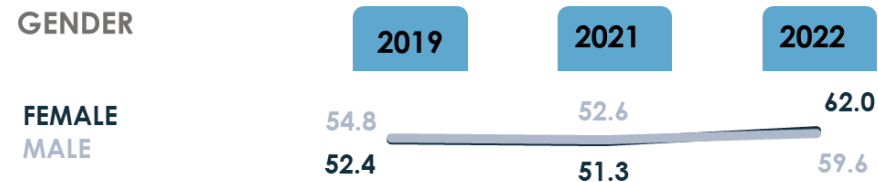
Figure 9: District Reading Proficiency by Demographic Group



COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

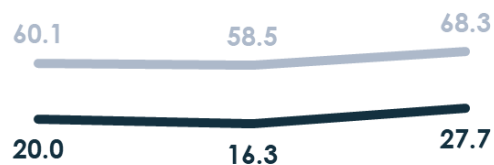
Note: Accountability was not measured in 2020 because of the pandemic.

GENDER



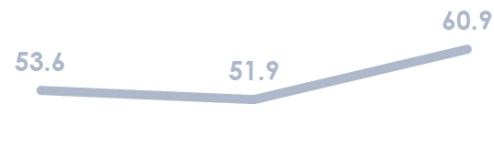
DISABILITY

WITH
DISABILITIES
WITHOUT
DISABILITIES



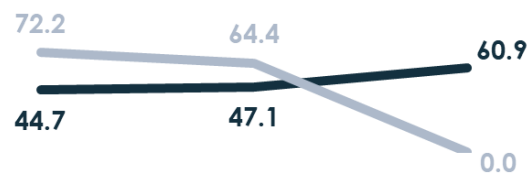
ENGLISH PROFICIENCY

LIMITED ENGLISH
PROFICIENCY
NON LIMITED ENGLISH
PROFICIENCY



ECONOMIC STATUS

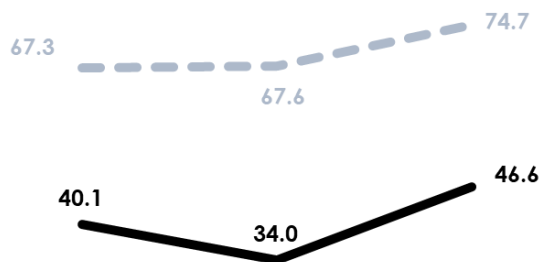
ECONOMICALLY
DISADVANTAGED
NON ECONOMICALLY
DISADVANTAGED



RACE

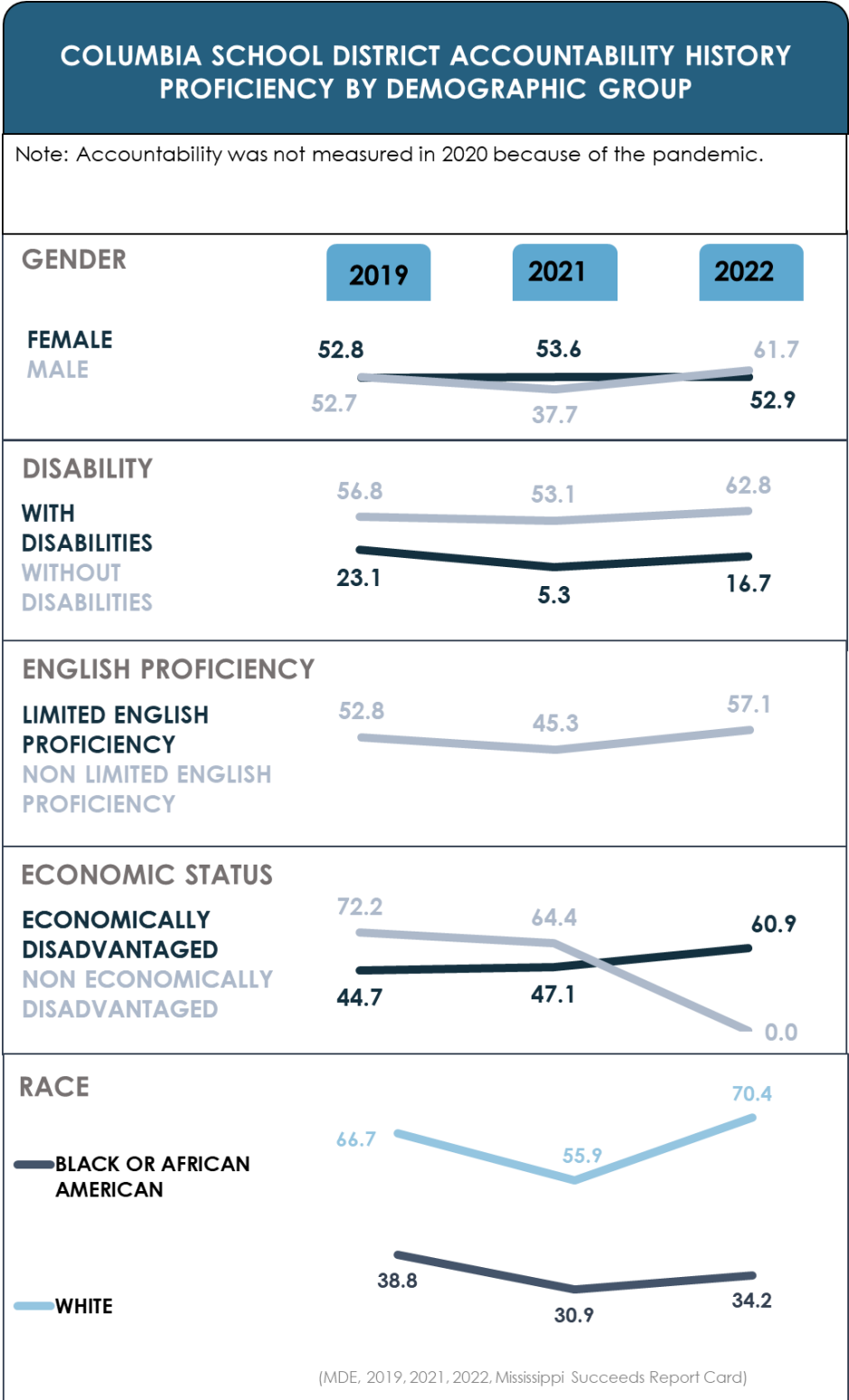
— BLACK OR AFRICAN
AMERICAN

— WHITE



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

Figure 11: District Science 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)

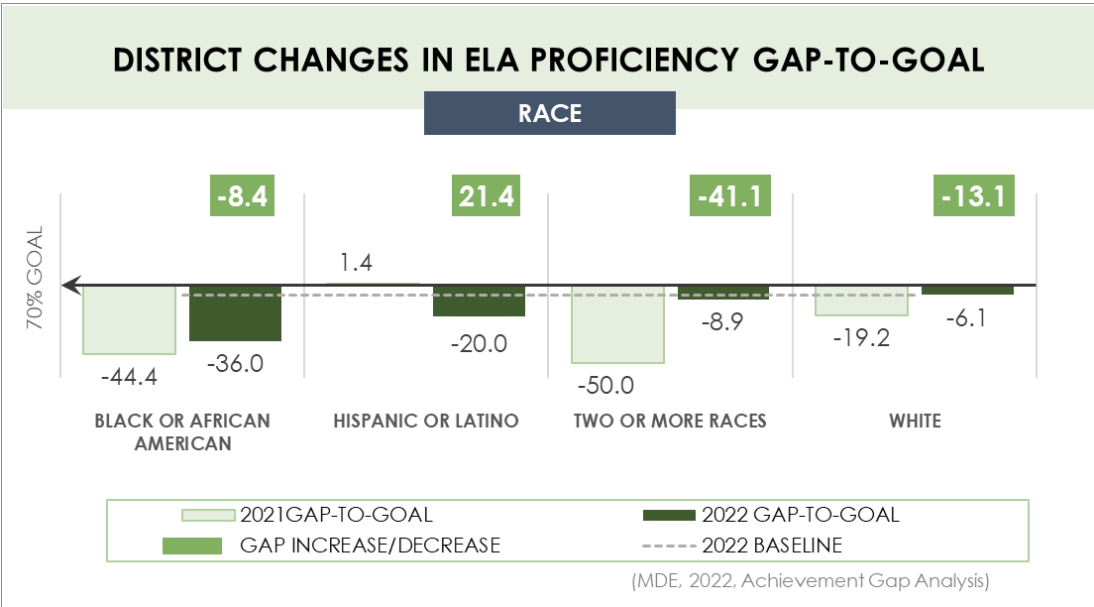


Figure 13: District Changes in ELA Proficiency Gap-to-Goal by Race



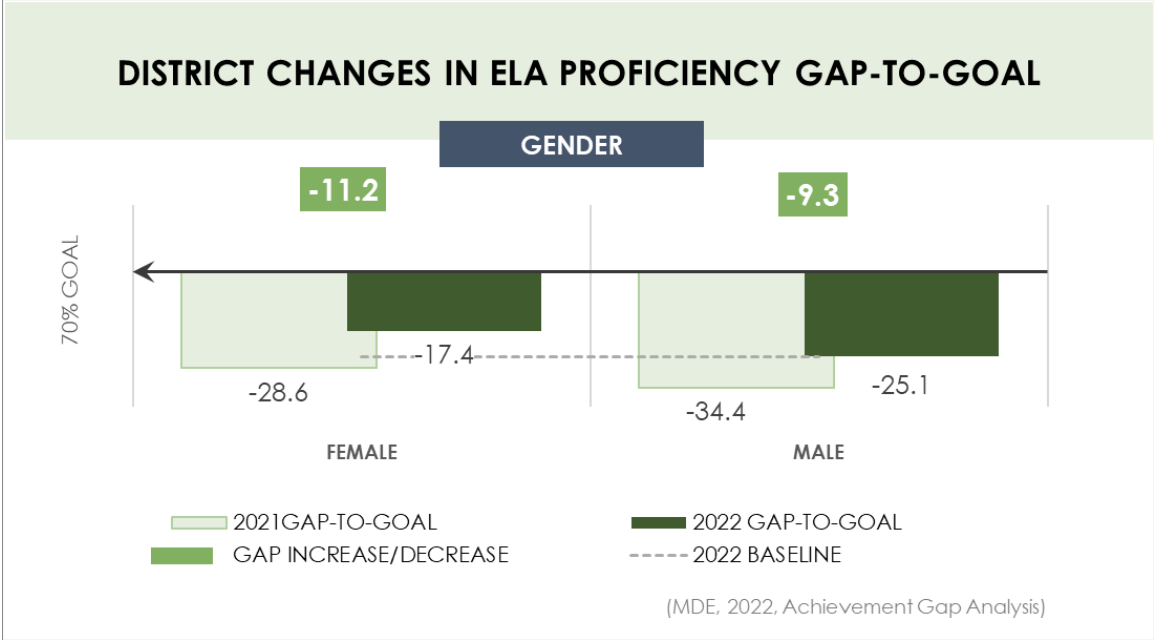


Figure 14: District Changes in ELA Proficiency Gap-to-Goal by Gender

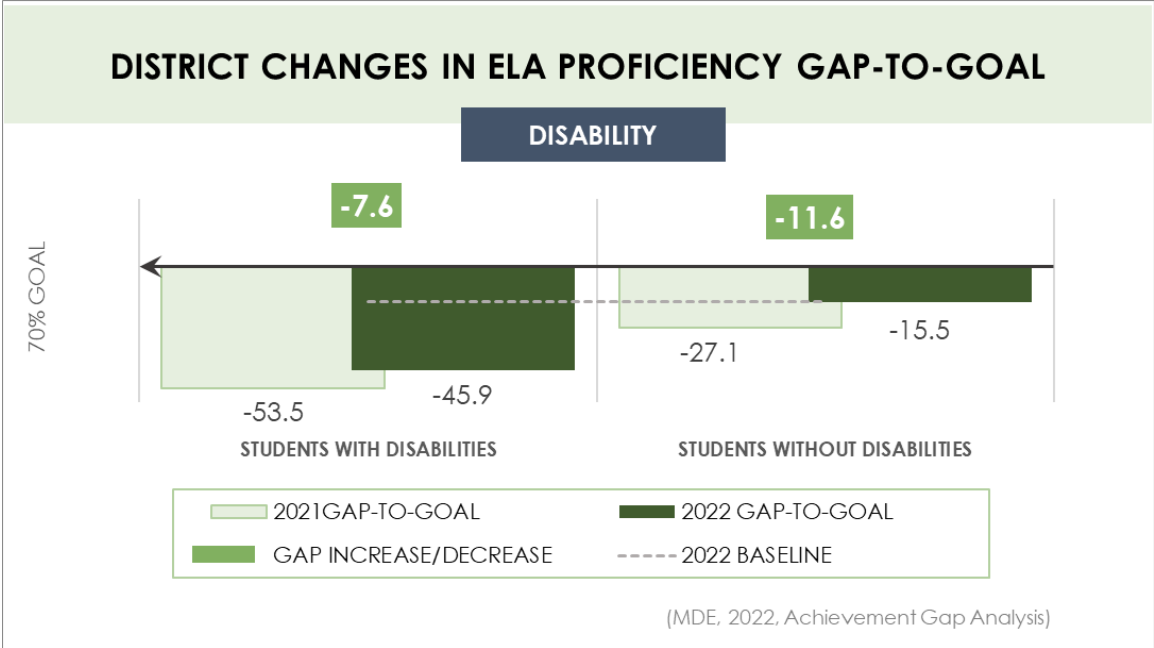


Figure 15: District Changes in ELA Proficiency Gap-To-Goal by Disability

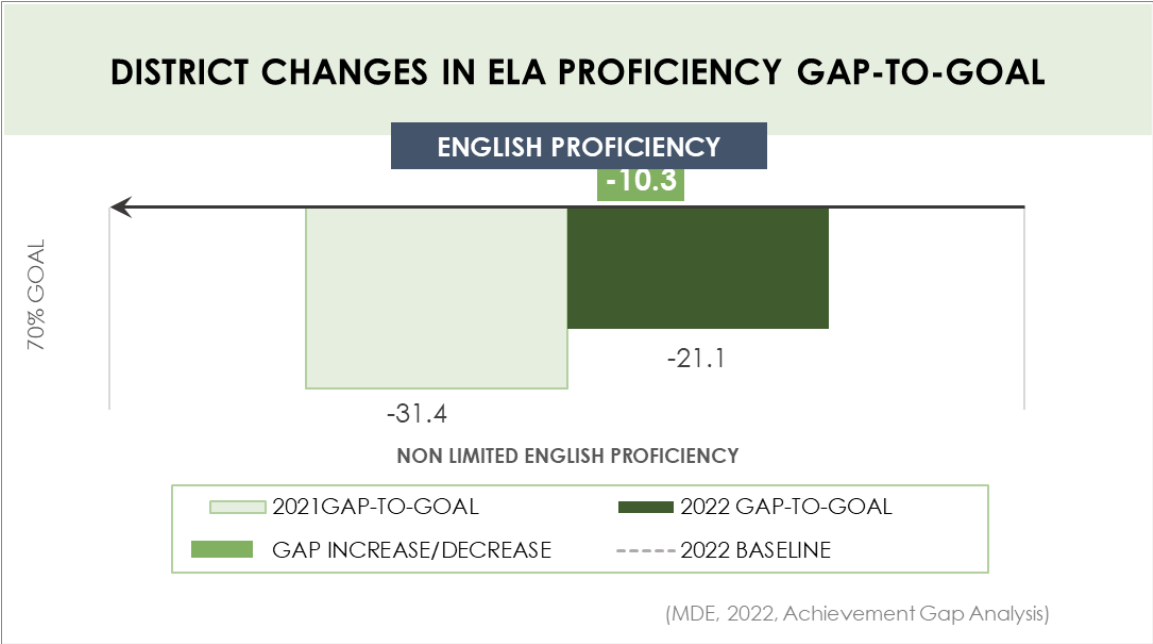


Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

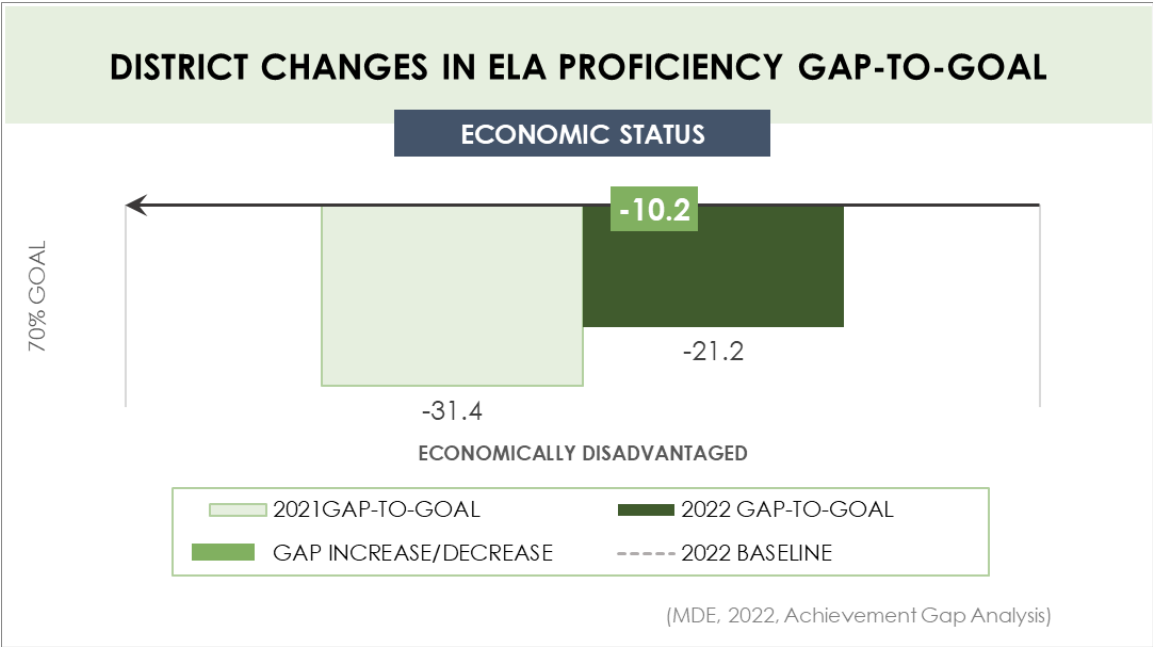


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status



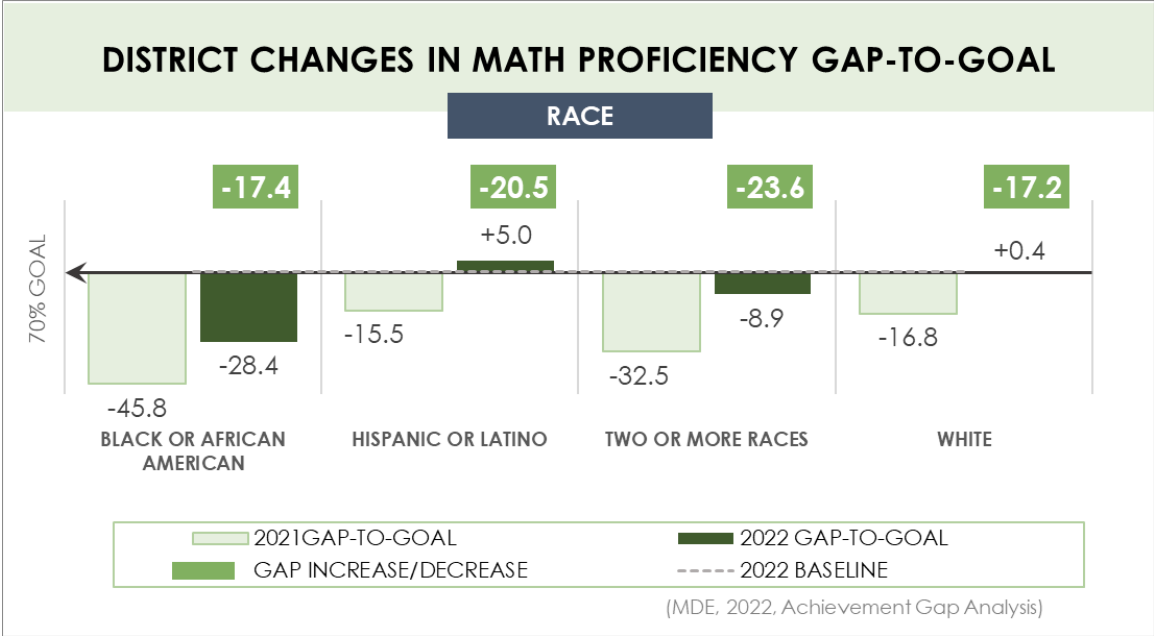


Figure 18: District Changes in Math Proficiency Gap-to-Goal by Race

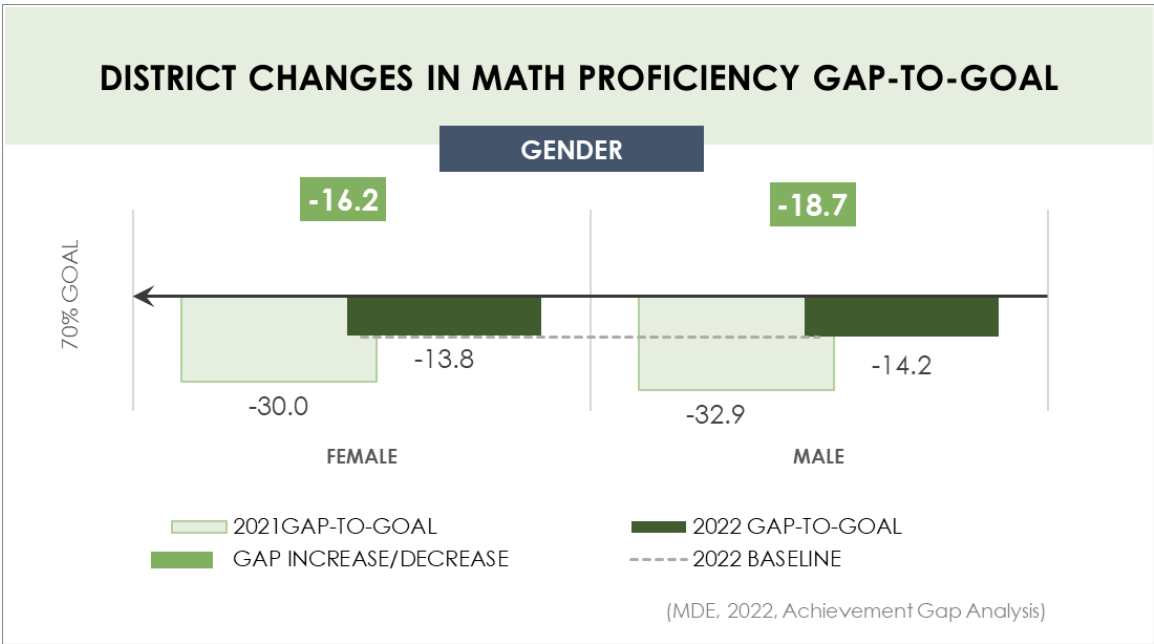


Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender

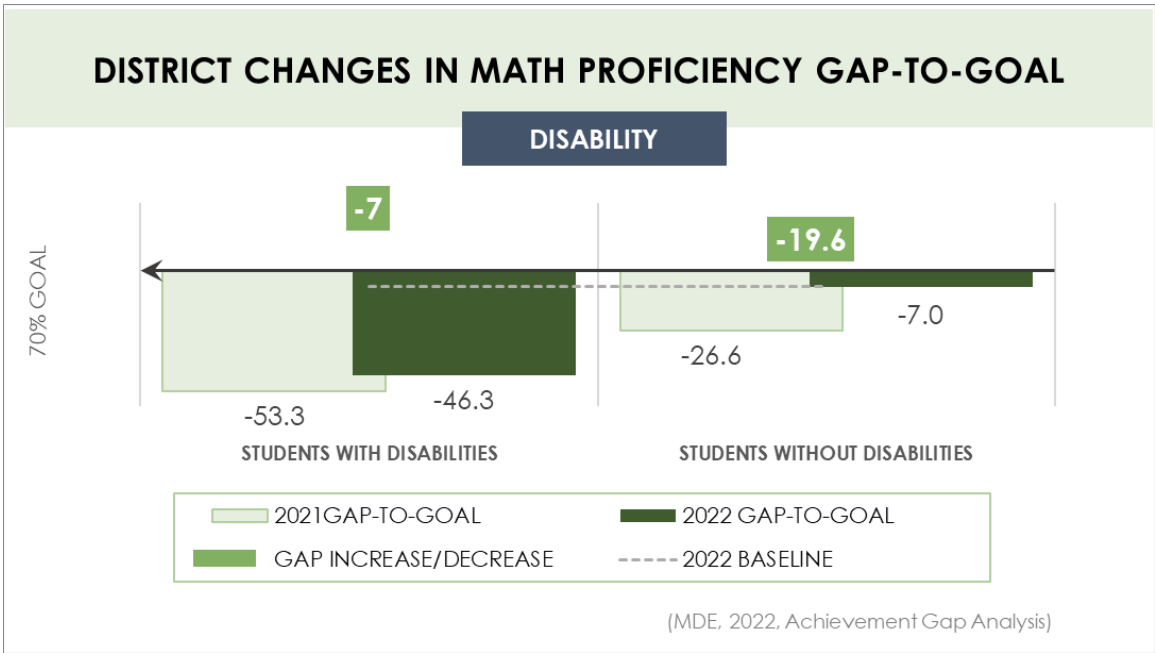


Figure 20: District Changes in Math Proficiency Gap-To-Goal by Disability

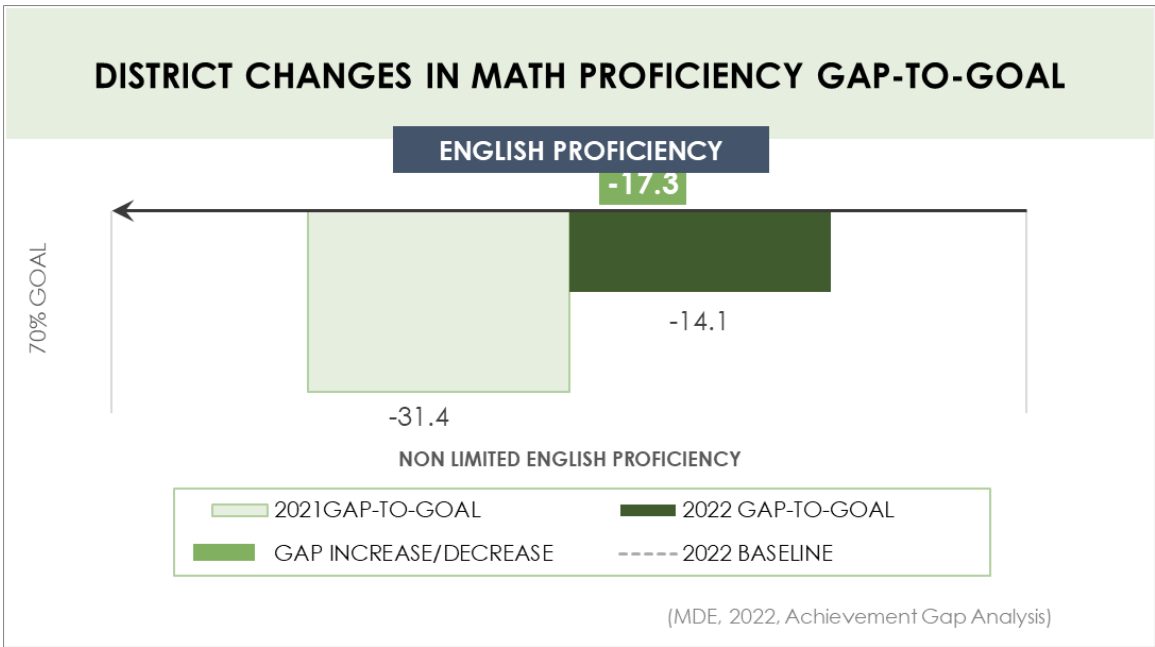


Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency



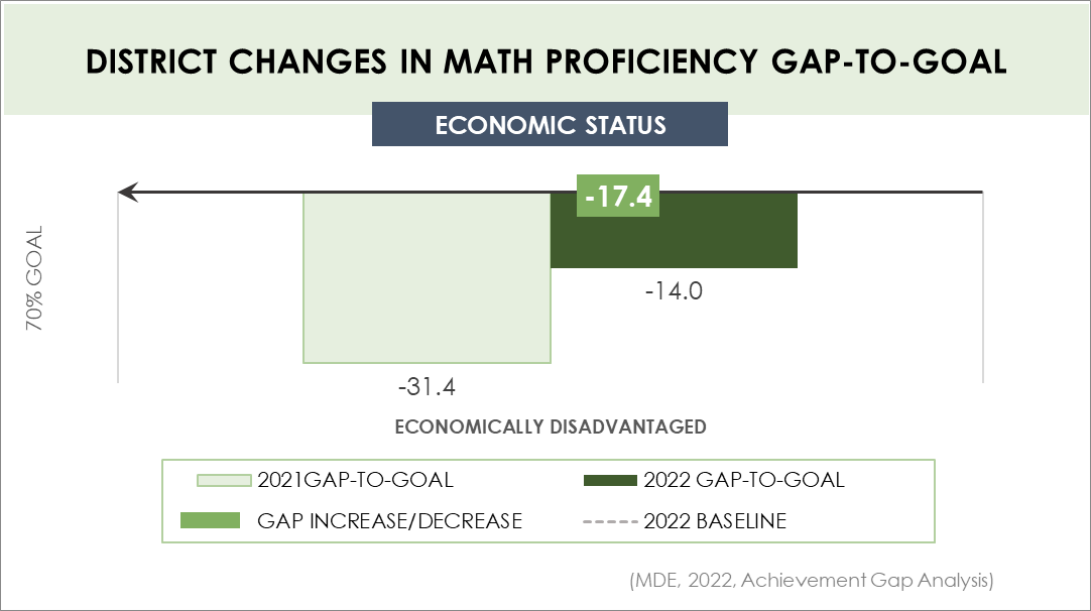


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status

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.

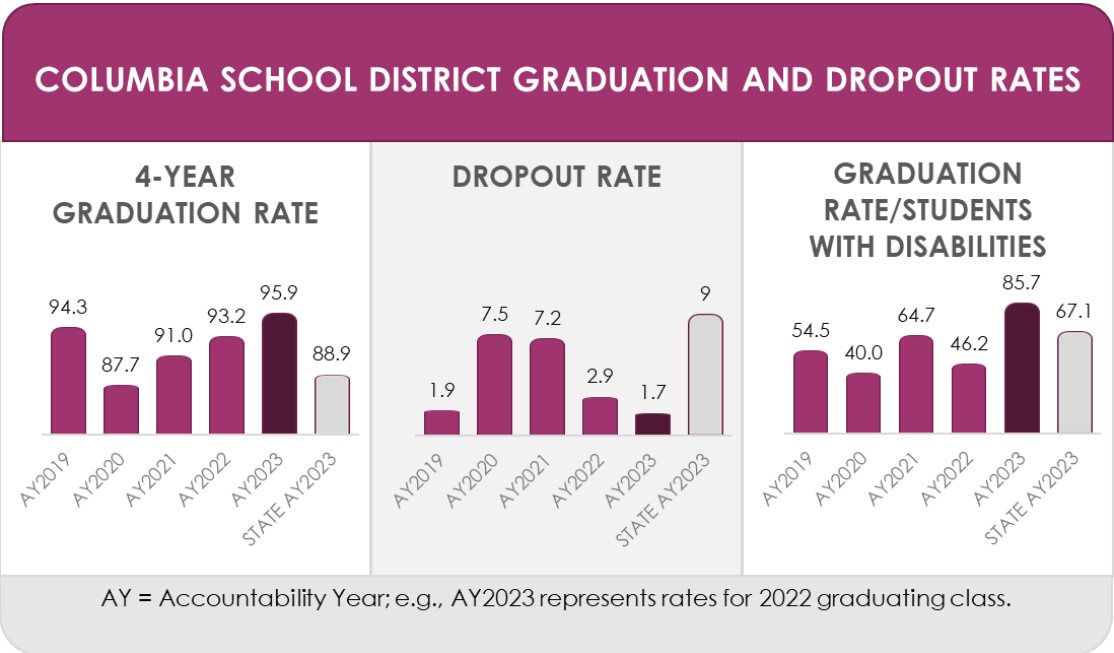


Figure 23: District 4-Year Graduation Rates

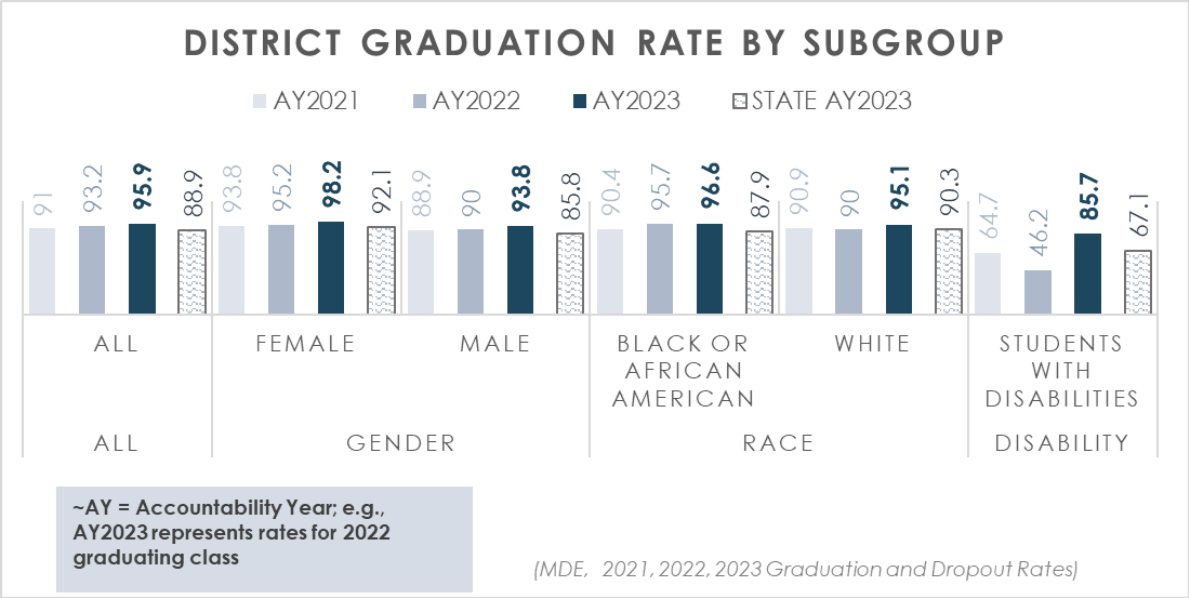


Figure 24: District Graduation Rate by Subgroup

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.

Jefferson Middle School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2017.



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	128.7	61.3%	114.2	49.4%	122.9	53.4%
GENDER							
	FEMALE	60.5	65.1%	69.1	58.1%	66.9	60.3%
	MALE	68.2	58.3%	45.1	40.3%	56	47.1%
RACE							
	BLACK OR AFRICAN AMERICAN	44.4	44.9%	32.3	31.1%	34	35.1%
	HISPANIC OR LATINO	<10	<5%	<10	<5%	<10	<5%
	TWO OR MORE RACES		NA	<10	<5%	<10	<5%
	WHITE	78.4	79.2%	76.5	64.8%	85.4	69.4%
DISABILITY							
	STUDENTS WITH DISABILITIES	<10	25.8%	<10	16.9%	<10	<5%
	STUDENTS WITHOUT DISABILITIES	122.5	65.9%	108.3	55.3%	121.9	61.3%
EL							
	NON LIMITED ENGLISH PROFICIENCY	128.7	61.3%	114.2	49.4%	122.9	53.4%

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2019	2021	2022
ALL				
	ALL	79.8%	76.6%	63.5%
GENDER				
	FEMALE		79.6%	66.7%
	MALE		73.3%	61.0%
RACE				
	BLACK OR AFRICAN AMERICAN	78.9%	70.6%	62.5%
	HISPANIC OR LATINO	<5%	<5%	<5%
	TWO OR MORE RACES			
	WHITE	81.6%	86.1%	62.7%
DISABILITY				
	STUDENTS WITH DISABILITIES	<5%	<5%	27.3%

Figure 26: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2022, district ACT scores are above state averages, outperforming 2019 levels. Kindergarten Readiness scores are up and have surpassed 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 were down slightly. MAAP proficiency percentages were higher in 2022 than in 2021 in all subjects and grades except fifth grade Math and eighth grade Science. The largest gains were made in sixth grade Math 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

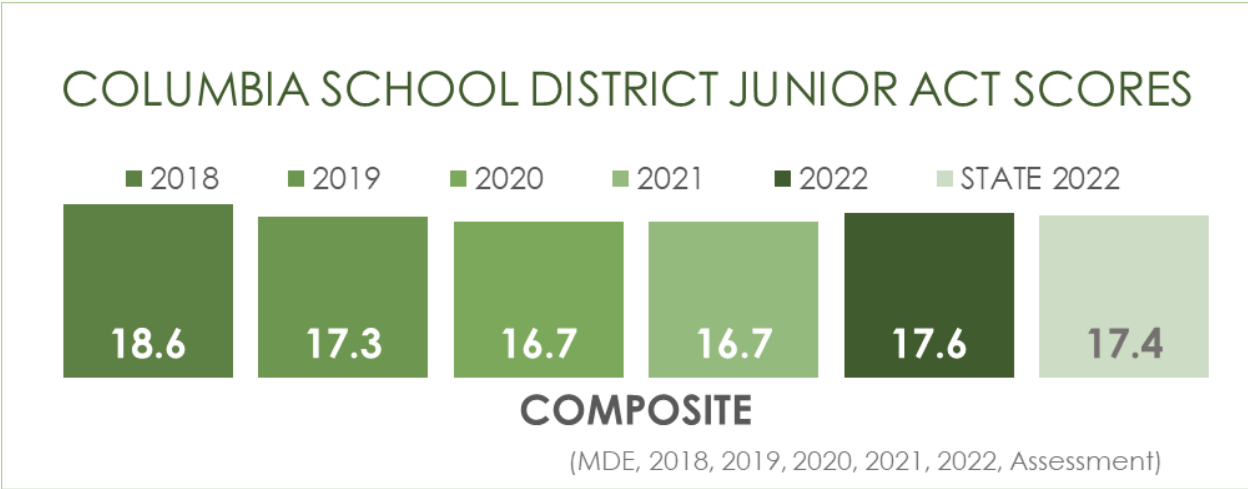


Figure 27: District Junior ACT: Composite

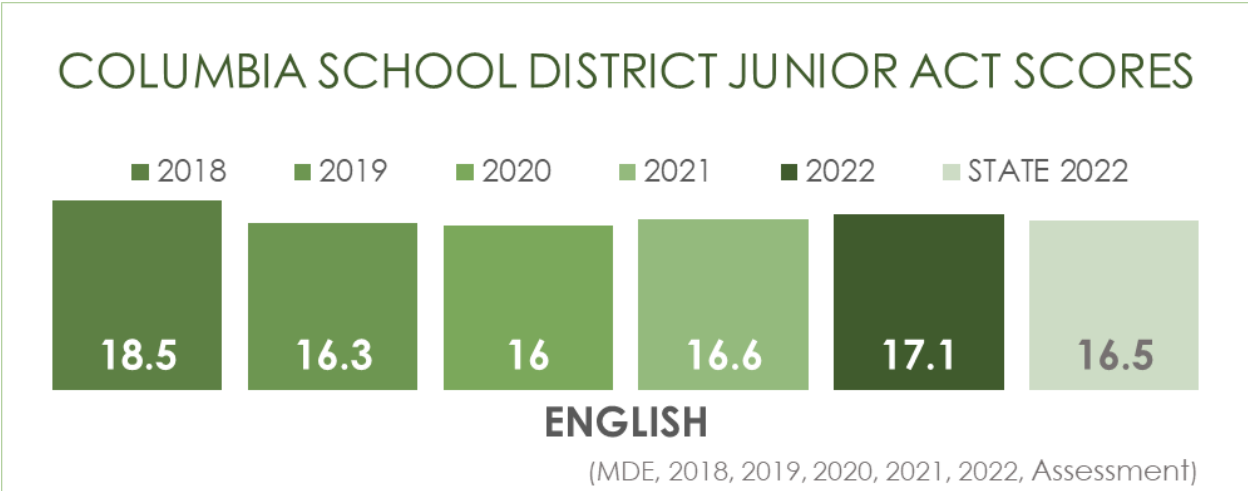


Figure 28: District Junior ACT: English

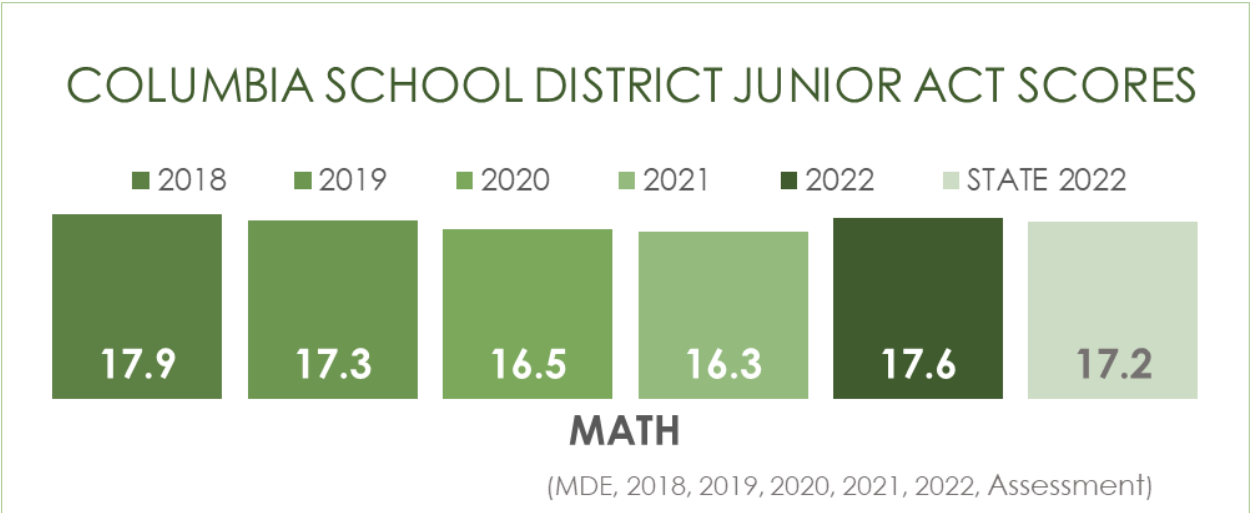


Figure 29: District Junior ACT: Math

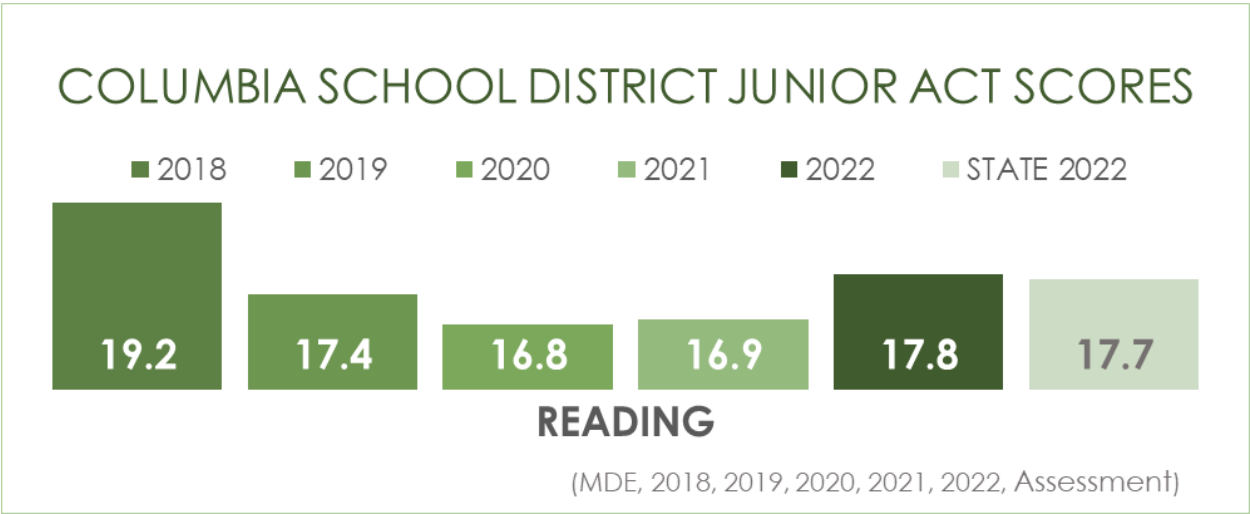


Figure 30: District Junior ACT: Reading

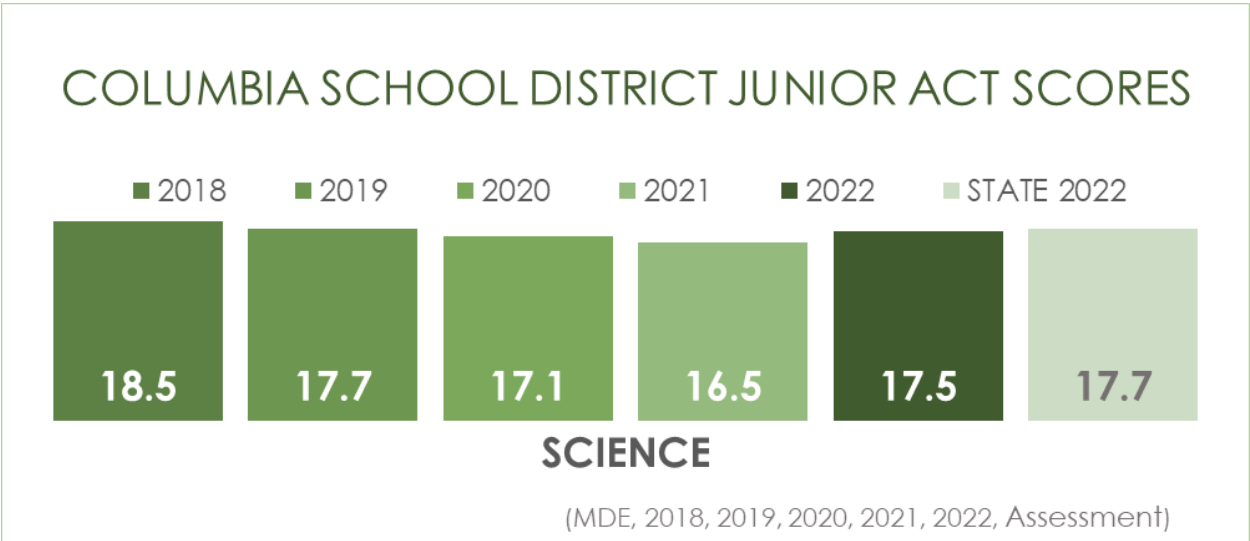


Figure 31: District Junior ACT: Science



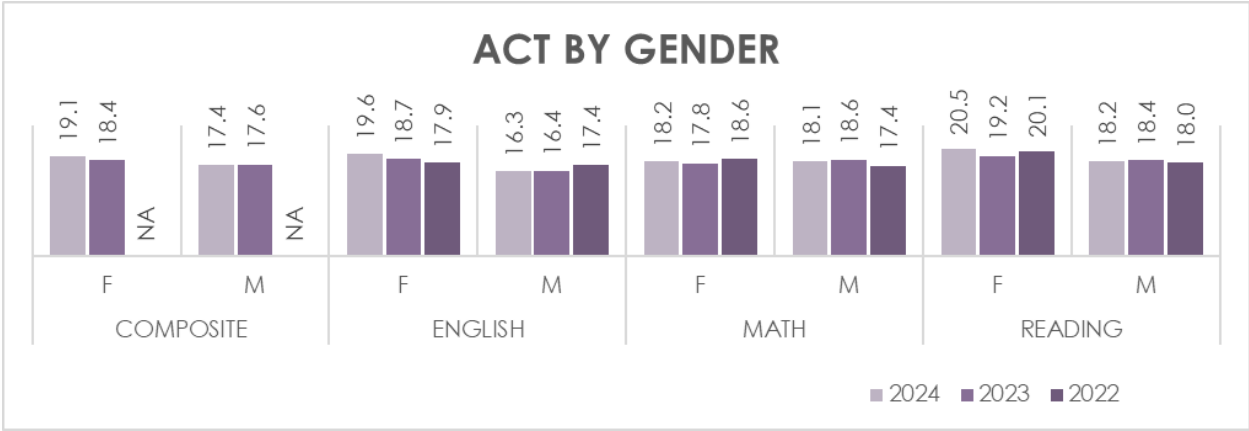


Figure 32: District Junior ACT by Gender

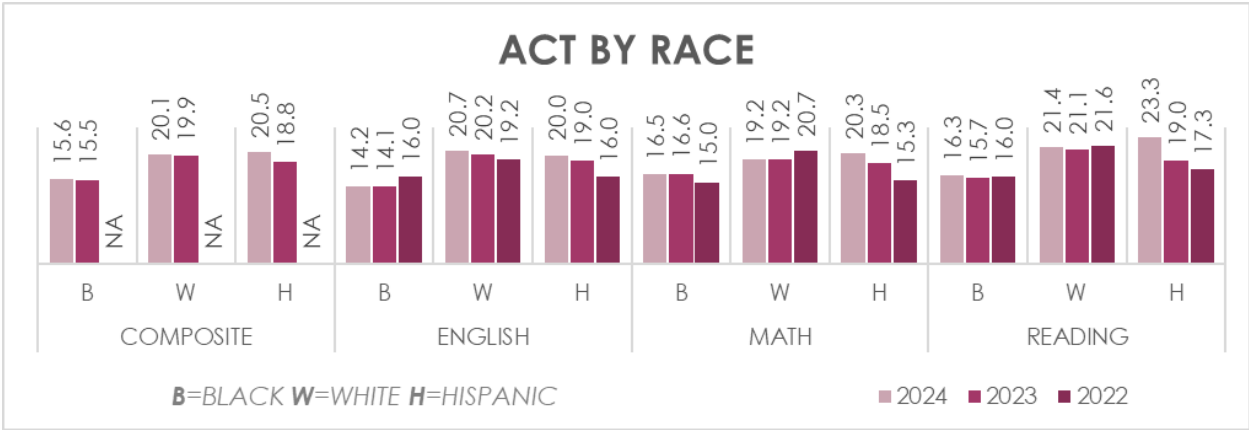


Figure 33: District Junior ACT by Race

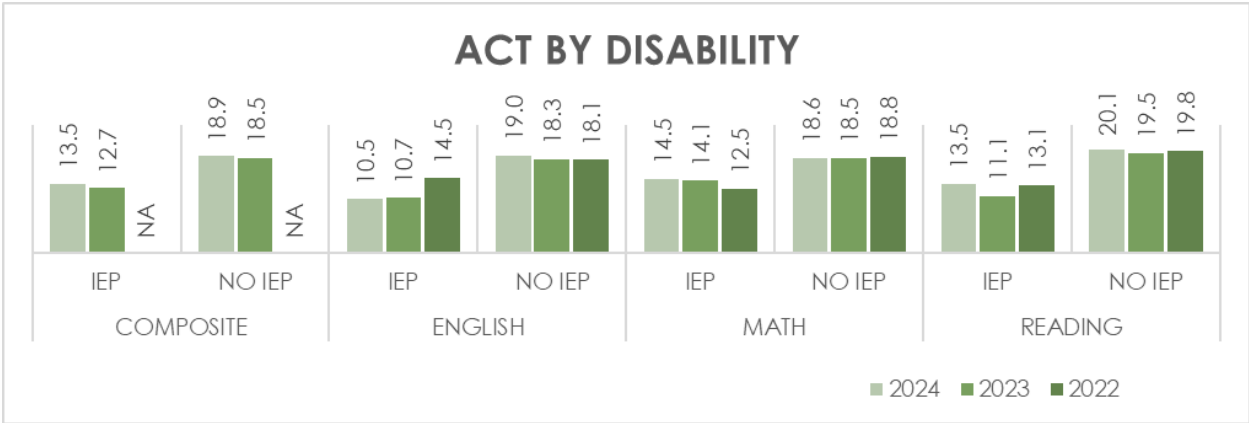


Figure 34: District Junior ACT by Disability

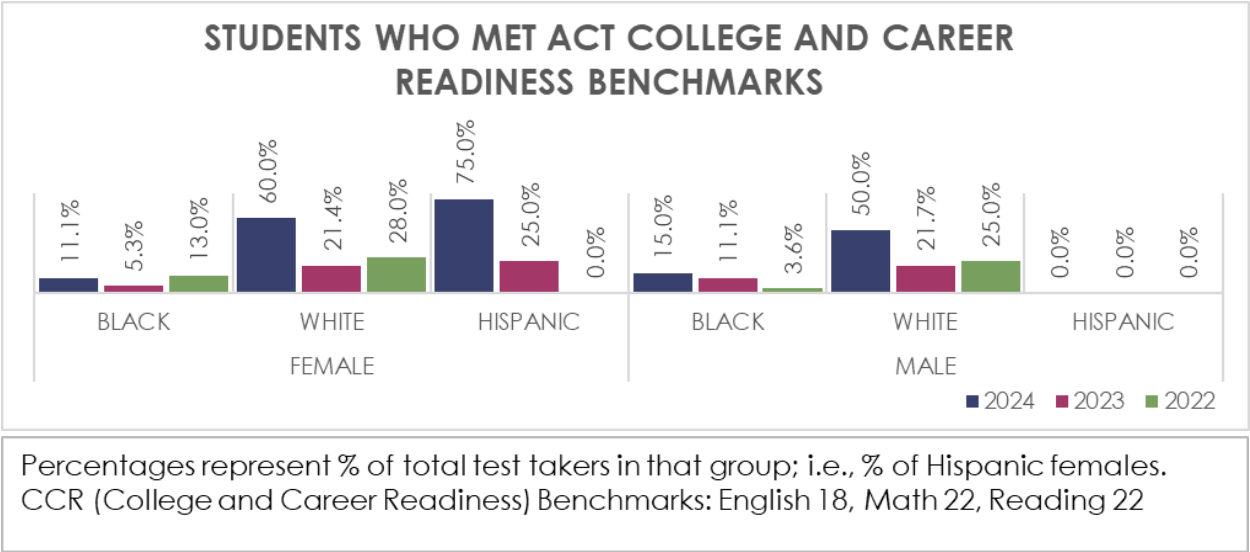


Figure 35: District Junior ACT College and Career Readiness Benchmarks by Race

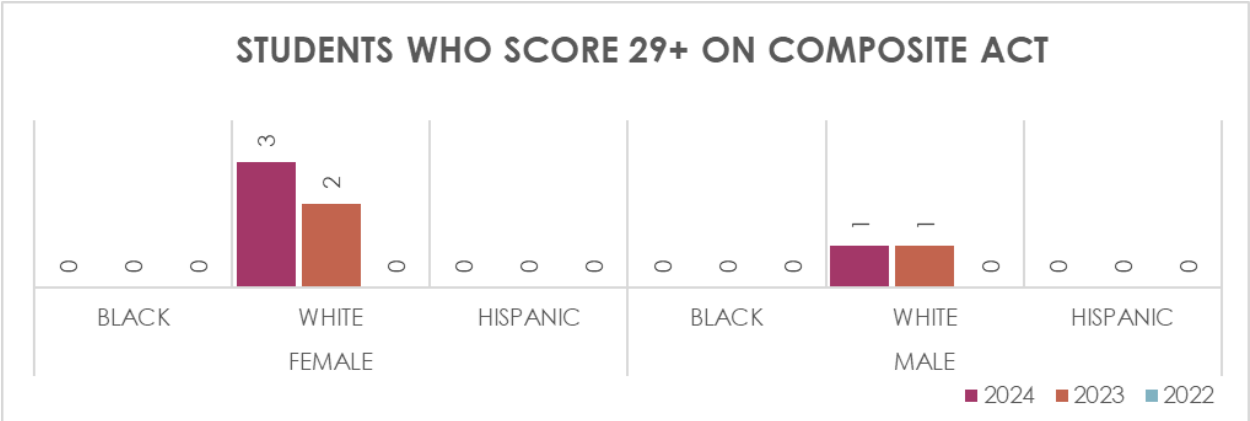
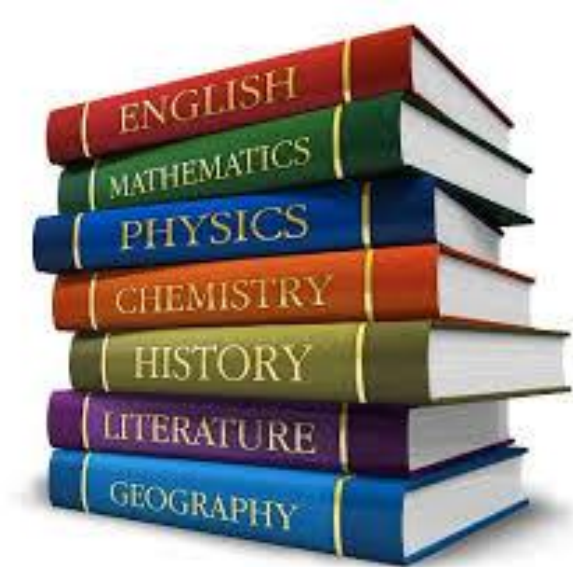


Figure 36: District Junior ACT High Achieving Composite Scores by Race



Kindergarten Readiness Assessment (KRA)

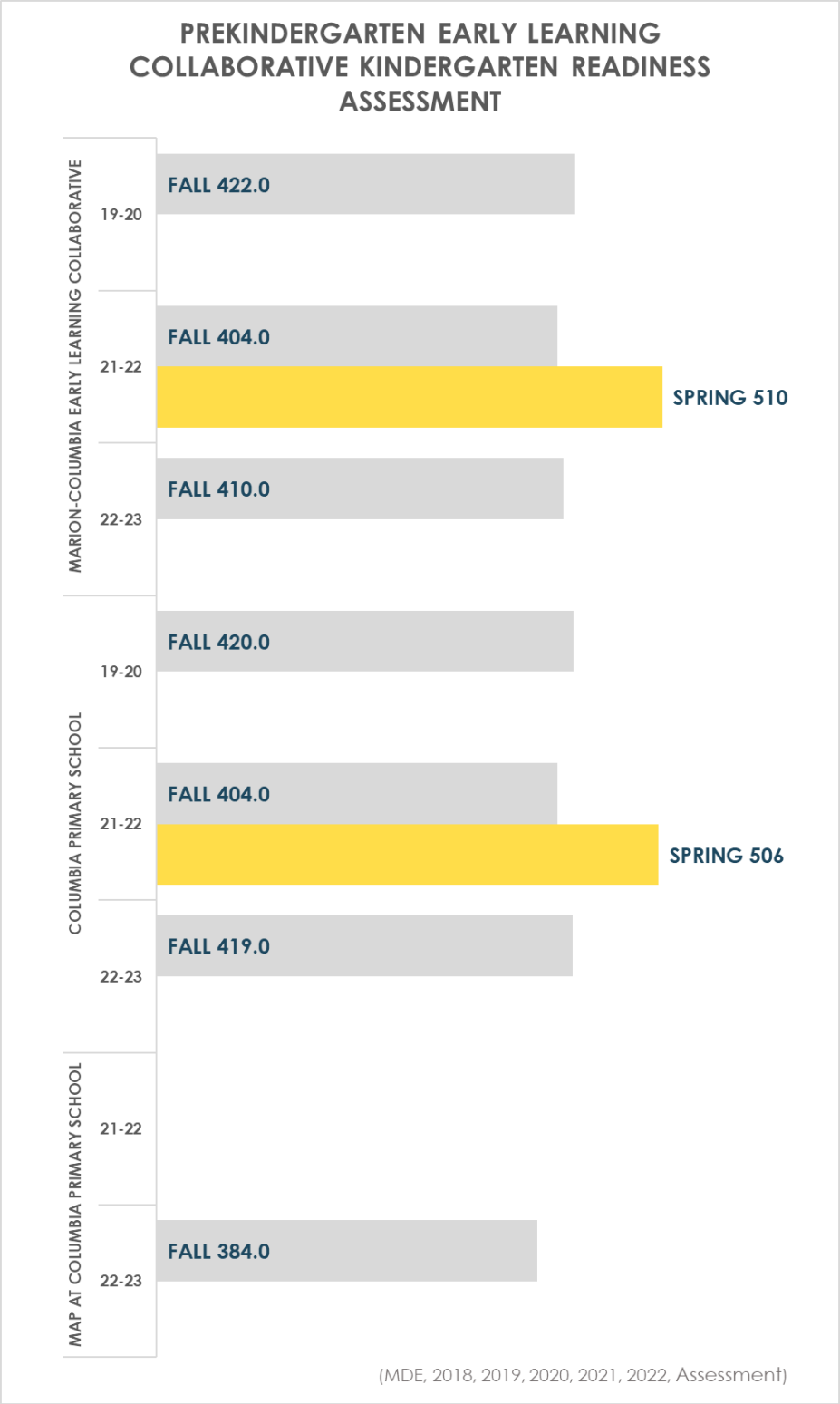


Figure 37: Prekindergarten Early Learning Collaborative Kindergarten Readiness Assessment

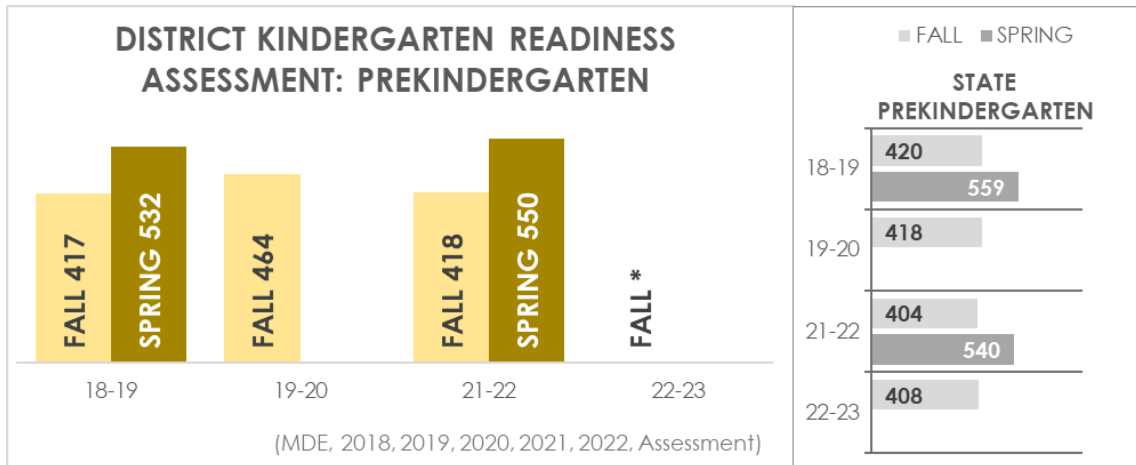


Figure 38: District Kindergarten Readiness Assessment: Prekindergarten

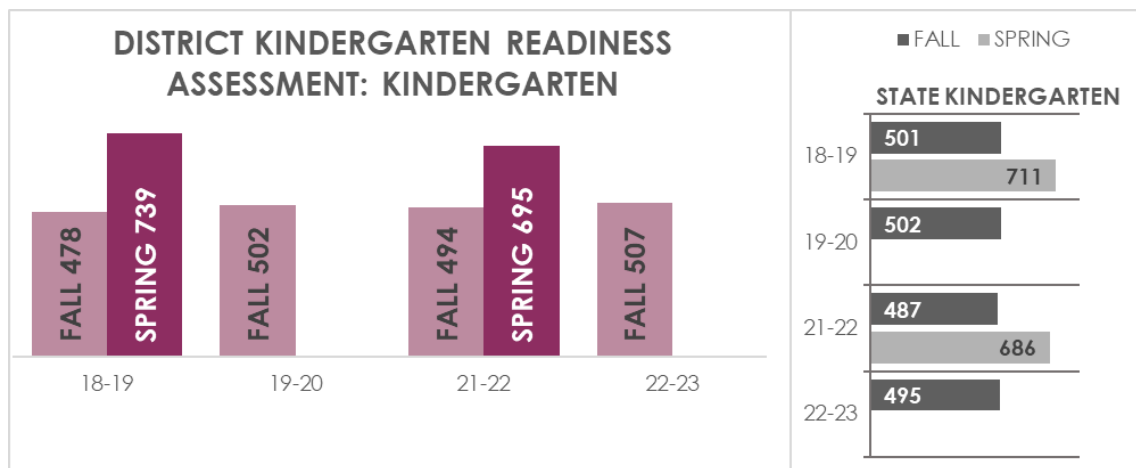


Figure 39: District Kindergarten Readiness Assessment: Kindergarten

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.

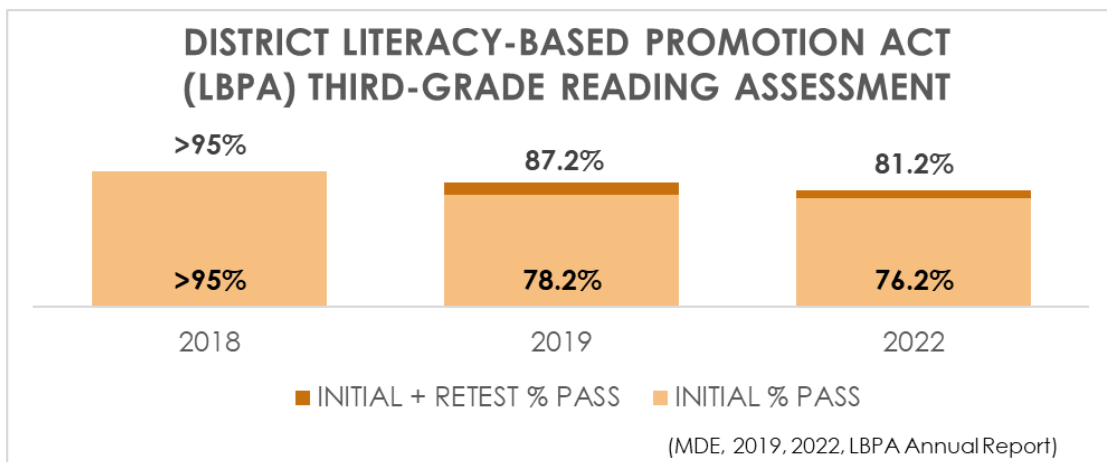


Figure 40: District Literacy-Based Promotion Act Third Grade Reading Assessment

Columbia School District Profile

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.

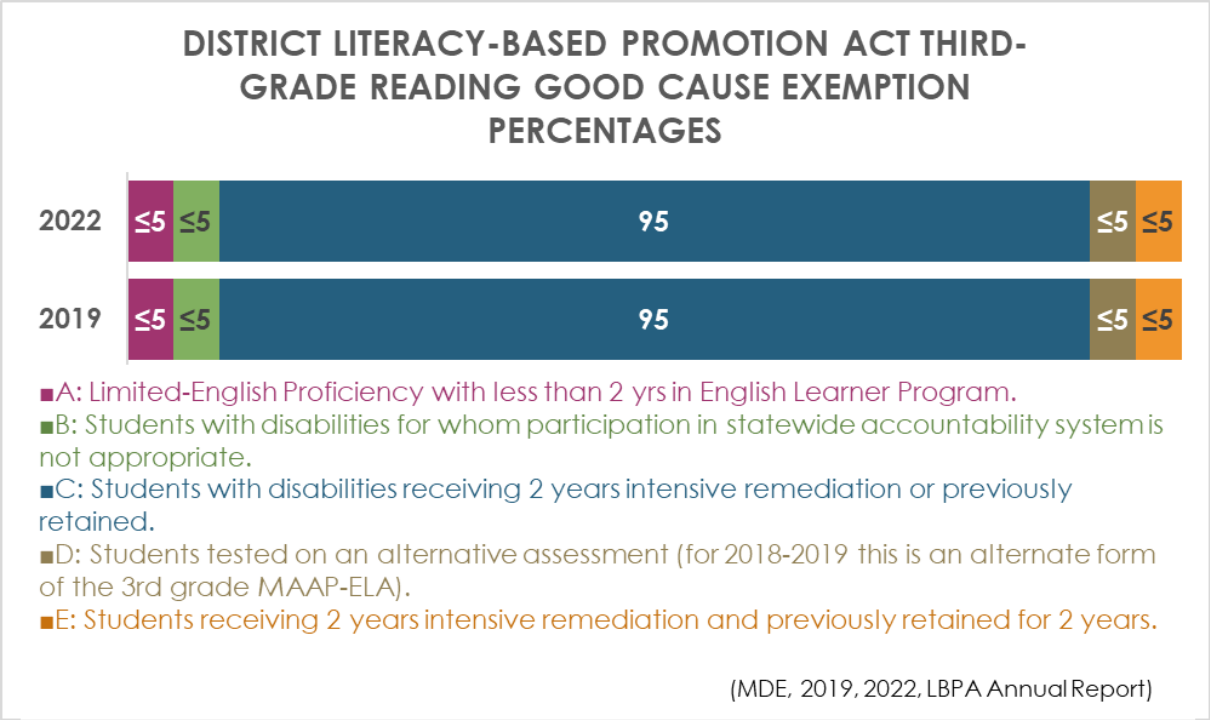


Figure 41: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

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.

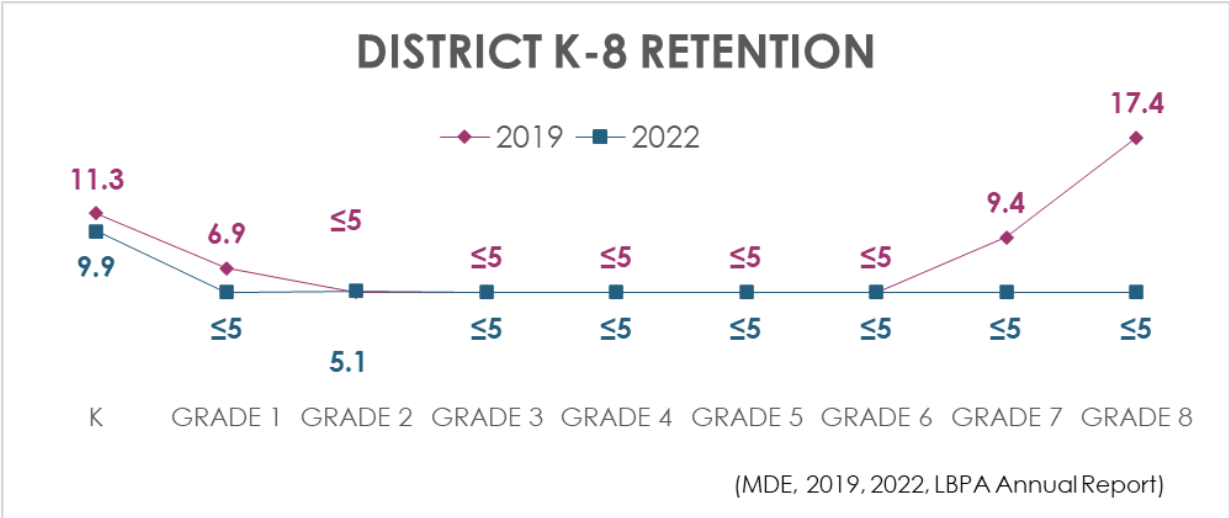


Figure 42: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

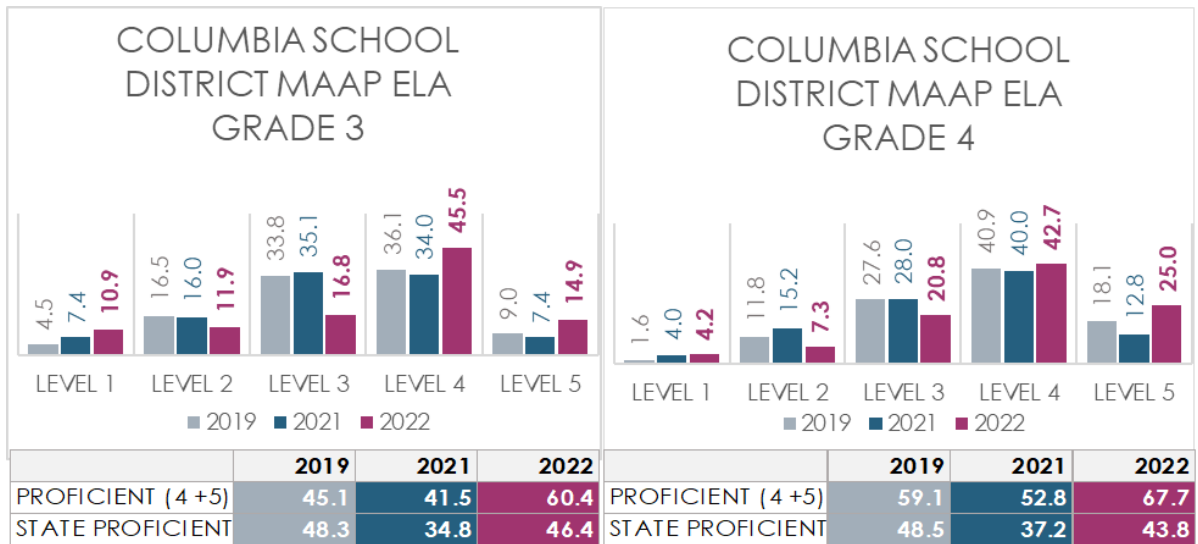


Figure 43: District MAAP ELA Grades 3 and 4

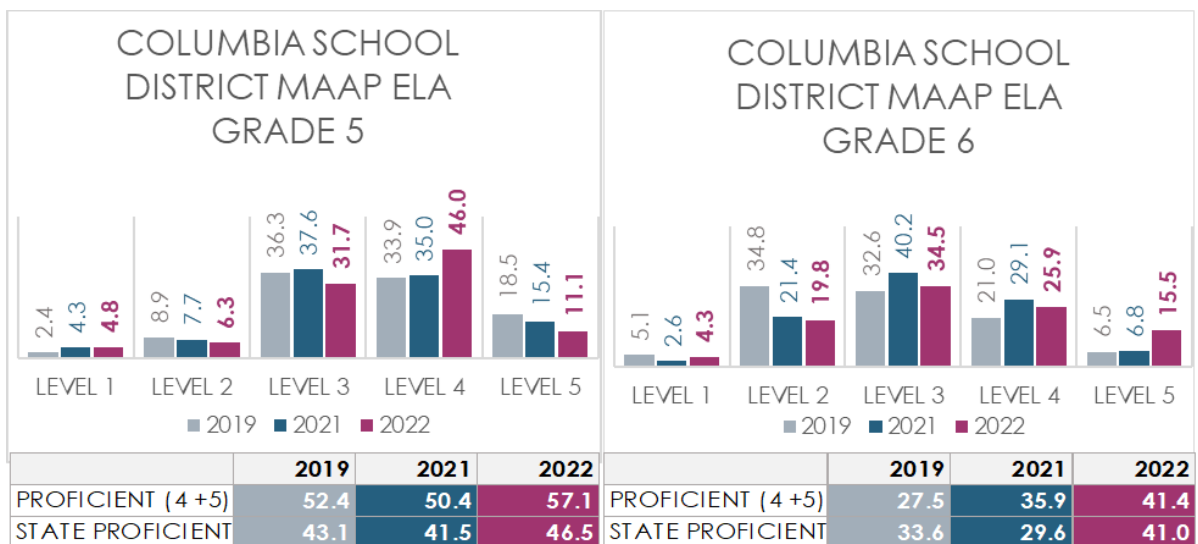


Figure 44: District MAAP ELA Grades 5 and 6



Columbia School District Profile

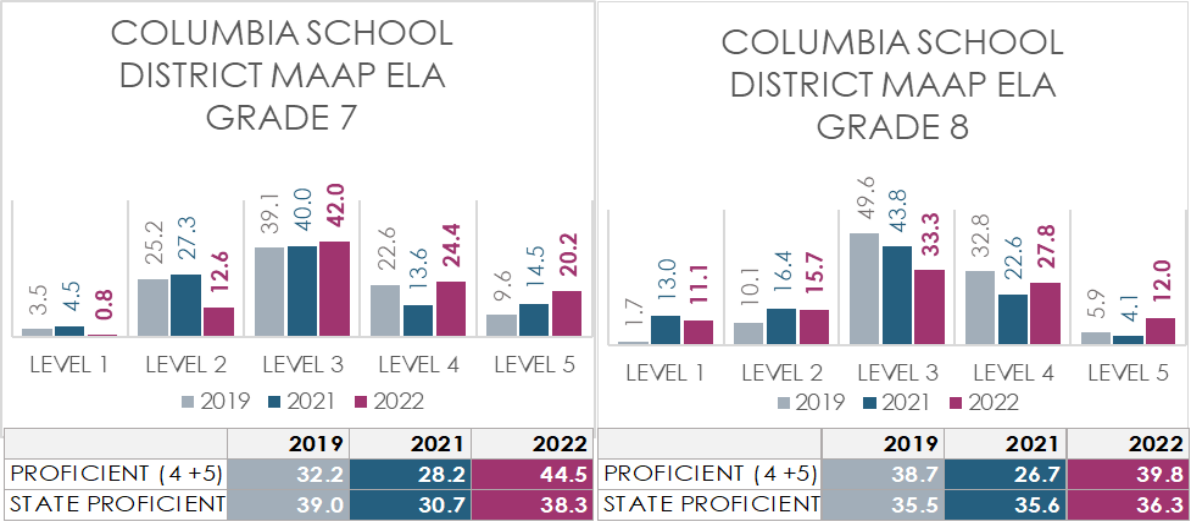


Figure 45: District MAAP ELA Grades 7 and 8

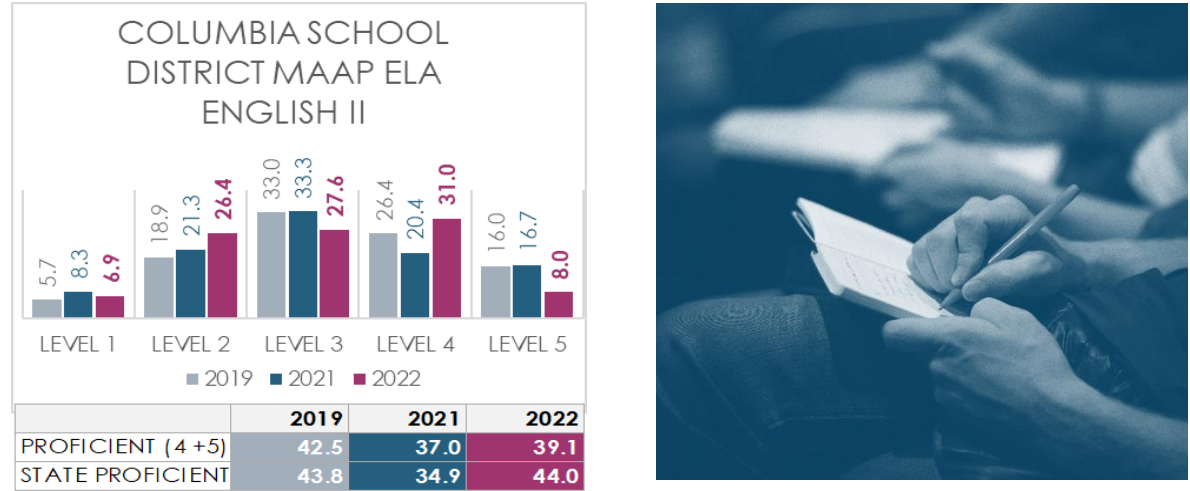


Figure 46: District MAAP ELA English II

MAAP MATH

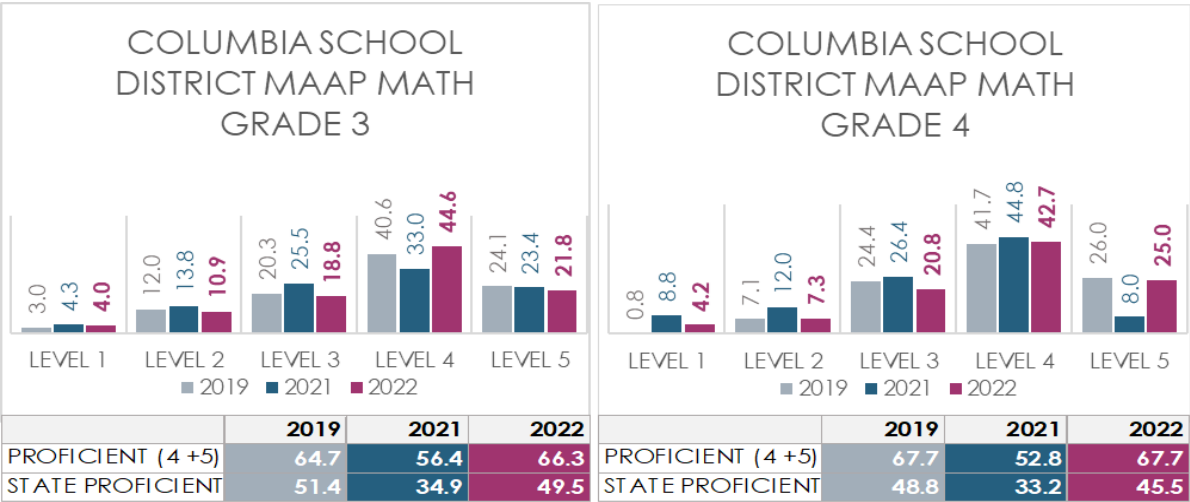


Figure 47: District MAAP Math Grades 3 and 4

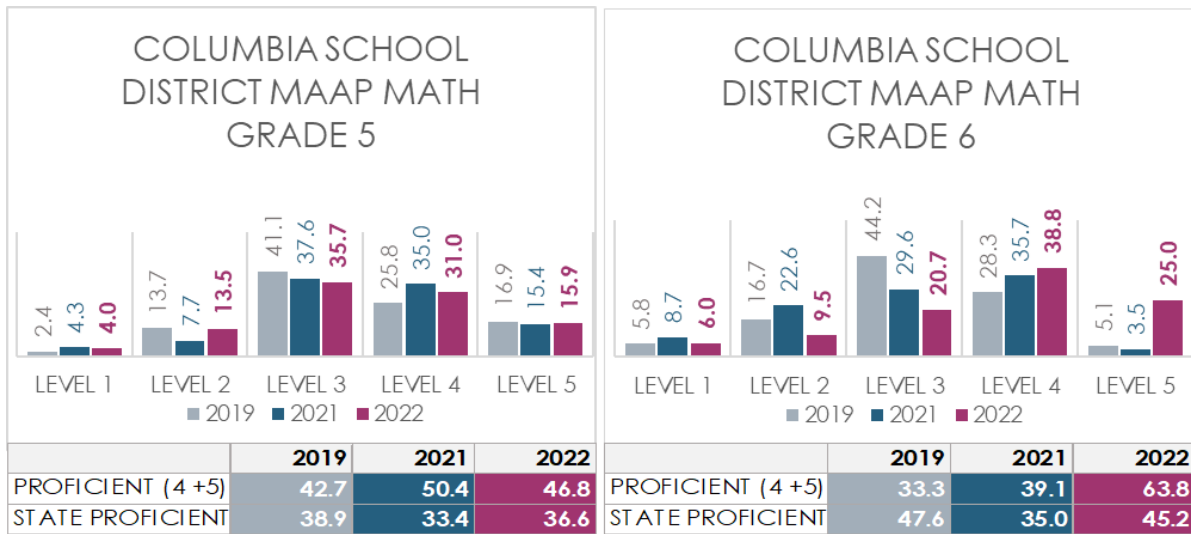


Figure 48: District MAAP Math Grades 5 and 6

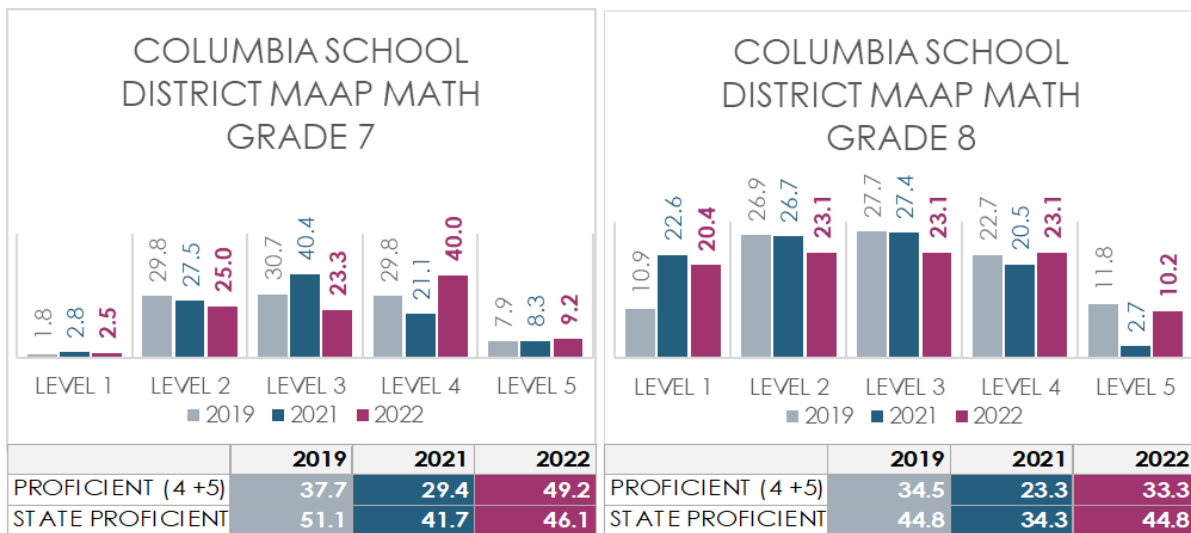


Figure 49: District MAAP Math Grades 7 and 8

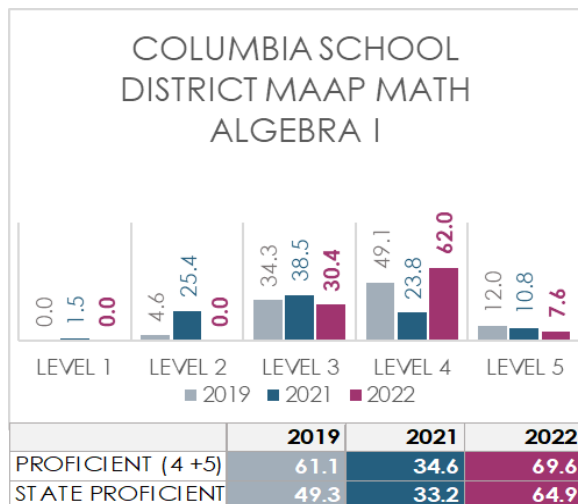


Figure 50: District MAAP Math Algebra I



MAAP-SCIENCE

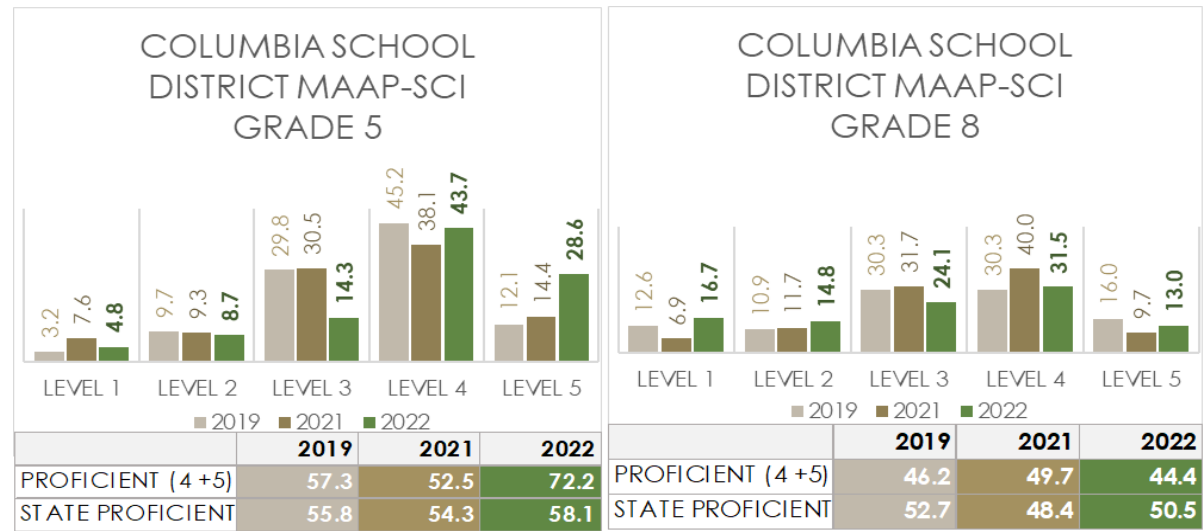


Figure 51: District MAAP-SCI Grades 5 and 8

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.

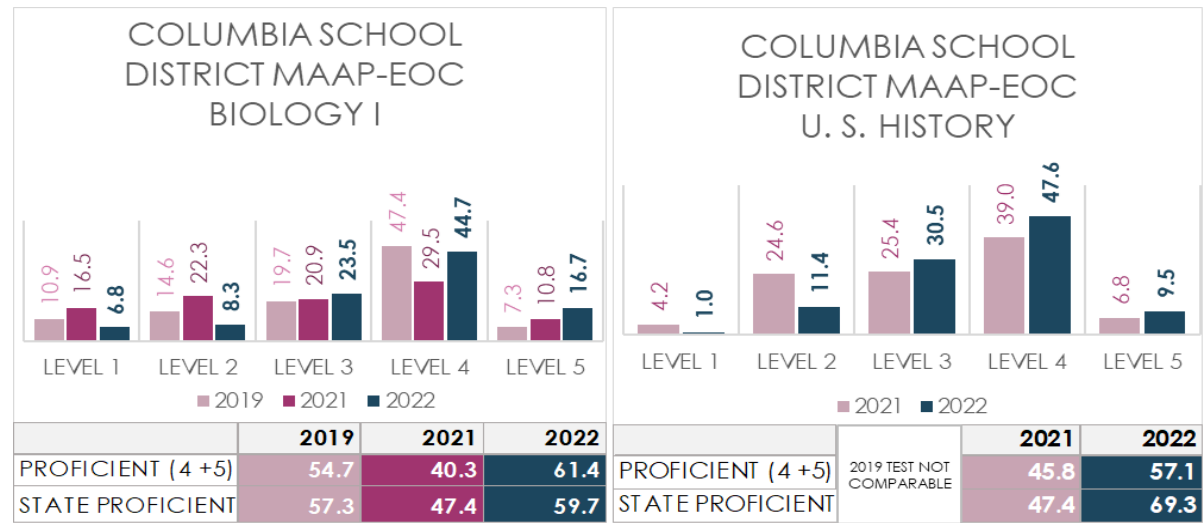


Figure 52: District MAAP-EOC Biology I and U. S. History

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)

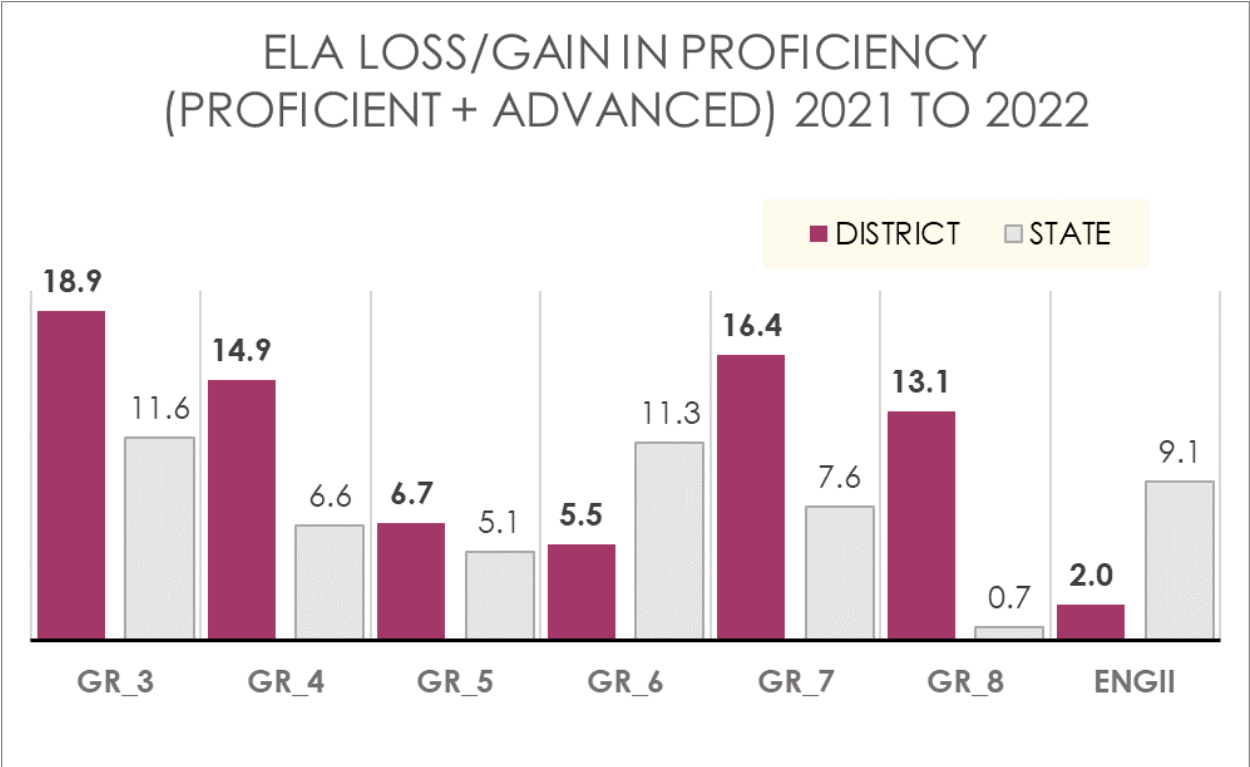


Figure 53: ELA Loss/Gain in Proficiency

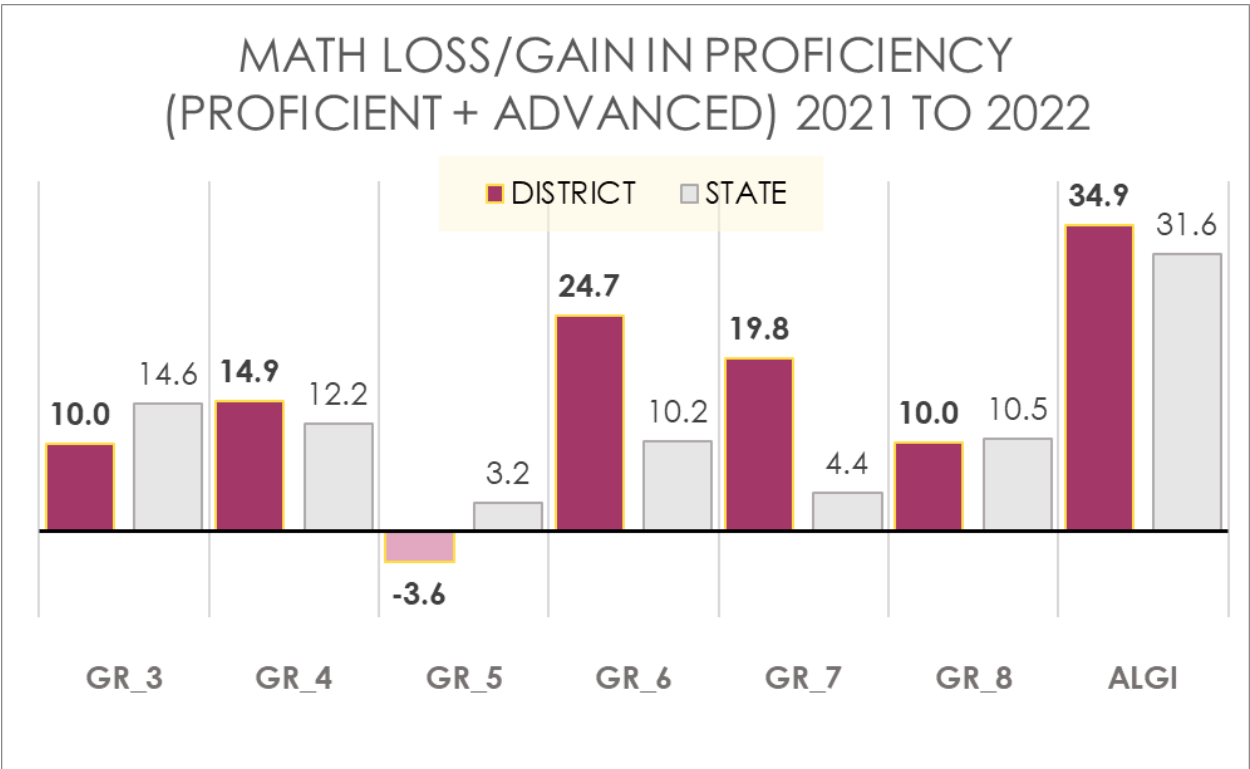


Figure 54: Math Loss/Gain in Proficiency



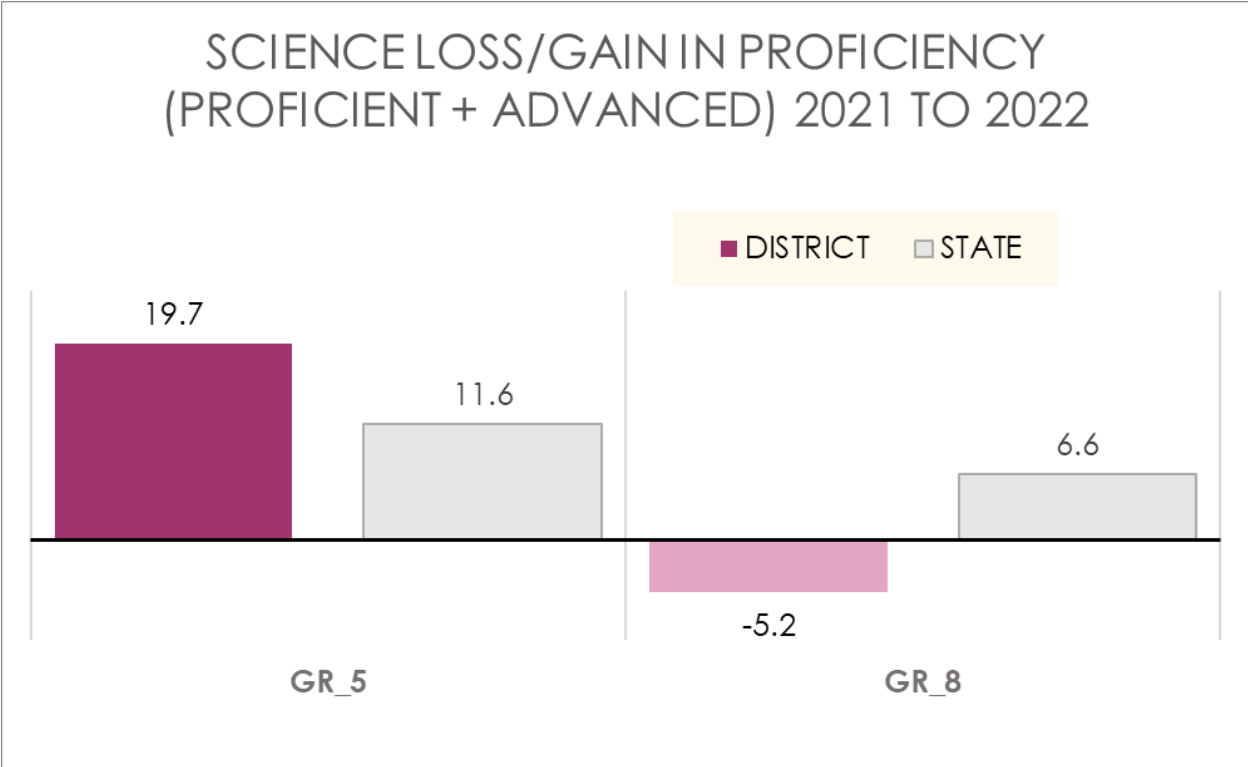


Figure 55: Science Loss/Gain in Proficiency

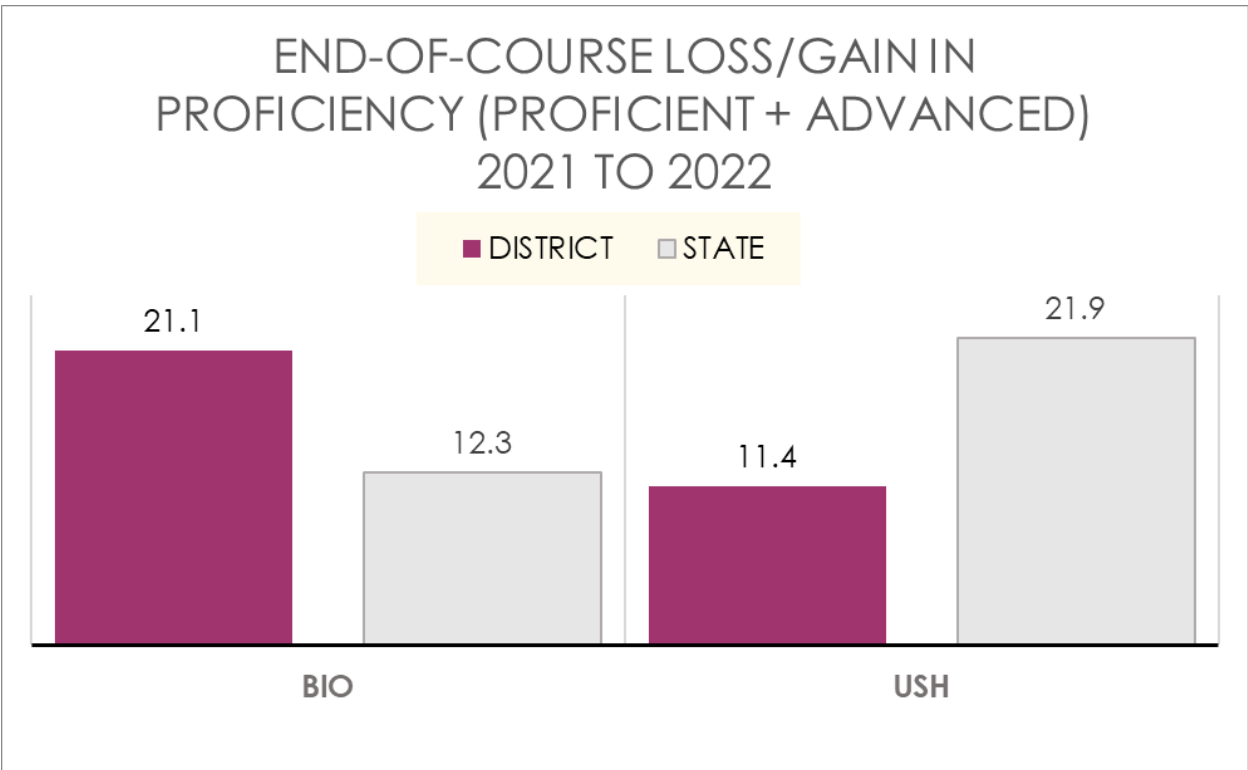


Figure 56: End-of-Course Loss/Gain in Proficiency

Discipline

TAKEAWAY: Minimal disciplinary actions were reported during the pandemic years of 2020 and 2021. The number of incidents of violence was small between 2021 and 2022 and did not reach prepandemic levels.

COLUMBIA SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<5	<5		<5	12.1	<5	6.76	11.6	<5	<5		<5
GENDER	FEMALE	<5				7.25		<5	10.4				
	MALE	<5			<5	16.7		8.89	12.6				<5
RACE	ASIAN								<5				
	BLACK OR AFRICAN AMERICAN	<5				17.5		9.17	16.4				<5
	HISPANIC OR LATINO					5.26		5.88	<5				
	TWO OR MORE RACES					9.52		<5	9.3				
	WHITE	<5			<5	7.39		<5	7.2				
	ALASKAN NATIVE OR NATIVE AMERICAN					<5							
	NATIVE HAWAIIAN OR PACIFIC ISLANDER												
DISABILITY	STUDENTS WITH DISABILITIES	<5				20.2		9.82	16				
	STUDENTS WITHOUT DISABILITIES	<5			<5	10.1		6.03	10.4				<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	18	<10	<10	41	<5			<5	<5			<5
GENDER	FEMALE	<10		<10	24	<5			<5	<5			<5
	MALE	15		<10	17	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	13		<10	25	<5			<5	<5			<5
	HISPANIC OR LATINO					<5			<5	<5			<5
	TWO OR MORE RACES				<10	<5			<5	<5			<5
	WHITE	<10		<10	13	<5			<5	<5			<5
	ALASKAN NATIVE OR NATIVE AMERICAN					<5			<5	<5			<5
	NATIVE HAWAIIAN OR PACIFIC ISLANDER								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	13		<10	31	<5			<5	<5			<5

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

Figure 57: District Disciplinary Actions Reported to MDE

Finance

TAKEAWAY: Spending for instructional support and administration has increased slightly since 2018. Total revenue is up \$4.7M, while total operational expenditure including capitalized equipment has increased \$4M. Title funding is up, and ESSER funds for pandemic expenses have expired. FY2023 MAEP allocations are up \$647.5K since FY2022 but fall \$1.1M below full funding.

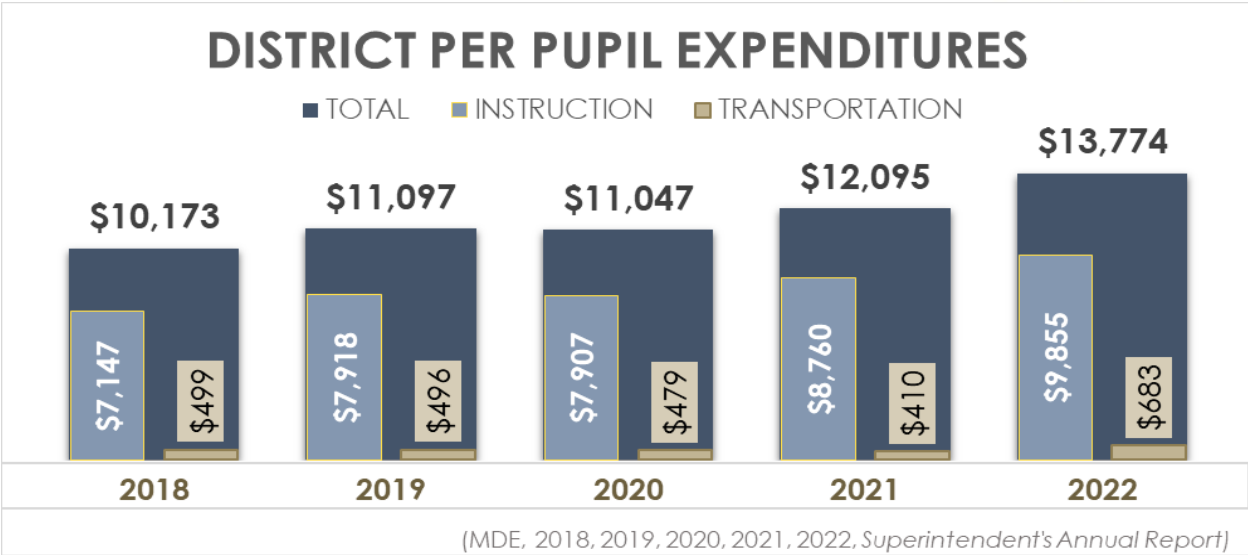


Figure 58: District Per Pupil Expenditures

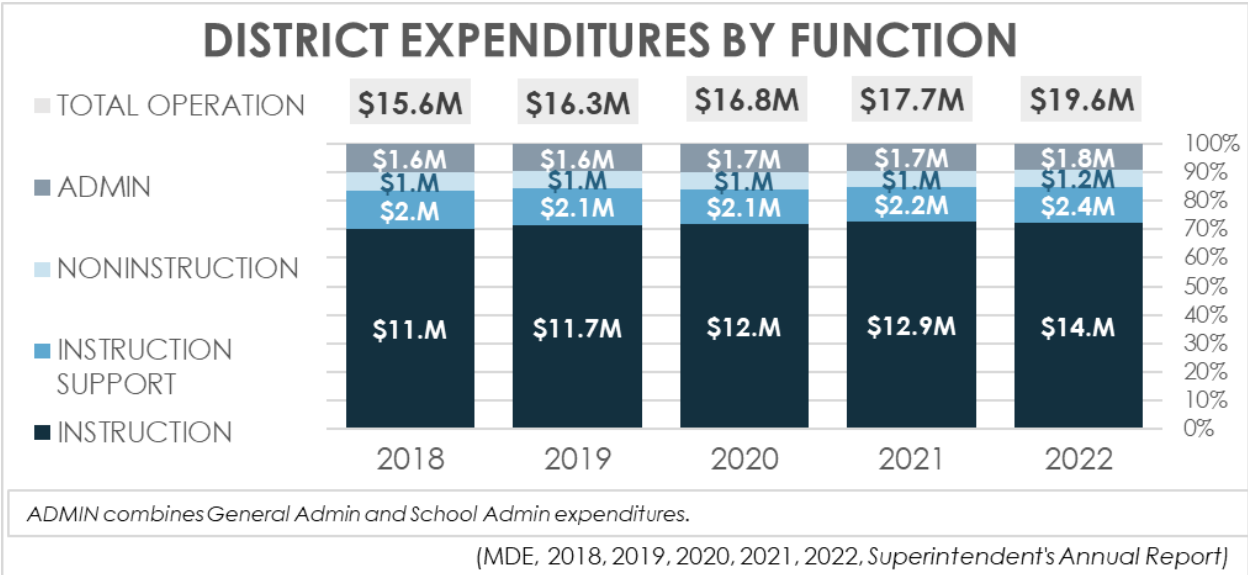


Figure 59: District Expenditures by Function

CHANGES IN PERCENTAGES OF EXPENDITURES BY FUNCTION 2018 TO 2022				
	2018		2022	
INSTRUCTION	70.4%	↑	72.5%	
INSTRUCTION SUPPORT	13.1%	↓	12.4%	
NONINSTRUCTION	6.6%	↓	6.0%	
ADMIN	9.9%	↓	9.1%	
ADMIN combines General Admin and School Admin expenditures.				
(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)				



Figure 60: District Changes in Percentages of Expenditures by Function

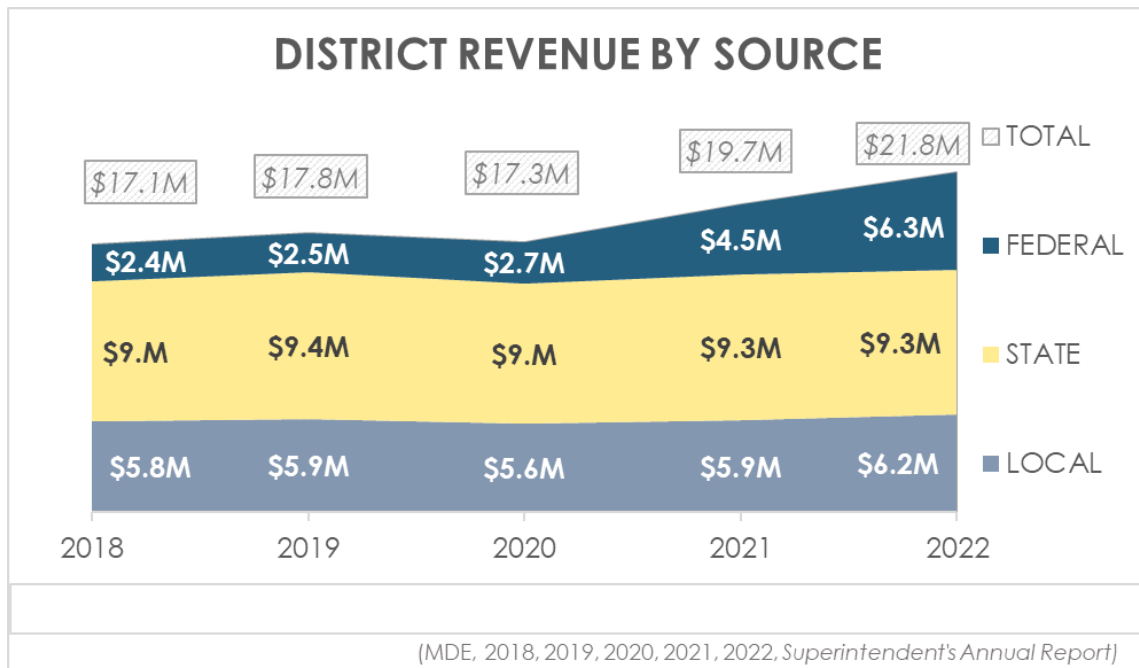


Figure 61: District Revenue by Source

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
2023 FULL FUNDING	2023 ALLOCATION	2022 ALLOCATION	BELOW FULL (10.5%)	+/- 2022 VS 2023
\$10.1M	\$9.0M	\$8.4M	-\$1.1M	+\$647.5K

Figure 62: Mississippi Adequate Education Program (MAEP) Allocations

DISTRICT FEDERAL TITLE PROGRAMS FUNDING ALLOCATION

	2018	2019	2020	2021	2022
TITLE I A	\$827.2K	\$2.1M	\$811.7K	\$915.1K	\$907.0K
TITLE II A	\$110.7K	\$104.4K	\$105.1K	\$117.3K	\$104.9K
TITLE IV A		\$58.8K	\$60.5K	\$60.8K	\$68.6K
TITLE V B		\$31.1K	\$32.1K	\$31.0K	\$32.9K
ESSER 1			\$652.7K	\$654.1K	
ESSER 2				\$3.0M	

Figure 63: District Federal Title Programs Funding Allocation

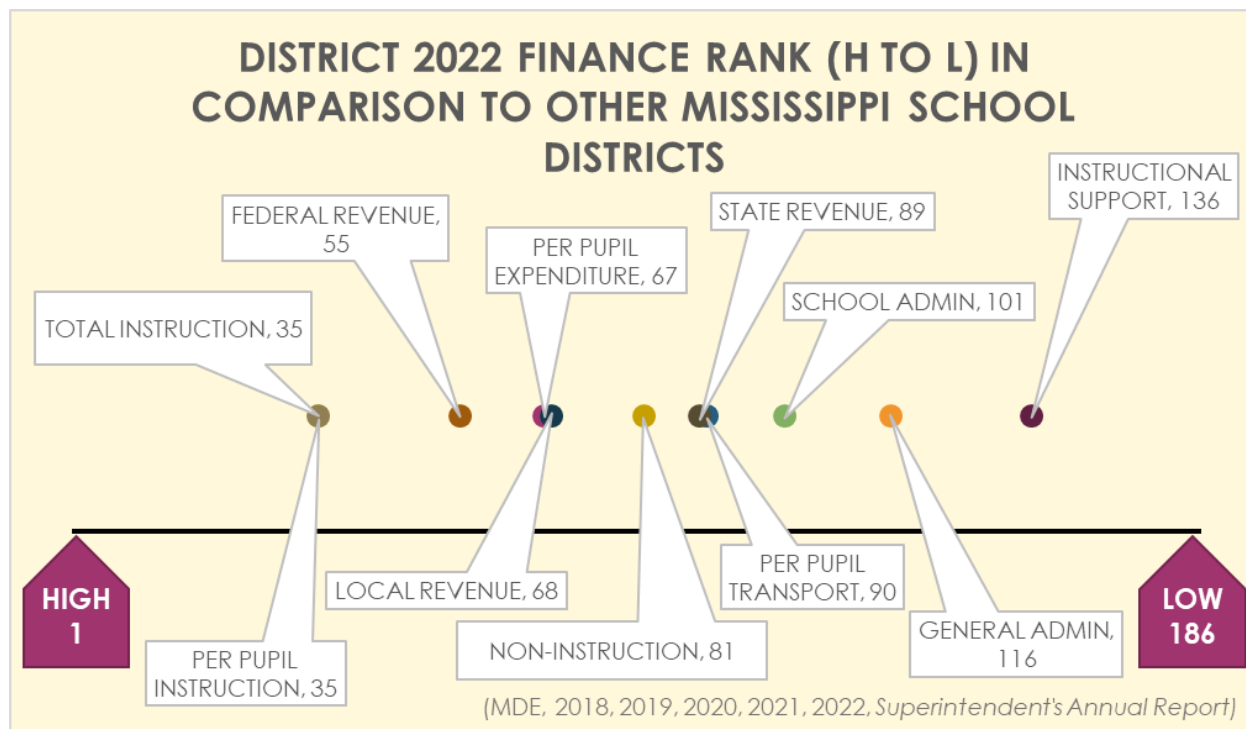


Figure 64: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: The percentage of teachers teaching in their certified field has decreased slightly, and the percentage of experienced teachers districtwide has declined about 9% since 2018. The per-pupil ratio has decreased to 11.6. Average teacher salaries have increased, as well as average salaries for most administrators and support personnel.

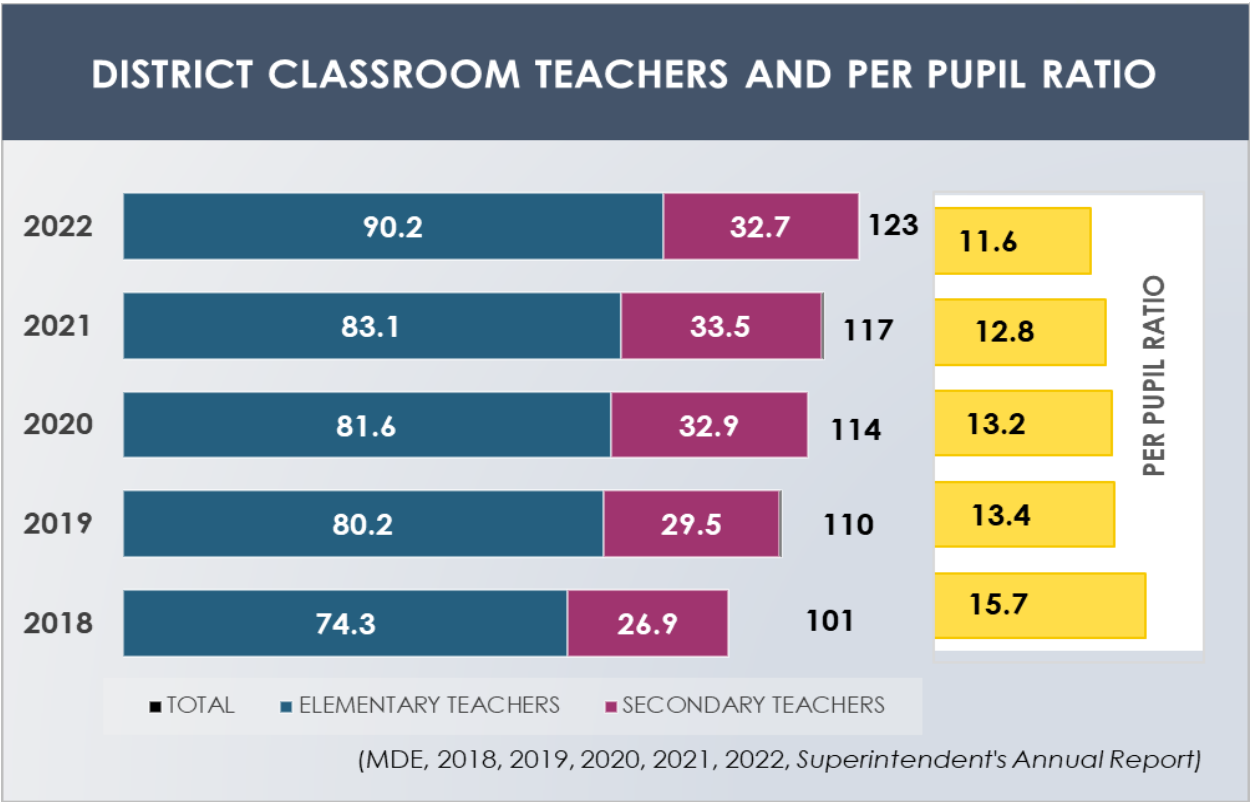


Figure 65: District Classroom Teachers and Per Pupil Ratio



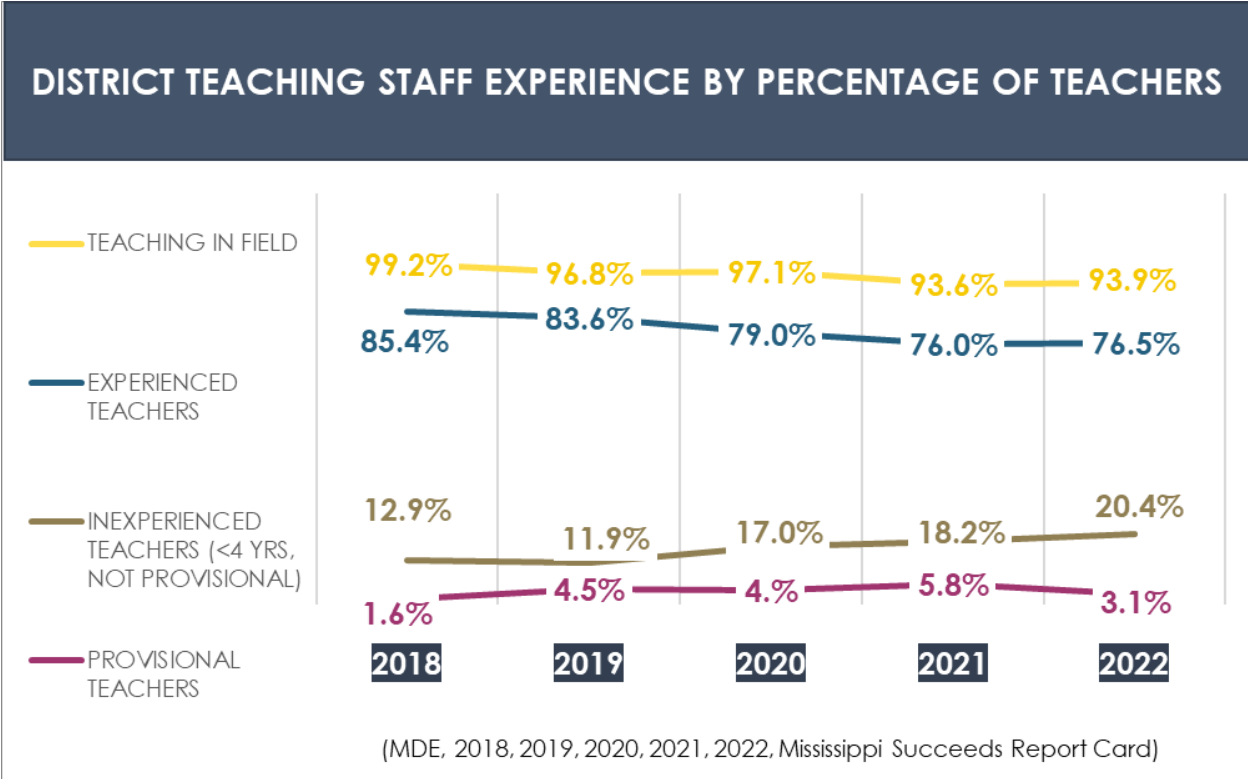


Figure 66: District Teaching Staff Experience by Percentage of Teachers

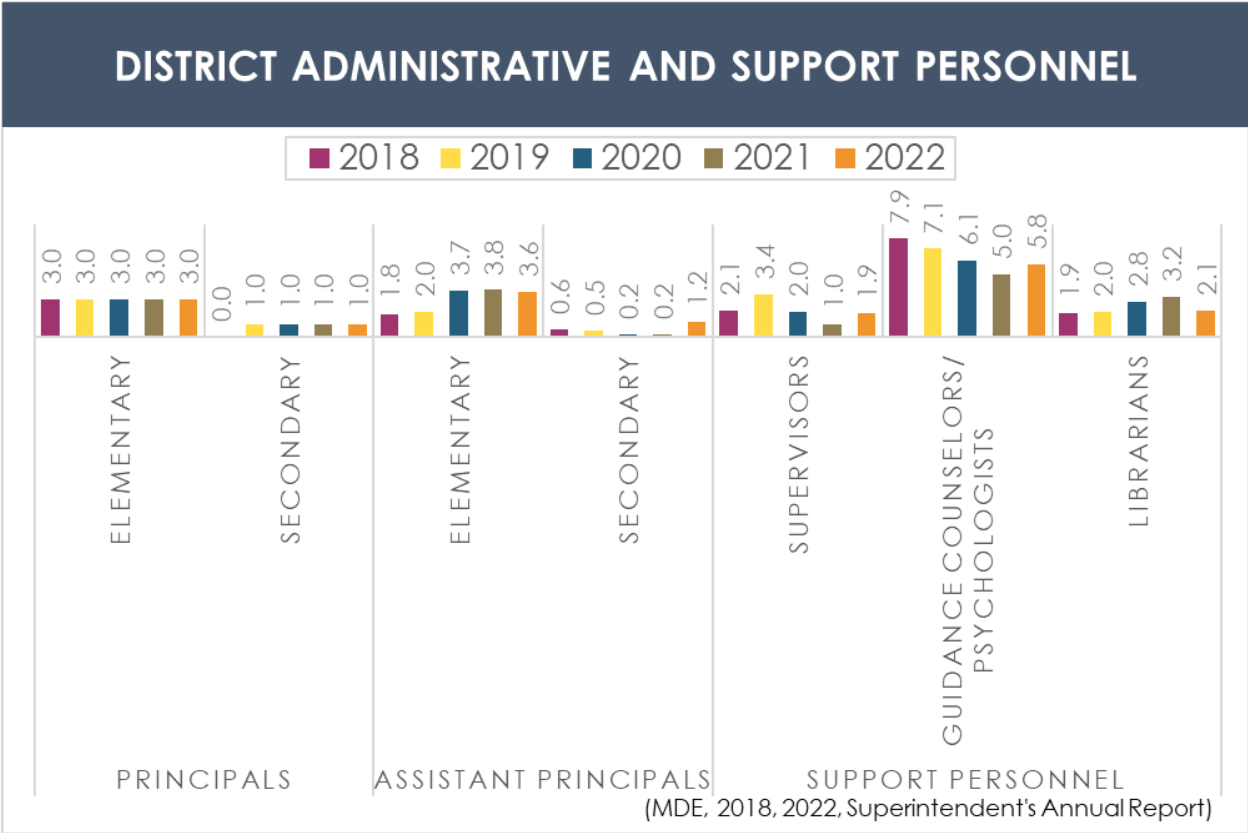


Figure 67: District Administrative and Support Personnel

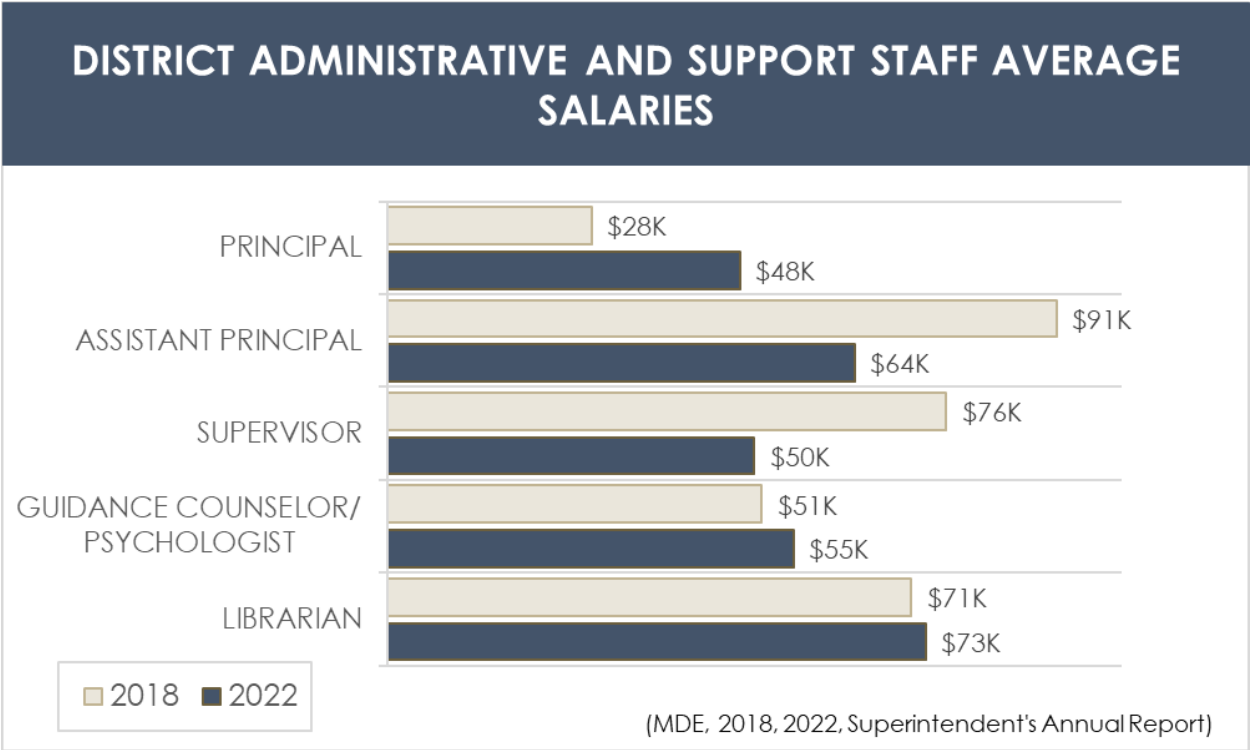


Figure 68: District Administrative and Support Staff Average Salaries

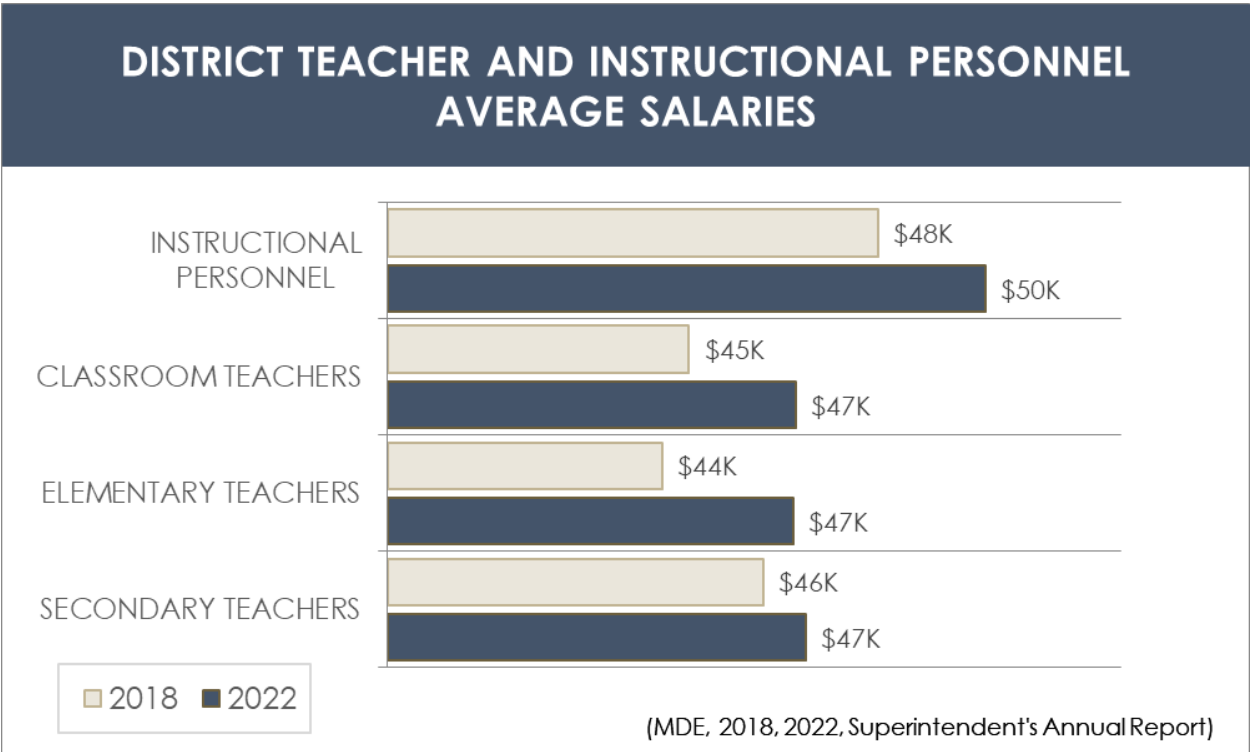


Figure 69: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

One thousand four hundred thirty-three (1,433) respondents from four stakeholder groups and four 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.

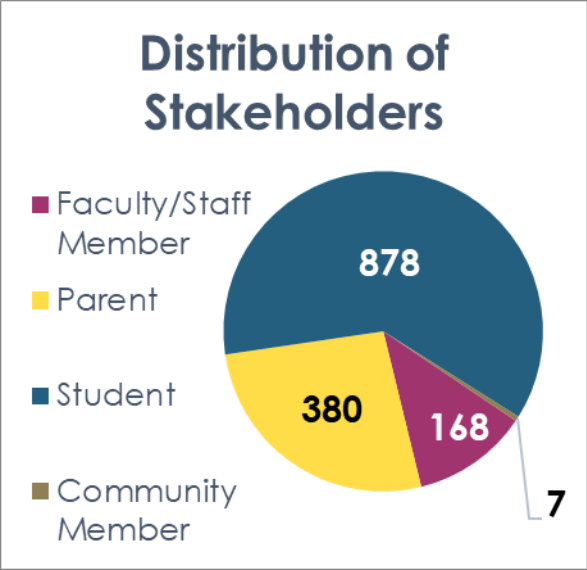


Figure 70: Distribution of Stakeholders



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 Columbia School District.

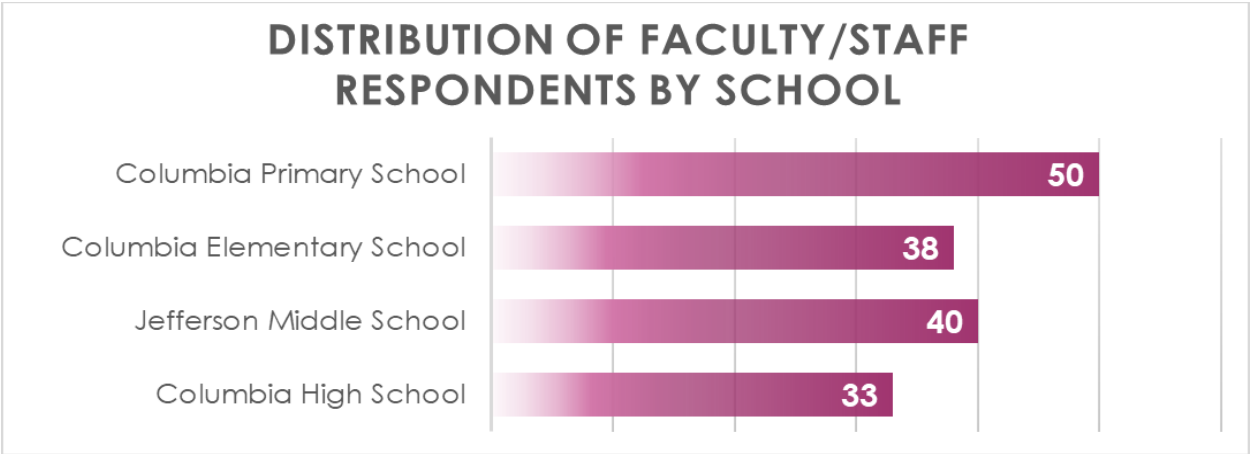


Figure 71: Distribution of Faculty/Staff Respondents by School

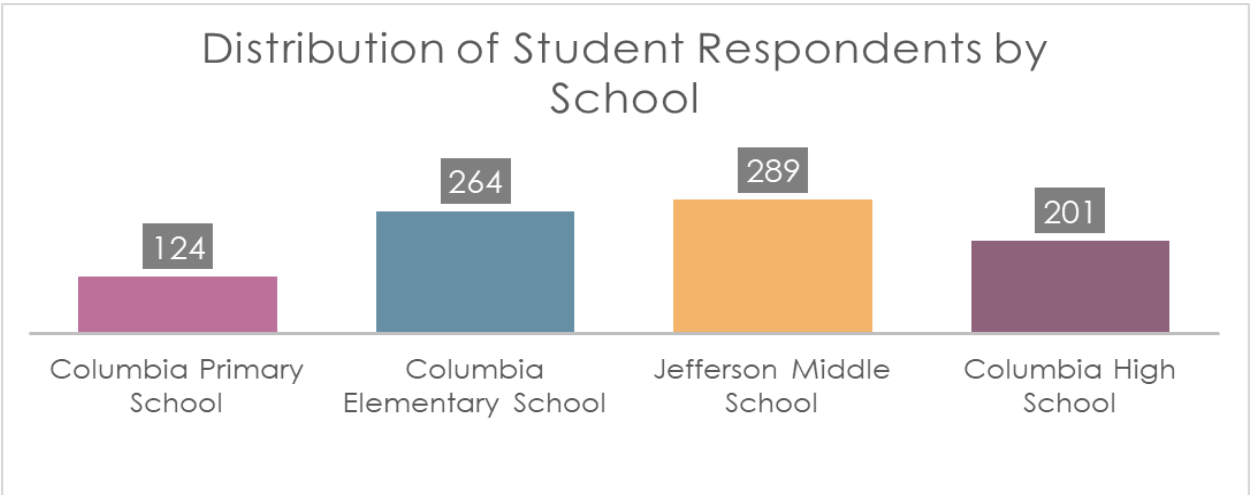


Figure 72: Distribution of Student Respondents by School

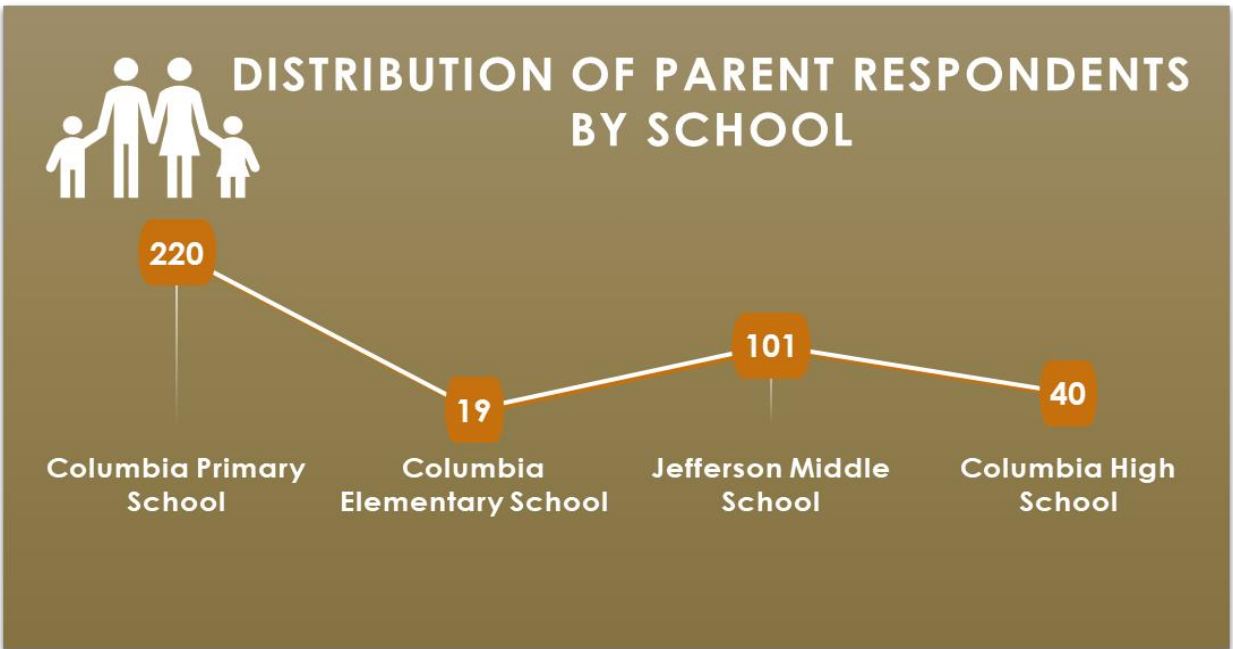


Figure 73: Distribution of Parent Respondents by School



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 effective.

	Count	Percentage
Strongly Agree	593	41.4%
Agree	702	49.0%
Disagree	71	5.0%
Strongly Disagree	26	1.8%
Not Applicable or No Information	41	2.9%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	430	30.0%
Agree	580	40.5%
Disagree	199	13.9%
Strongly Disagree	81	5.7%
Not Applicable or No Information	143	10.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	526	36.7%
Agree	642	44.8%
Disagree	90	6.3%
Strongly Disagree	35	2.4%
Not Applicable or No Information	140	9.8%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	538	37.5%
Agree	719	50.2%
Disagree	86	6.0%
Strongly Disagree	29	2.0%
Not Applicable or No Information	61	4.3%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	570	39.8%
Agree	656	45.8%
Disagree	89	6.2%
Strongly Disagree	31	2.2%
Not Applicable or No Information	87	6.1%

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

	Count	Percentage
Strongly Agree	537	37.5%
Agree	671	46.8%
Disagree	123	8.6%
Strongly Disagree	67	4.7%
Not Applicable or No Information	35	2.4%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	547	38.2%
Agree	739	51.6%
Disagree	82	5.7%
Strongly Disagree	29	2.0%
Not Applicable or No Information	36	2.5%

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

	Count	Percentage
Strongly Agree	604	42.1%
Agree	711	49.6%
Disagree	59	4.1%
Strongly Disagree	30	2.1%
Not Applicable or No Information	29	2.0%

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

	Count	Percentage
Strongly Agree	428	29.9%
Agree	707	49.3%
Disagree	196	13.7%
Strongly Disagree	62	4.3%
Not Applicable or No Information	40	2.8%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	321	22.5%
Agree	387	27.2%
Disagree	355	24.9%
Strongly Disagree	267	18.7%
Not Applicable or No Information	95	6.7%

Summary of District Strengths and Challenges

One thousand four hundred thirty-three (1,433) stakeholders from four schools responded to the 2023 Columbia School District Comprehensive Needs Assessment survey online. Students comprise 61.3% of the total. Faculty/staff members represent 30.3% of the adult response, with parents accounting for 68.5%. Community members make up 1.3% of the adult response or 0.5% of the total.

Columbia School District is a successful district focused on teaching and learning. District enrollment has regained prepandemic levels, with a net gain of 0.1% over 5 years. Accountability ratings for the district remain at the “B” level in 2022, after MDE resumed assigning letter grades for accountability. The district experienced a 0.9% change in average daily attendance between 2021 and 2022, and chronic absence rose to 23.8%. The district's graduation rate rose to 95.9%; the dropout rate decreased to 1.7%. Graduation rates for students with disabilities rose by 39.5 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly indicate that teachers in the district are effective. About 70% believe that school nurses help improve student attendance and academic achievement. Between 80% and 85% believe that before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

Statements about parent, family, and community engagement received varying levels of positive feedback. Over 85% agree that the district actively promotes parent/teacher communication and that parents feel welcome in the schools. Eighty-four percent state that they are satisfied with the schools. Statements about school climate and culture also received positive reactions. Approximately 90% feel that the district provides students and teachers with a safe and orderly environment for learning. Over 90% believe that students have access to a variety of resources to help them succeed in their learning, such as technology and libraries. The district is seen as doing well in providing a clean, well-maintained, and pleasant environment for learning.

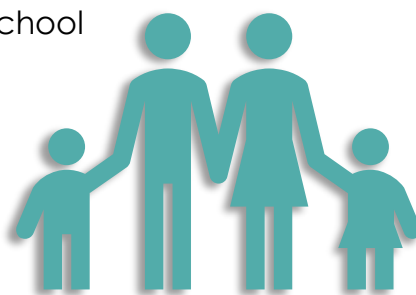


Notes

COLUMBIA SCHOOL DISTRICT PARENT SURVEY

Introduction

Parents from across Columbia School District were asked to respond to questions about the school or schools their children attend. Three hundred eighty (380) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*; *Parent, Family, and Community Engagement*; *School Climate and Culture*; 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 effective.

	Count	Percentage
Strongly Agree	201	52.9%
Agree	159	41.8%
Disagree	11	2.9%
Strongly Disagree	4	1.1%
Not Applicable or No Information	5	1.3%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	165	43.4%
Agree	156	41.1%
Disagree	19	5.0%
Strongly Disagree	8	2.1%
Not Applicable or No Information	32	8.4%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	184	48.4%
Agree	155	40.8%
Disagree	8	2.1%
Strongly Disagree	1	0.3%
Not Applicable or No Information	32	8.4%

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)	163	42.9%
Improving access to foreign language instruction, arts, and music education	125	32.9%
Supporting college and career counseling	156	41.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	213	56.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	136	35.8%

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	148	38.9%
Providing school-based mental health services and counseling	195	51.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	91	23.9%

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
Establishing or improving dropout prevention	87	22.9%
Supporting re-entry programs and transition services for Justice-involved youth	72	18.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	139	36.6%
Implementing systems and practices to prevent bullying and harassment	216	56.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	153	40.3%
Establishing community partnerships	100	26.3%

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	215	56.6%
Building technological capacity and infrastructure	115	30.3%
Carrying out innovative blended learning projects	112	29.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	172	45.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	135	35.5%

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

	Count	Percentage
Social and Emotional Learning	145	38.2%
Computer Classes	110	28.9%
Conflict Resolution	81	21.3%
Drug/Alcohol Awareness/Prevention	84	22.1%
English as a Second Language	39	10.3%
Health Classes	83	21.8%
Literacy Classes	52	13.7%

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

	Count	Percentage
Math Classes	76	20.0%
Parent-to-School Relationships	126	33.2%
Parent/Child Communication	133	35.0%
Preparing for College	150	39.5%
Parenting Workshops	85	22.4%
Social Media Classes	54	14.2%
Stress/Anger Management	118	31.1%
Understanding College- and Career-Ready Standards	141	37.1%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	165	43.4%
Agree	181	47.6%
Disagree	27	7.1%
Strongly Disagree	5	1.3%
Not Applicable or No Information	2	0.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	188	49.5%
Agree	162	42.6%
Disagree	23	6.1%
Strongly Disagree	5	1.3%
Not Applicable or No Information	2	0.5%

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

	Count	Percentage
Strongly Agree	179	47.1%
Agree	178	46.8%
Disagree	13	3.4%
Strongly Disagree	6	1.6%
Not Applicable or No Information	4	1.1%

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

	Count	Percentage
Strongly Agree	161	42.4%
Agree	183	48.2%
Disagree	24	6.3%
Strongly Disagree	6	1.6%
Not Applicable or No Information	6	1.6%

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

	Count	Percentage
Strongly Agree	175	46.1%
Agree	172	45.3%
Disagree	25	6.6%
Strongly Disagree	3	0.8%
Not Applicable or No Information	5	1.3%

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

	Count	Percentage
Parent/teacher conference	166	43.7%
Checked my child's grades/assignments online	270	71.1%
Been in contact with my child's teacher	308	81.1%
Received a newsletter from the district, school, or teacher	222	58.4%
Worked with a committee or group on school or district policies	33	8.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	70	18.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	265	69.7%
Volunteered at my child's school	96	25.3%

I received a School-Parent-Student Compact which I read and reviewed with my child.

	Count	Percentage
Yes	260	68.4%
No	120	31.6%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	189	49.7%
Agree	177	46.6%
Disagree	11	2.9%
Strongly Disagree	2	0.5%
Not Applicable or No Information	1	0.3%

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

	Count	Percentage
Strongly Agree	191	50.3%
Agree	174	45.8%
Disagree	11	2.9%
Strongly Disagree	2	0.5%
Not Applicable or No Information	2	0.5%

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

	Count	Percentage
Strongly Agree	194	51.1%
Agree	165	43.4%
Disagree	14	3.7%
Strongly Disagree	3	0.8%
Not Applicable or No Information	4	1.1%

Covid-19 and Distance Learning

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	136	35.8%
To great extent	157	41.3%
To a moderate extent	72	18.9%
To a small extent	13	3.4%
Not at all	2	0.5%

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	81	21.3%
Agree	109	28.7%
Disagree	101	26.6%
Strongly Disagree	61	16.1%
Not Applicable or No Information	28	7.4%



Notes

COLUMBIA SCHOOL DISTRICT STUDENT SURVEY

Introduction

Students from across Columbia School District were asked to respond to questions about the schools they attend. Eight hundred seventy-eight (878) 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; 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 effective.

	Count	Percentage
Strongly Agree	307	35.0%
Agree	456	51.9%
Disagree	59	6.7%
Strongly Disagree	21	2.4%
Not Applicable or No Information	35	4.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	191	21.8%
Agree	341	38.8%
Disagree	169	19.2%
Strongly Disagree	72	8.2%
Not Applicable or No Information	105	12.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	267	30.4%
Agree	400	45.6%
Disagree	77	8.8%
Strongly Disagree	34	3.9%
Not Applicable or No Information	100	11.4%

Curriculum and Instruction

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	305	34.7%
Agree	483	55.0%
Disagree	51	5.8%
Strongly Disagree	21	2.4%
Not Applicable or No Information	18	2.1%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	262	29.8%
Agree	496	56.5%
Disagree	67	7.6%
Strongly Disagree	24	2.7%
Not Applicable or No Information	29	3.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	335	38.2%
Agree	425	48.4%
Disagree	74	8.4%
Strongly Disagree	24	2.7%
Not Applicable or No Information	20	2.3%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	240	27.3%
Agree	478	54.4%
Disagree	98	11.2%
Strongly Disagree	33	3.8%
Not Applicable or No Information	29	3.3%

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

	Count	Percentage
Strongly Agree	281	32.0%
Agree	434	49.4%
Disagree	91	10.4%
Strongly Disagree	22	2.5%
Not Applicable or No Information	50	5.7%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	280	31.9%
Agree	459	52.3%
Disagree	58	6.6%
Strongly Disagree	23	2.6%
Not Applicable or No Information	58	6.6%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	277	31.5%
Agree	429	48.9%
Disagree	65	7.4%
Strongly Disagree	26	3.0%
Not Applicable or No Information	81	9.2%

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

	Count	Percentage
Strongly Agree	265	30.2%
Agree	417	47.5%
Disagree	108	12.3%
Strongly Disagree	59	6.7%
Not Applicable or No Information	29	3.3%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	281	32.0%
Agree	473	53.9%
Disagree	64	7.3%
Strongly Disagree	26	3.0%
Not Applicable or No Information	34	3.9%

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

	Count	Percentage
Strongly Agree	305	34.7%
Agree	474	54.0%
Disagree	46	5.2%
Strongly Disagree	27	3.1%
Not Applicable or No Information	26	3.0%

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

	Count	Percentage
Strongly Agree	174	19.8%
Agree	449	51.1%
Disagree	163	18.6%
Strongly Disagree	58	6.6%
Not Applicable or No Information	34	3.9%

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

	Count	Percentage
Strongly Agree	316	36.0%
Agree	408	46.5%
Disagree	64	7.3%
Strongly Disagree	26	3.0%
Not Applicable or No Information	64	7.3%

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

	Count	Percentage
Strongly Agree	272	31.0%
Agree	421	47.9%
Disagree	109	12.4%
Strongly Disagree	28	3.2%
Not Applicable or No Information	48	5.5%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

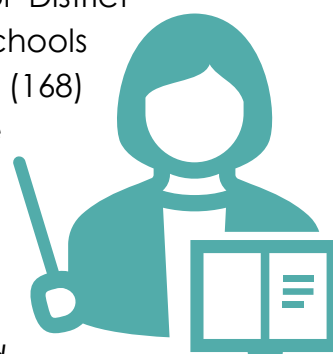
	Count	Percentage
Strongly Agree	211	24.2%
Agree	218	25.0%
Disagree	206	23.7%
Strongly Disagree	174	20.0%
Not Applicable or No Information	62	7.1%

Notes

COLUMBIA SCHOOL DISTRICT FACULTY/STAFF SURVEY

Introduction

Faculty and staff from across Columbia School District were asked to respond to questions about the schools in which they work. One hundred sixty-eight (168) 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; 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 effective.

	Count	Percentage
Strongly Agree	83	49.4%
Agree	84	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.6%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	72	42.9%
Agree	79	47.0%
Disagree	10	6.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	6	3.6%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	71	42.3%
Agree	84	50.0%
Disagree	5	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	4.8%

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

	Count	Percentage
Strongly Agree	62	36.9%
Agree	66	39.3%
Disagree	1	0.6%
Strongly Disagree	1	0.6%
Not Applicable or No Information	38	22.6%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instruction to students with limited English proficiency to improve their language and academic skills.	23.2%	35.7%	4.2%	1.8%	35.1%
Developing and using classroom assessments.	48.8%	35.7%	0.0%	0.0%	15.5%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	37.5%	47.6%	0.6%	0.0%	14.3%
Successful classroom management.	48.2%	36.9%	1.2%	0.0%	13.7%
Teaching special needs students.	39.3%	41.7%	4.2%	1.2%	13.7%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	65	38.7%
Agree	73	43.5%
Disagree	1	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	29	17.3%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	63	37.5%
Agree	84	50.0%
Disagree	10	6.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	10	6.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	91	54.2%
Agree	77	45.8%
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	101	60.1%
Agree	63	37.5%
Disagree	1	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.8%

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

	Count	Percentage
Strongly Agree	89	53.0%
Agree	74	44.0%
Disagree	1	0.6%
Strongly Disagree	2	1.2%
Not Applicable or No Information	2	1.2%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	73	43.5%
Agree	87	51.8%
Disagree	7	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	104	61.9%
Agree	61	36.3%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	56	33.3%
Agree	90	53.6%
Disagree	19	11.3%
Strongly Disagree	1	0.6%
Not Applicable or No Information	2	1.2%

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

	Count	Percentage
Strongly Agree	33	19.6%
Agree	85	50.6%
Disagree	37	22.0%
Strongly Disagree	7	4.2%
Not Applicable or No Information	6	3.6%

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

	Count	Percentage
Strongly Agree	102	60.7%
Agree	53	31.5%
Disagree	3	1.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	9	5.4%

Professional Development

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Social and emotional learning	#2
Successful inclusion strategies	#3
Differentiated Instruction	#4
My specific content area	#5
Using technology to enhance instruction	#6
Reading for at risk students	#7
Conflict resolution	#8
Teaching and understanding students in poverty	#9

Columbia School District Faculty/Staff Survey

Rank your top ten choices for professional development topics.

	Rank
Interpreting and analyzing student data	#10
Response to Intervention (RTI/MTSS)	#11
Writing strategies	#12
Developing quality assessments	#13
Depth of Knowledge	#14
Mississippi College and Career Readiness Standards	#15
Culture sensitivity	#16
English Learners (ELs)	#17
Teaching and understanding homeless students	#18

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

	Count	Percentage
Strongly Agree	31	18.5%
Agree	84	50.0%
Disagree	35	20.8%
Strongly Disagree	5	3.0%
Not Applicable or No Information	13	7.7%

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

	Count	Percentage
Strongly Agree	28	16.7%
Agree	88	52.4%
Disagree	19	11.3%
Strongly Disagree	2	1.2%
Not Applicable or No Information	31	18.5%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	29	17.3%
Agree	59	35.1%
Disagree	46	27.4%
Strongly Disagree	29	17.3%
Not Applicable or No Information	5	3.0%

COLUMBIA SCHOOL DISTRICT COMMUNITY SURVEY

Introduction

Community members from across Columbia School District were asked to respond to questions about the district and its schools. Seven (7) 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*; *Parent, Family, and Community Engagement*; *School Climate and Culture*; 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 effective.

	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%

School nurses help improve student attendance and academic achievement.

	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%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	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%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

Parents feel welcome in our school.

	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%

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

	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%

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

I understand the mission of the school in our community.

	Count	Percentage
Strongly Agree	4	57.1%
Agree	1	14.3%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	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%

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

	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%

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

	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%

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	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
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 and libraries.

	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%

This school (district) provides a clean, well-maintained, and pleasant 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%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	16.7%
Disagree	2	33.3%
Strongly Disagree	3	50.0%
Not Applicable or No Information	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 Columbia School District feel that the schools are places where kids feel loved and safe. One community member said, "We care about the education and wellbeing of each child that walks thru our doors." Respondents would like to see better bathrooms, more outside equipment, and cleaner schools. Another community member stated, "The nepotism is very obvious, even to a person who does not have kids in the school system."

***No other investment yields
as great a return as the
investment in education. An
educated workforce is the
foundation of every
community and the future of
every economy.***

Brad Henry

Notes

COLUMBIA PRIMARY SCHOOL

Introduction

Columbia Primary School is located at 913 West Avenue in Columbia, Mississippi. In 2022-2023, it served four hundred sixty-six (466) students, prekindergarten through second grade (PK-2). Led by its principal, Dr. Jay Rayborn, CPS rose to an “A” Level accountability status. The school continues to serve the youngest students of the district as they begin their educational journeys.

The principal's online welcome message states, “Our teachers and staff consider it a great privilege to work with your children and look forward to fostering a challenging, nurturing, and FUN learning environment.”



The staff at Columbia Primary School places an emphasis on collaboration, ensuring students are receiving the best instruction possible. We believe all students have the ability to succeed and we look forward to watching them grow on their own personal journey towards success! The mission of CPS is ‘Developing Readers on the Road To Success’! Each scholar here is at the starting point of their educational journey and learning to read is where it all begins.”

Enrollment

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

COLUMBIA PRIMARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	419	418	434	453	466
PK	*	*	60	62	67
K	115	142	122	129	138
GR_1	108	116	144	130	121
GR_2	126	95	108	132	140

Figure 74: Columbia Primary School Enrollment

COLUMBIA PRIMARY SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	419	466	47	↑	11.2%
PK_SPED	*	67	*		*
K	115	138	23	↑	20.0%
GR_1	108	121	13	↑	12.0%
GR_2	126	140	14	↑	11.1%
PK			*		*

Figure 75: Columbia Primary School Change in Enrollment

COLUMBIA PRIMARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	419	418	434	453	466
GENDER	FEMALE	202	190	188	189	201
	MALE	217	228	246	264	265
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	179	178	192	196	206
	HISPANIC OR LATINO	*	13	*	10	*
	TWO OR MORE RACES	*	*	13	11	15
	WHITE	218	216	219	234	235

Figure 76: Columbia Primary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

COLUMBIA PRIMARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	386.7	327.5	346.1	358.6	377.3
K	111.0	108.8	136.1	114.8	122.3
GR_1	139.1	99.6	116.1	140.2	127.4
GR_2	136.6	119.1	94.0	103.6	127.6

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 77: Columbia Primary 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.

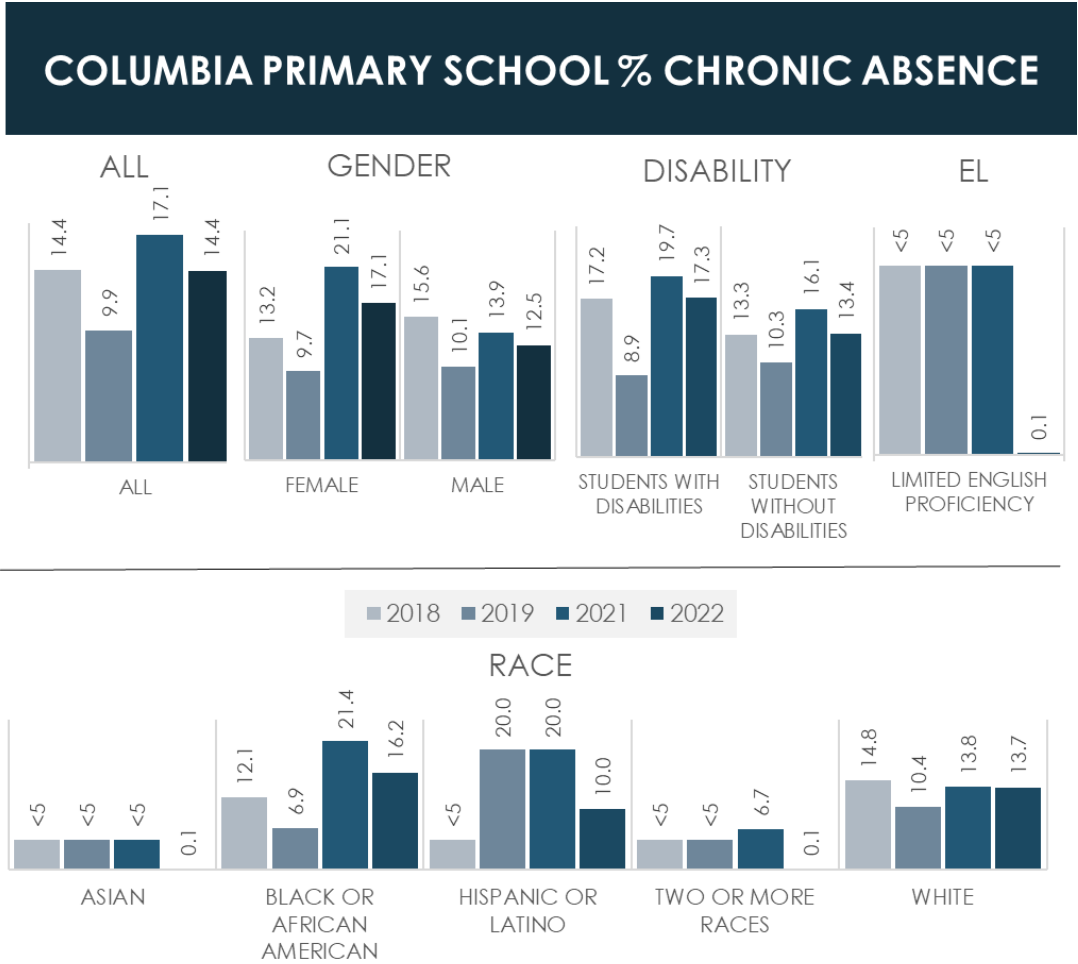
COLUMBIA PRIMARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	92.2%	93.8%	98.3%	95.8%	96.5%
K	*	94.6%	95.9%	94.1%	94.8%
GR_1	91.5%	92.2%	100.1%	97.4%	98.0%
GR_2	92.9%	94.5%	98.9%	95.9%	96.7%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 78: Columbia Primary School ADA as Percentage of Enrollment

Chronic Absence



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

Figure 79: Columbia Primary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY

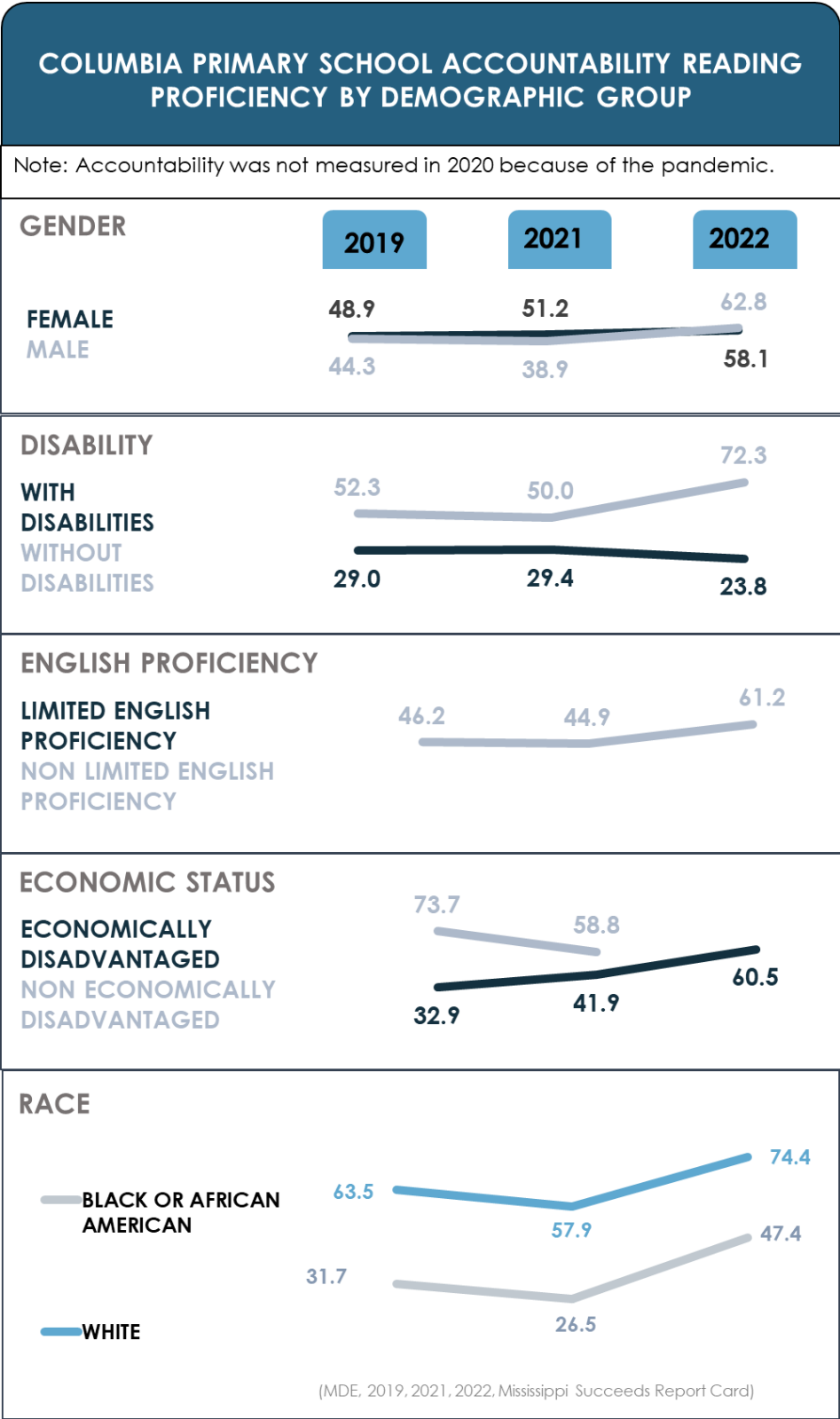
Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	B	B	A
POINTS	432		511
ELA/READING			
% PROFICIENT	46.2	45.6	60.5
STATE	41.8	35	41.9
% GROWTH	72.2		80
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	50		83.8
STATE	56.2		56.6
MATH			
% PROFICIENT	62.4	59.5	66.3
STATE	47	36	46.8
% GROWTH	85.5		80.4
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	53.8		67.1
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

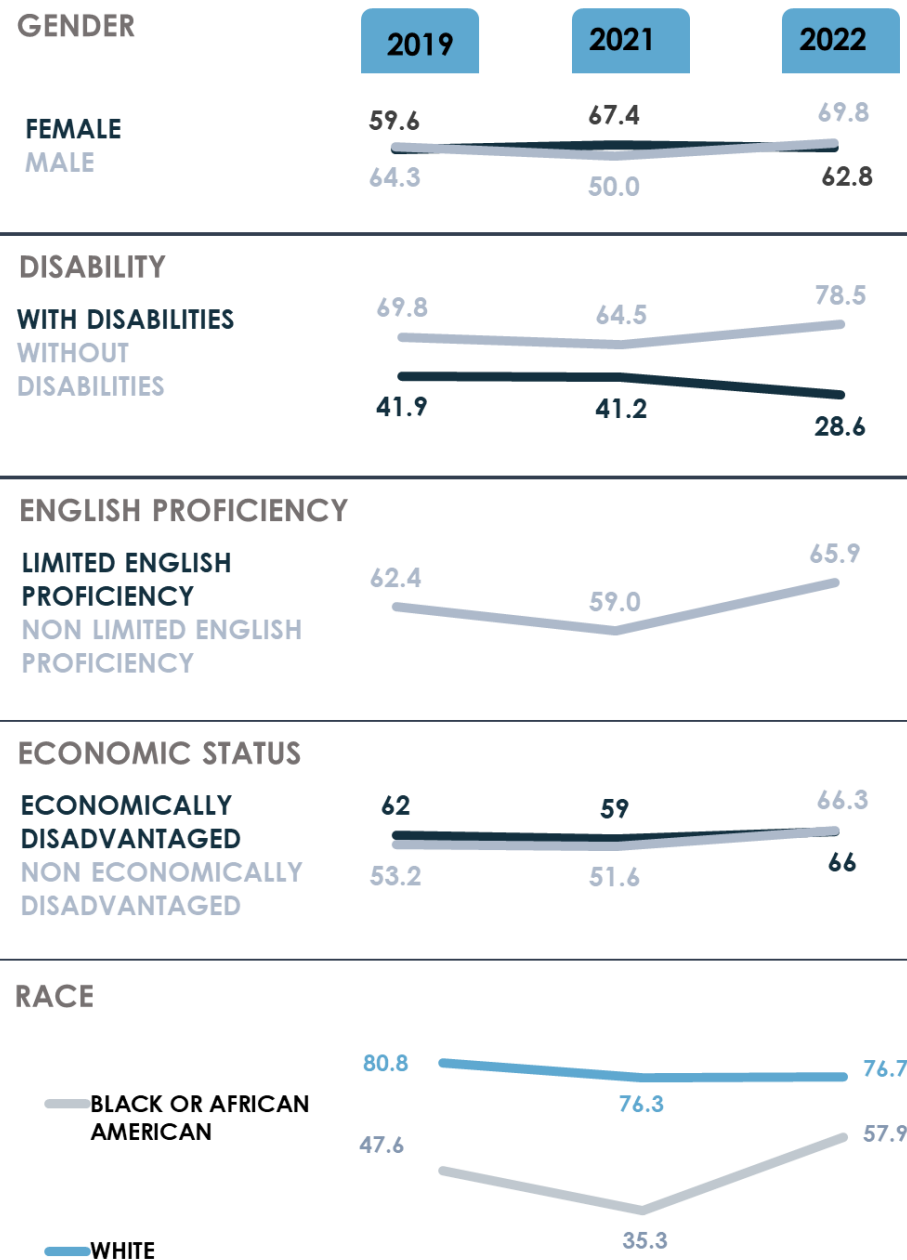
Figure 80: Columbia Primary School Accountability: ELA and Math

Proficiency by Demographic Group



COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.



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

Figure 82: Columbia Primary School Math Proficiency by Demographic Group

Assessment

Kindergarten Readiness

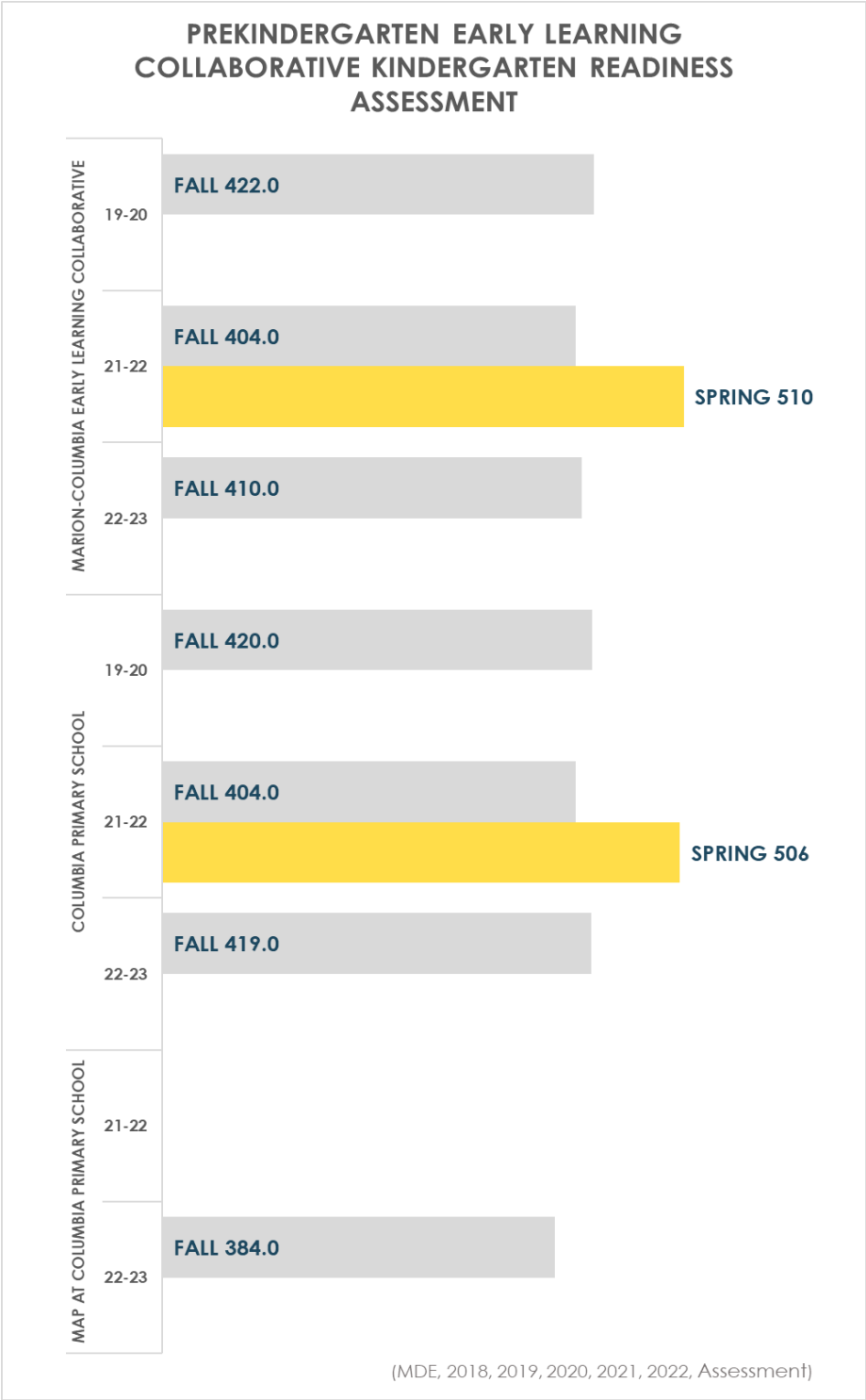


Figure 83: Columbia Primary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

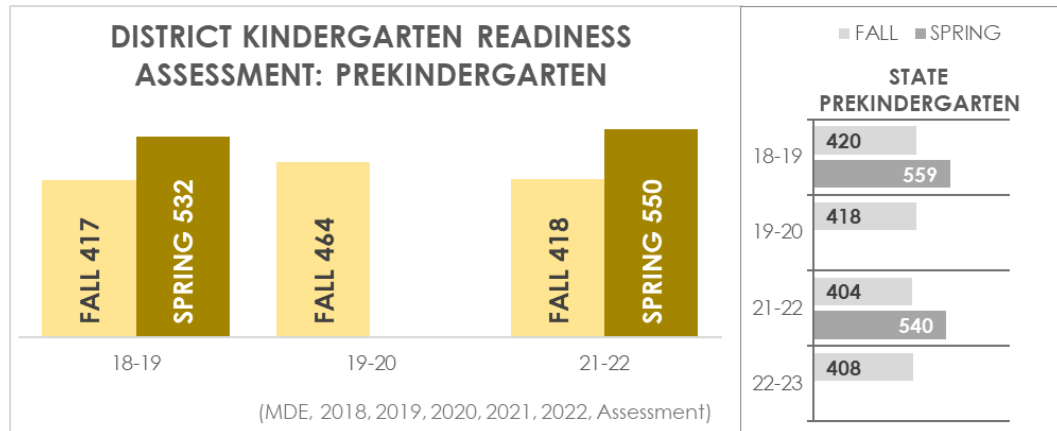


Figure 84: Columbia Primary School Kindergarten Readiness Assessment: Prekindergarten

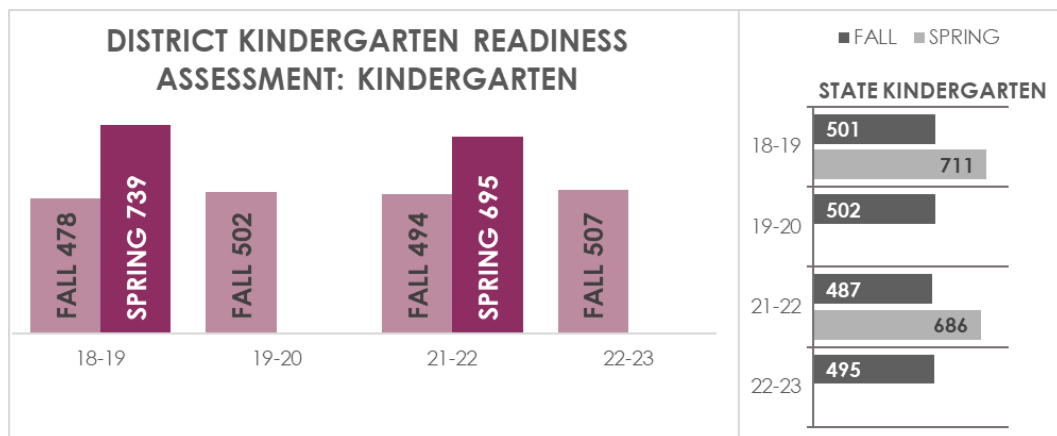


Figure 85: Columbia Primary School Kindergarten Readiness Assessment: Kindergarten

Personnel

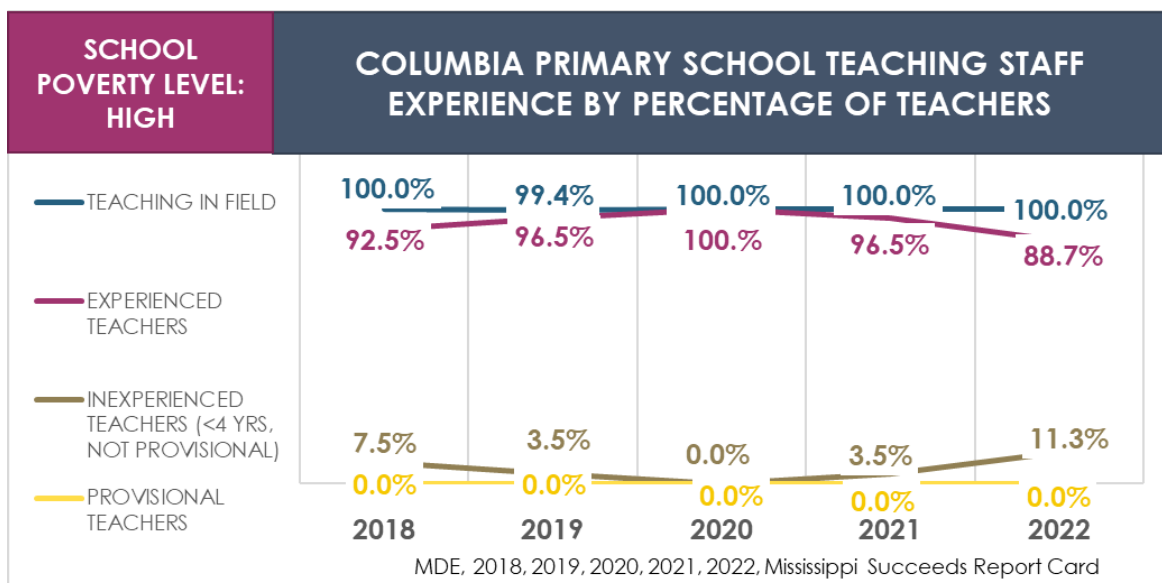


Figure 86: Columbia Primary School Teaching Staff Experience by Percentage of Teachers

Discipline

COLUMBIA PRIMARY 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	17.7	<5	<5	<5	<10	<5		
GENDER	FEMALE	<10				<10		<5	<5				
	MALE	<10			<5	26.4		5.45	<5				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN	<10				27.5		<5	<5				
	HISPANIC OR LATINO							<10					
	TWO OR MORE RACES												
	WHITE	<10			<5	11.6		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES	<10				27.8		<5	<5				
	STUDENTS WITHOUT DISABILITIES	<10			<5	14.3		<5	<5				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY	<10			<5	17.9			<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	<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
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE				<10	<10			<5	<10			<5
DISABILITY	STUDENTS WITH DISABILITIES				<10	<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 87: Columbia Primary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Columbia Primary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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. Fifty (50) faculty and staff members, two hundred twenty (220) parents, and one hundred twenty-four (124) students responded to the survey.

Columbia Primary School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	28	56.0%
Agree	22	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	24	48.0%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	16	32.0%
Agree	26	52.0%
Disagree	3	6.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.0%

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

	Count	Percentage
Strongly Agree	14	28.0%
Agree	27	54.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	18.0%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	42.0%	46.0%	0.0%	0.0%	12.0%
Closing the achievement gap between diverse groups of students.	34.0%	52.0%	0.0%	0.0%	14.0%
Successful classroom management.	54.0%	36.0%	2.0%	0.0%	8.0%
Teaching special needs students.	44.0%	44.0%	4.0%	2.0%	6.0%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	20.0%	46.0%	6.0%	4.0%	24.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	18	36.0%
Agree	25	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.0%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	19	38.0%
Agree	26	52.0%
Disagree	4	8.0%
Strongly Disagree	1	2.0%
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	24	48.0%
Agree	26	52.0%
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	31	62.0%
Agree	19	38.0%
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	24	48.0%
Agree	25	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	24	48.0%
Agree	25	50.0%
Disagree	1	2.0%
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 and libraries.

	Count	Percentage
Strongly Agree	31	62.0%
Agree	19	38.0%
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	21	42.0%
Agree	27	54.0%
Disagree	2	4.0%
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	10	20.0%
Agree	25	50.0%
Disagree	13	26.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	26	52.0%
Agree	17	34.0%
Disagree	3	6.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.0%

Professional Development

Rank your top ten choices for professional development topics.

	Rank
Reading for at risk students	#1
Classroom Management	#2
My specific content area	#3
Successful inclusion strategies	#4
Social and emotional learning	#5
Differentiated Instruction	#6
Using technology to enhance instruction	#7
Conflict resolution	#8
Developing quality assessments	#9
Teaching and understanding students in poverty	#10
English Learners (ELs)	#11
Response to Intervention (RTI/MTSS)	#12
Writing strategies	#13
Interpreting and analyzing student data	#14
Culture sensitivity	#15
Depth of Knowledge	#16
Teaching and understanding homeless students	#17
Mississippi College and Career Readiness Standards	#18

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

	Count	Percentage
Strongly Agree	7	14.0%
Agree	28	56.0%
Disagree	12	24.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	2	4.0%

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

	Count	Percentage
Strongly Agree	6	12.0%
Agree	30	60.0%
Disagree	6	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.0%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	6	12.0%
Agree	14	28.0%
Disagree	16	32.0%
Strongly Disagree	11	22.0%
Not Applicable or No Information	3	6.0%

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 Columbia Primary School feel that the school does a good job in loving and encouraging students, providing ample materials and technology, and planning events for students' families to attend. One faculty member said, "The district does a great job with organizing the beginning of the year professional development. Love the PR coverage of the school and featuring different departments, etc. to show appreciation." Respondents would like to see funding for more assistants at the lower level, improvements to the special education department, and updates to the buildings and facilities. Another faculty member stated, "Although the after school program is beneficial, I do not see that the intercession days are truly making a difference in the students' skills at all."

Columbia Primary School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	96	77.4%
Agree	25	20.2%
Disagree	0	0.0%
Strongly Disagree	3	2.4%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	75	60.5%
Agree	30	24.2%
Disagree	12	9.7%
Strongly Disagree	5	4.0%
Not Applicable or No Information	2	1.6%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	63	50.8%
Agree	43	34.7%
Disagree	7	5.6%
Strongly Disagree	5	4.0%
Not Applicable or No Information	6	4.8%

Curriculum and Instruction

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	78	62.9%
Agree	40	32.3%
Disagree	4	3.2%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	68	54.8%
Agree	46	37.1%
Disagree	4	3.2%
Strongly Disagree	3	2.4%
Not Applicable or No Information	3	2.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	81	65.3%
Agree	35	28.2%
Disagree	3	2.4%
Strongly Disagree	4	3.2%
Not Applicable or No Information	1	0.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	71	57.3%
Agree	46	37.1%
Disagree	4	3.2%
Strongly Disagree	1	0.8%
Not Applicable or No Information	2	1.6%

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

	Count	Percentage
Strongly Agree	67	54.0%
Agree	44	35.5%
Disagree	7	5.6%
Strongly Disagree	2	1.6%
Not Applicable or No Information	4	3.2%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	81	65.3%
Agree	38	30.6%
Disagree	4	3.2%
Strongly Disagree	1	0.8%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	80	64.5%
Agree	37	29.8%
Disagree	4	3.2%
Strongly Disagree	2	1.6%
Not Applicable or No Information	1	0.8%

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

	Count	Percentage
Strongly Agree	79	63.7%
Agree	36	29.0%
Disagree	5	4.0%
Strongly Disagree	4	3.2%
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	73	58.9%
Agree	41	33.1%
Disagree	8	6.5%
Strongly Disagree	2	1.6%
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 and libraries.

	Count	Percentage
Strongly Agree	74	59.7%
Agree	43	34.7%
Disagree	3	2.4%
Strongly Disagree	2	1.6%
Not Applicable or No Information	2	1.6%

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

	Count	Percentage
Strongly Agree	54	43.5%
Agree	58	46.8%
Disagree	10	8.1%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

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

	Count	Percentage
Strongly Agree	77	62.1%
Agree	33	26.6%
Disagree	11	8.9%
Strongly Disagree	1	0.8%
Not Applicable or No Information	2	1.6%

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

	Count	Percentage
Strongly Agree	62	50.0%
Agree	43	34.7%
Disagree	4	3.2%
Strongly Disagree	1	0.8%
Not Applicable or No Information	14	11.3%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	40	32.3%
Agree	21	16.9%
Disagree	39	31.5%
Strongly Disagree	17	13.7%
Not Applicable or No Information	7	5.6%

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 Columbia Primary School feel that the school does a good job in helping students learn, providing extracurricular opportunities, and providing a clean school. One student said, "They make the floor a little bit clean. They are brilliant at work and awesome at teaching." Respondents would like to see more free time outside and better food options. Another student stated, "They should make a sculpture."

Columbia Primary School Parent Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	145	65.9%
Agree	69	31.4%
Disagree	2	0.9%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.4%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	118	53.6%
Agree	79	35.9%
Disagree	7	3.2%
Strongly Disagree	3	1.4%
Not Applicable or No Information	13	5.9%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	116	52.7%
Agree	79	35.9%
Disagree	3	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	10.0%

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)	96	43.6%
Improving access to foreign language instruction, arts, and music education	73	33.2%
Supporting college and career counseling	81	36.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	130	59.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	80	36.4%

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	90	40.9%
Providing school-based mental health services and counseling	116	52.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	51	23.2%
Establishing or improving dropout prevention	54	24.5%
Supporting re-entry programs and transition services for Justice-involved youth	42	19.1%

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
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	90	40.9%
Implementing systems and practices to prevent bullying and harassment	135	61.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	93	42.3%
Establishing community partnerships	57	25.9%

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	130	59.1%
Building technological capacity and infrastructure	57	25.9%
Carrying out innovative blended learning projects	76	34.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	98	44.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	76	34.5%

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

	Count	Percentage
Social and Emotional Learning	91	41.4%
Computer Classes	57	25.9%
Conflict Resolution	46	20.9%
Drug/Alcohol Awareness/Prevention	53	24.1%
English as a Second Language	29	13.2%
Health Classes	53	24.1%
Literacy Classes	37	16.8%
Math Classes	47	21.4%
Parent-to-School Relationships	81	36.8%
Parent/Child Communication	85	38.6%
Preparing for College	61	27.7%
Parenting Workshops	57	25.9%
Social Media Classes	32	14.5%
Stress/Anger Management	64	29.1%
Understanding College- and Career-Ready Standards	62	28.2%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	119	54.1%
Agree	93	42.3%
Disagree	5	2.3%
Strongly Disagree	2	0.9%
Not Applicable or No Information	1	0.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	133	60.5%
Agree	77	35.0%
Disagree	7	3.2%
Strongly Disagree	2	0.9%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	134	60.9%
Agree	81	36.8%
Disagree	3	1.4%
Strongly Disagree	1	0.5%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	119	54.1%
Agree	92	41.8%
Disagree	6	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	2	0.9%

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

	Count	Percentage
Strongly Agree	130	59.1%
Agree	80	36.4%
Disagree	6	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.4%

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

	Count	Percentage
Parent/teacher conference	118	53.6%
Checked my child's grades/assignments online	129	58.6%
Been in contact with my child's teacher	189	85.9%
Received a newsletter from the district, school, or teacher	149	67.7%
Worked with a committee or group on school or district policies	22	10.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	37	16.8%



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

	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	155	70.5%
Volunteered at my child's school	62	28.2%

I received a School-Parent-Student Compact which I read and reviewed with my child.

	Count	Percentage
Yes	159	72.3%
No	61	27.7%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	140	63.6%
Agree	78	35.5%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	137	62.3%
Agree	78	35.5%
Disagree	3	1.4%
Strongly Disagree	2	0.9%
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	138	62.7%
Agree	76	34.5%
Disagree	4	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	0.9%

Covid-19 and Distance Learning

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	96	43.6%
To great extent	97	44.1%
To a moderate extent	22	10.0%
To a small extent	5	2.3%
Not at all	0	0.0%

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	56	25.5%
Agree	55	25.0%
Disagree	57	25.9%
Strongly Disagree	37	16.8%
Not Applicable or No Information	15	6.8%

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 Columbia Primary School feel that the school does a good job in communicating with the home, creating a positive learning environment, and showing care and concern for the students. One parent said, "I love attending the award ceremonies and talking with the teachers and attending other after school activities, such as choir events." Respondents expressed concerns about the amount of homework given each day. They would like to see more STEM projects and less computerized testing. Another parent stated, "My only main thought for improvement is that I wish our children were able to experience more out of class learning. I feel like they do not have enough educational field trips (compared to when we were in school), and I feel like this would be very beneficial."



COLUMBIA ELEMENTARY SCHOOL

Introduction

Columbia Elementary School is located at 401 Mary Street in Columbia, Mississippi. In 2022-2023, it served three hundred thirty-eight (338) students, third through fifth grade (3-5). CES achieved “A” Level accountability status, and it continues to create a safe and encouraging environment conducive to learning.

The school is led by its principal, Dr. Leslie Smith. The online welcome message on the school's website states, “We have much to be proud of at CES and will work diligently to continue the strong tradition of academic excellence. The strength of any organization comes from the participation of all stakeholders. For CES to level up this school year, we need for everyone to believe and support the vision set



forth. So we want to encourage you to get involved and be a part of the amazing journey this school year.” Students are encouraged to remember the school's motto: “Where the Wildcats Are, Every Student Matters, and Every Moment Counts!”

Enrollment

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

COLUMBIA ELEMENTARY SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	398	378	358	327	338
GR_3	142	124	*	*	137
GR_4	128	135	134	101	103
GR_5	128	*	125	125	98

Figure 88: Columbia Elementary School Enrollment

COLUMBIA ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

	2019	2023	CHANGE
ALL	398	338	-60  -15.1%
GR_3	142	137	-5  -3.5%
GR_4	128	103	-25  -19.5%
GR_5	128	98	-30  -23.4%
ELEM_SPED			* *

Figure 89: Columbia Elementary School Change in Enrollment

COLUMBIA ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	398	378	358	327	338
GENDER	FEMALE	189	188	181	173	161
	MALE	209	190	177	154	177
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	206	195	182	149	148
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES	*	*	*	12	12
	WHITE	184	175	164	158	166

Figure 90: Columbia Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

COLUMBIA ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	391.3	375.0	365.9	338.7	308.1
GR_3	134.3	132.1	122.6	96.0	94.4
GR_4	124.3	122.8	131.5	125.4	94.5
GR_5	132.7	120.2	111.8	117.4	119.1

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 91: Columbia 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.

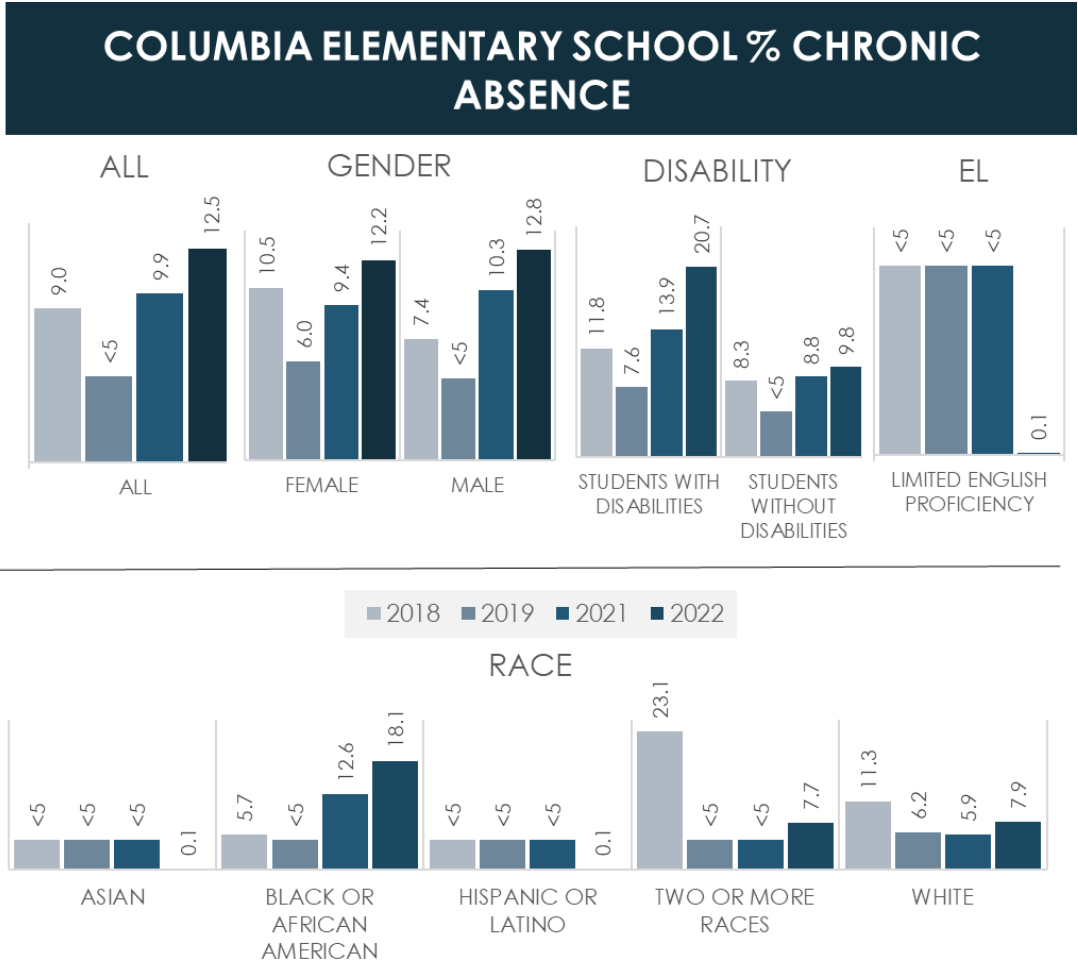
COLUMBIA ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	94.5%	94.3%	98.1%	93.7%	94.4%
GR_3	95.9%	93.0%	98.9%	*	*
GR_4	93.4%	95.9%	97.4%	93.6%	93.6%
GR_5	94.1%	93.9%	*	93.9%	95.3%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 92: Columbia Elementary School ADA as Percentage of Enrollment

Chronic Absence



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

Figure 93: Columbia Elementary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY

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

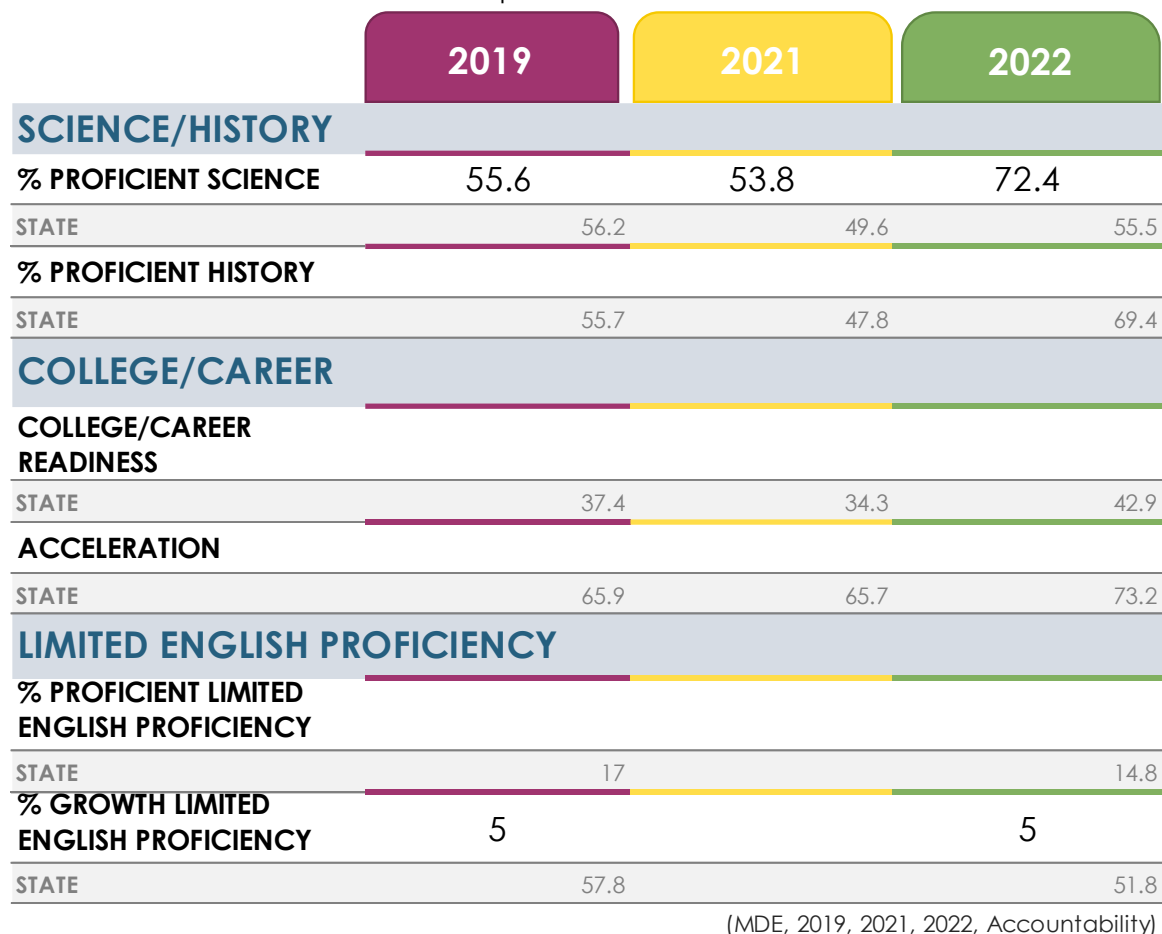
	2019	2021	2022
RATINGS	B	B	A
POINTS	435		493
ELA/READING			
% PROFICIENT	52.3	49.3	59.3
STATE	41.8	35	41.9
% GROWTH	72.8		76.4
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	56.3		82.1
STATE	56.2		56.6
MATH			
% PROFICIENT	57.8	50.1	60.5
STATE	47	36	46.8
% GROWTH	72.7		74.8
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	58.6		67.8
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 94: Columbia Elementary School Accountability: ELA and Math

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY

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



(MDE, 2019, 2021, 2022, Accountability)

Figure 95: Columbia Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

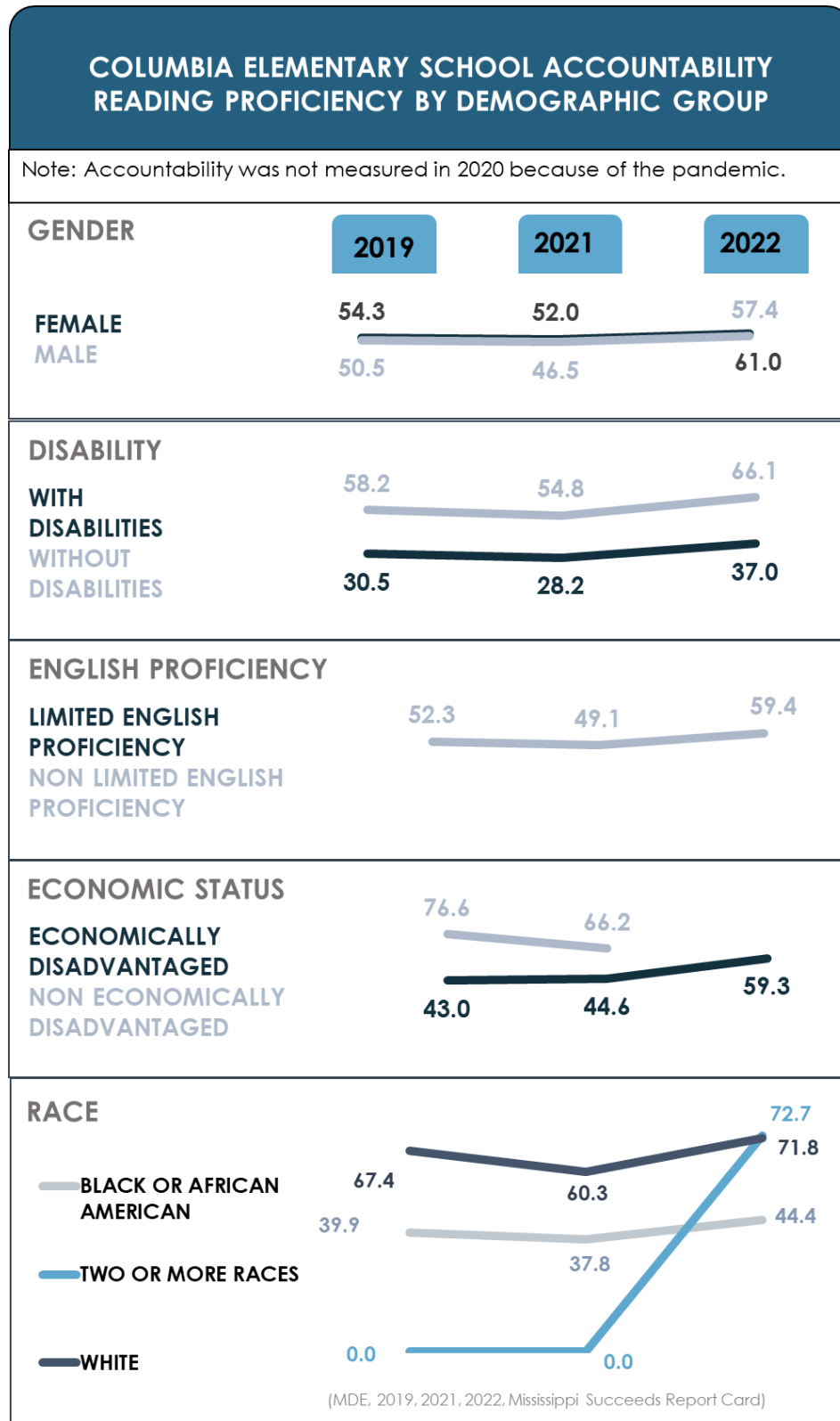


Figure 96: Columbia Elementary School Reading Proficiency by Demographic Group

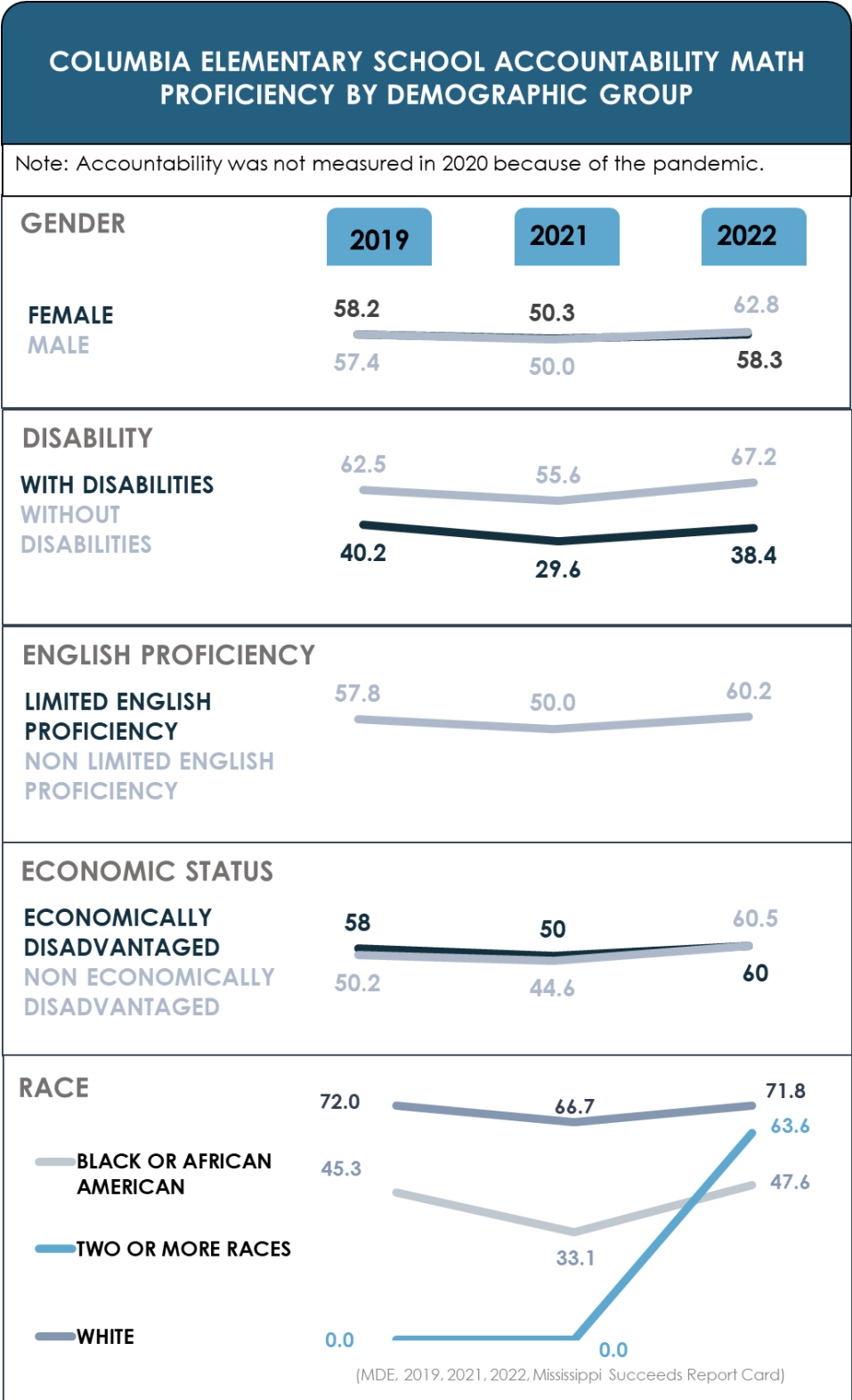


Figure 97: Columbia Elementary School Math Proficiency by Demographic Group

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

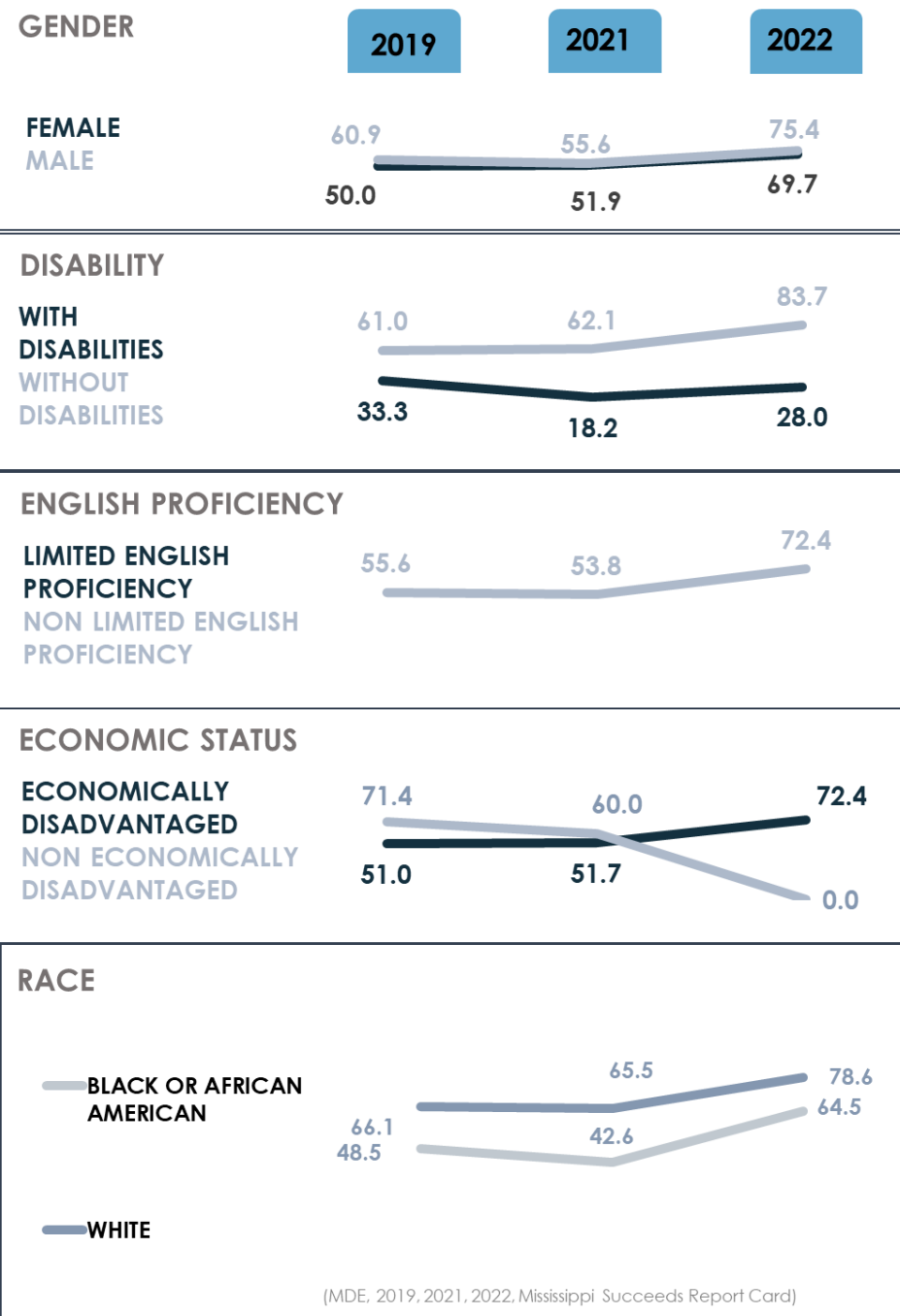


Figure 98: Columbia Elementary School Science Proficiency by Demographic Group

Assessment

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 Columbia Elementary School was 78.2%. The 2022 passing rate was 76.2%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

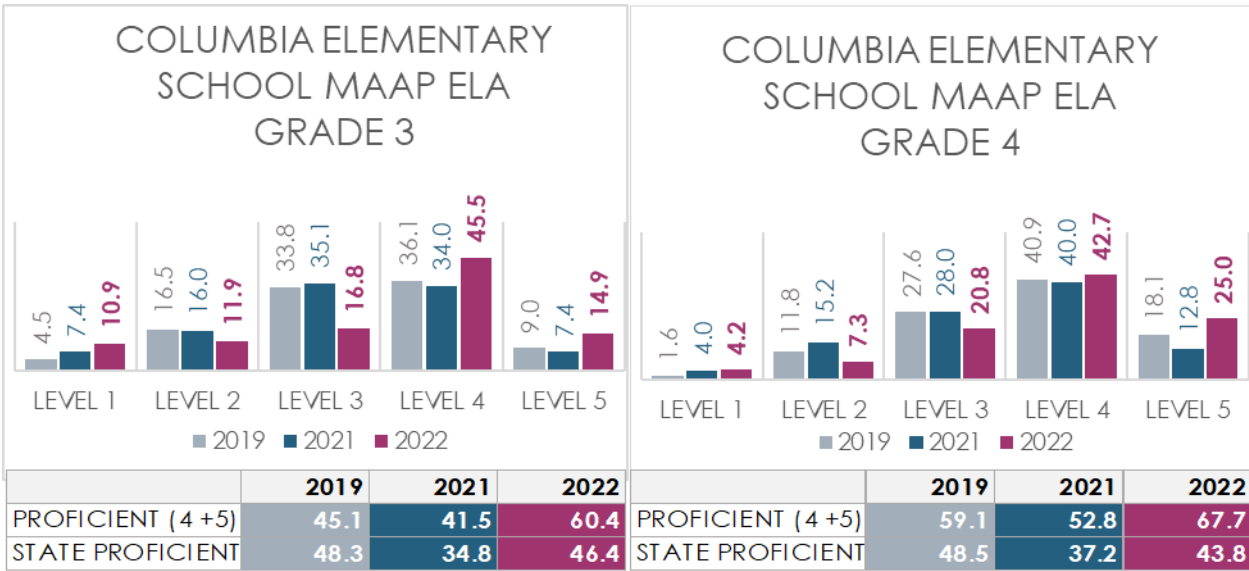


Figure 99: Columbia Elementary School MAAP ELA Grades 3 and 4

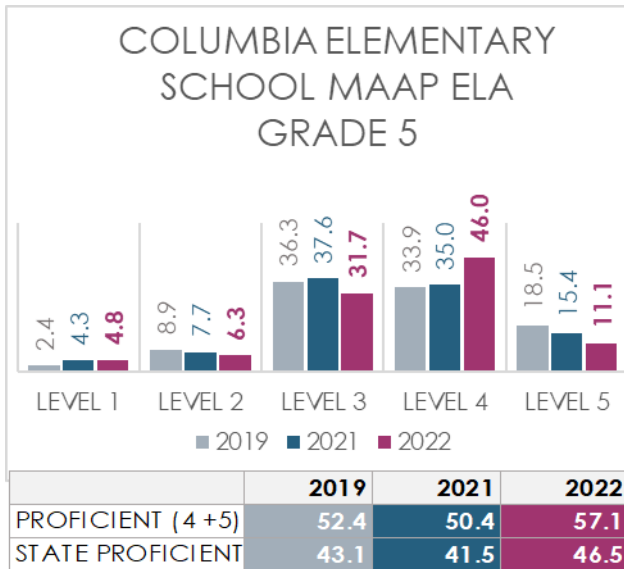


Figure 100: Columbia Elementary School MAAP ELA Grade 5



MAAP MATH

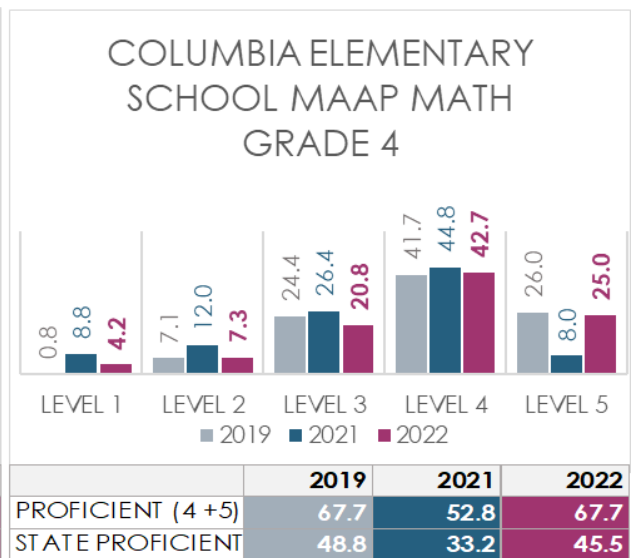
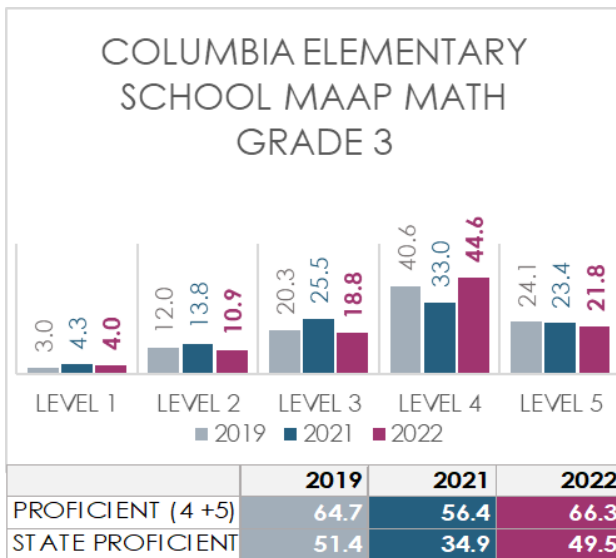


Figure 101: Columbia Elementary School MAAP Math Grades 3 and 4

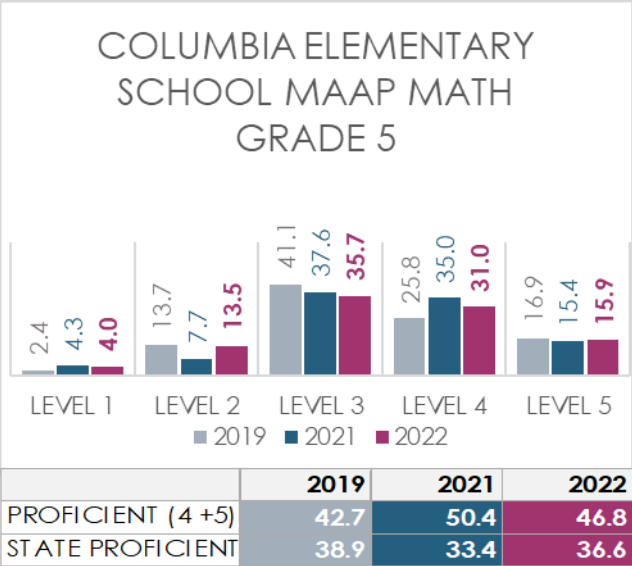
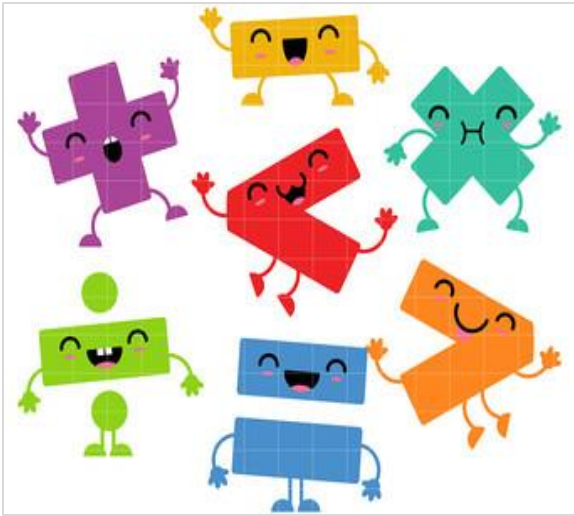


Figure 102: Columbia Elementary School MAAP Math Grade 5

MAAP SCIENCE

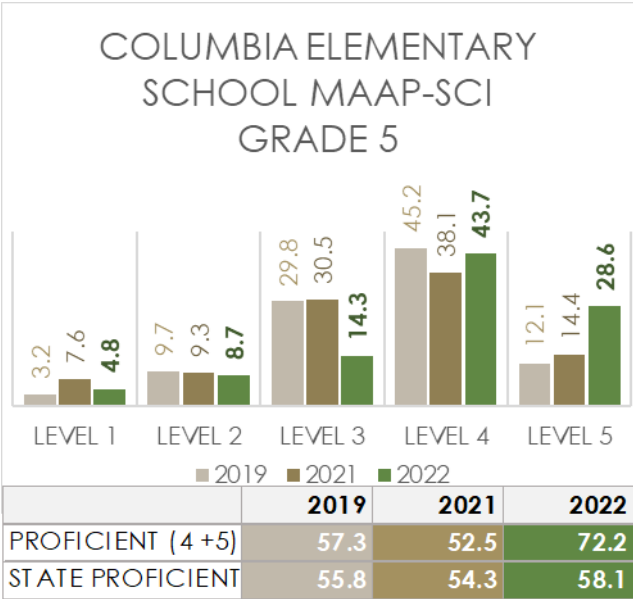


Figure 103: Columbia Elementary School MAAP Science Grade 5

Personnel

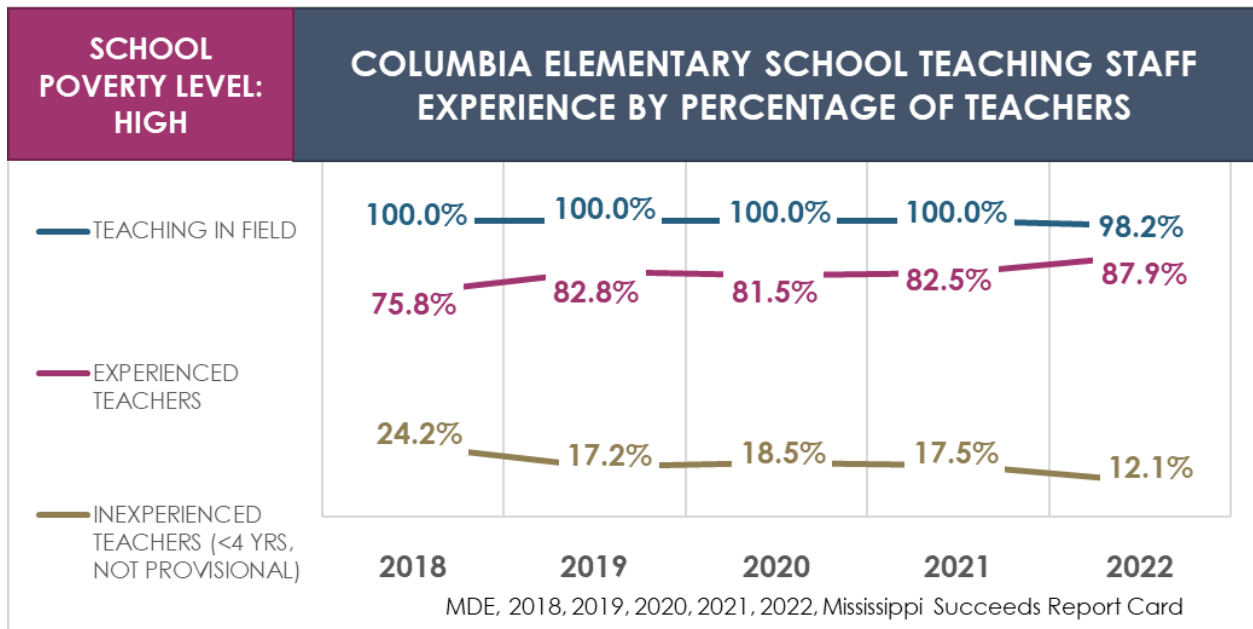


Figure 104: Columbia Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

COLUMBIA 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			16.3	<5	10.3	14.8	<10	<5		
GENDER	FEMALE					<5		5.03	8.8				
	MALE					13.8		15.5	21.6				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN					12.3		16.8	23.8				
	HISPANIC OR LATINO								7.7				
	TWO OR MORE RACES								7				
	WHITE					<5		<5	7				
DISABILITY	STUDENTS WITH DISABILITIES					17.1		15.6	22				
	STUDENTS WITHOUT DISABILITIES					5.79		8.83	12.6				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY					8.16			14.9				
		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					<5			<5	<5			<5
	MALE	<10				<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	<10				<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE					<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10				<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	<10				<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5

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

Figure 105: Columbia Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Columbia Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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. Thirty-eight (38) faculty and staff members, nineteen (19) parents, and two hundred sixty-four (264) students responded to the survey.

Columbia Elementary School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	21	55.3%
Agree	17	44.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	26	68.4%
Agree	12	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	14	36.8%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	21	55.3%
Agree	9	23.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	21.1%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	47.4%	36.8%	5.3%	0.0%	10.5%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	31.6%	31.6%	0.0%	2.6%	34.2%
Developing and using classroom assessments.	60.5%	26.3%	0.0%	0.0%	13.2%
Closing the achievement gap between diverse groups of students.	55.3%	34.2%	0.0%	0.0%	10.5%
Successful classroom management.	55.3%	31.6%	0.0%	0.0%	13.2%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	16	42.1%
Agree	17	44.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.2%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	16	42.1%
Agree	14	36.8%
Disagree	4	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.5%

Parent, Family, and Community Engagement**Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	20	52.6%
Agree	18	47.4%
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	23	60.5%
Agree	14	36.8%
Disagree	1	2.6%
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	24	63.2%
Agree	14	36.8%
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	15	39.5%
Agree	20	52.6%
Disagree	3	7.9%
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 and libraries.

	Count	Percentage
Strongly Agree	25	65.8%
Agree	12	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

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

	Count	Percentage
Strongly Agree	13	34.2%
Agree	20	52.6%
Disagree	4	10.5%
Strongly Disagree	1	2.6%
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	5	13.2%
Agree	21	55.3%
Disagree	11	28.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

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

	Count	Percentage
Strongly Agree	20	52.6%
Agree	18	47.4%
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
Social and emotional learning	#1
Classroom Management	#2
Successful inclusion strategies	#3
Differentiated Instruction	#4
My specific content area	#5
Response to Intervention (RTI/MTSS)	#6
Using technology to enhance instruction	#7
Writing strategies	#8
Reading for at risk students	#9
Interpreting and analyzing student data	#10
Teaching and understanding students in poverty	#11
Conflict resolution	#12
Depth of Knowledge	#13
Teaching and understanding homeless students	#14
Developing quality assessments	#15
Culture sensitivity	#16
English Learners (ELs)	#17
Mississippi College and Career Readiness Standards	#18

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

	Count	Percentage
Strongly Agree	7	18.4%
Agree	18	47.4%
Disagree	10	26.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.3%

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

	Count	Percentage
Strongly Agree	7	18.4%
Agree	19	50.0%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.4%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	5	13.2%
Agree	11	28.9%
Disagree	17	44.7%
Strongly Disagree	3	7.9%
Not Applicable or No Information	2	5.3%

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 Columbia Elementary School feel that the school fosters a wonderful working atmosphere, encourages parent involvement, and provides the best learning materials. One faculty member said, "I feel like our school and district do a great job of going above and beyond for our students to help them grow academically, emotionally and personally." Respondents would like to see the hiring of more assistants, improvements to the reading curriculum, and updates to the buildings and facilities. Another faculty member stated, "I am afraid we are losing sight of the students as children, and instead focusing on them as data points that we must increase. The stress I feel as an educator just increases each year - I have so many students with emotional problems, yet I feel incredible pressure to only move them academically, despite whatever problems they may be facing."

Columbia Elementary School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	127	48.1%
Agree	92	34.8%
Disagree	18	6.8%
Strongly Disagree	7	2.7%
Not Applicable or No Information	20	7.6%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	73	27.7%
Agree	110	41.7%
Disagree	41	15.5%
Strongly Disagree	21	8.0%
Not Applicable or No Information	19	7.2%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	104	39.4%
Agree	96	36.4%
Disagree	22	8.3%
Strongly Disagree	5	1.9%
Not Applicable or No Information	37	14.0%

Curriculum and Instruction

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	142	53.8%
Agree	99	37.5%
Disagree	7	2.7%
Strongly Disagree	7	2.7%
Not Applicable or No Information	9	3.4%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	106	40.2%
Agree	125	47.3%
Disagree	10	3.8%
Strongly Disagree	8	3.0%
Not Applicable or No Information	15	5.7%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	134	50.8%
Agree	92	34.8%
Disagree	17	6.4%
Strongly Disagree	12	4.5%
Not Applicable or No Information	9	3.4%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	94	35.6%
Agree	127	48.1%
Disagree	20	7.6%
Strongly Disagree	13	4.9%
Not Applicable or No Information	10	3.8%

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

	Count	Percentage
Strongly Agree	108	40.9%
Agree	113	42.8%
Disagree	19	7.2%
Strongly Disagree	14	5.3%
Not Applicable or No Information	10	3.8%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	111	42.0%
Agree	113	42.8%
Disagree	9	3.4%
Strongly Disagree	8	3.0%
Not Applicable or No Information	23	8.7%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	118	44.7%
Agree	109	41.3%
Disagree	10	3.8%
Strongly Disagree	7	2.7%
Not Applicable or No Information	20	7.6%

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

	Count	Percentage
Strongly Agree	118	44.7%
Agree	98	37.1%
Disagree	22	8.3%
Strongly Disagree	15	5.7%
Not Applicable or No Information	11	4.2%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	122	46.2%
Agree	112	42.4%
Disagree	8	3.0%
Strongly Disagree	10	3.8%
Not Applicable or No Information	12	4.5%

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

	Count	Percentage
Strongly Agree	131	49.6%
Agree	96	36.4%
Disagree	12	4.5%
Strongly Disagree	12	4.5%
Not Applicable or No Information	13	4.9%

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

	Count	Percentage
Strongly Agree	71	26.9%
Agree	120	45.5%
Disagree	34	12.9%
Strongly Disagree	21	8.0%
Not Applicable or No Information	18	6.8%

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

	Count	Percentage
Strongly Agree	114	43.2%
Agree	89	33.7%
Disagree	22	8.3%
Strongly Disagree	10	3.8%
Not Applicable or No Information	29	11.0%

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

	Count	Percentage
Strongly Agree	110	41.7%
Agree	107	40.5%
Disagree	18	6.8%
Strongly Disagree	12	4.5%
Not Applicable or No Information	17	6.4%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	71	27.5%
Agree	51	19.8%
Disagree	43	16.7%
Strongly Disagree	64	24.8%
Not Applicable or No Information	29	11.2%

General Opinion

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

Students from Columbia Elementary School feel that the school does a good job in employing helpful teachers, planning fun learning activities, and rewarding good behavior and achievement. One student said, “My school does well on teaching and cleaning, and I learn new things every day.” Respondents would like to see cleaner bathrooms, new desks and chairs, and more outside time. Another student stated the desire to see “maybe an art club and earth club like last year.”

Columbia Elementary School Parent Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	4	21.1%
Agree	12	63.2%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	7	36.8%
Agree	11	57.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	7	36.8%
Agree	8	42.1%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

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)	8	42.1%
Improving access to foreign language instruction, arts, and music education	7	36.8%
Supporting college and career counseling	7	36.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	11	57.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	42.1%

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	9	47.4%
Providing school-based mental health services and counseling	12	63.2%
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	5	26.3%
Supporting re-entry programs and transition services for Justice-involved youth	4	21.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	42.1%
Implementing systems and practices to prevent bullying and harassment	12	63.2%

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
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	42.1%
Establishing community partnerships	6	31.6%

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
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	7	36.8%
Carrying out innovative blended learning projects	5	26.3%
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	7	36.8%

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

	Count	Percentage
Social and Emotional Learning	7	36.8%
Computer Classes	9	47.4%
Conflict Resolution	3	15.8%
Drug/Alcohol Awareness/Prevention	4	21.1%
English as a Second Language	2	10.5%
Health Classes	6	31.6%
Literacy Classes	3	15.8%
Math Classes	6	31.6%
Parent-to-School Relationships	7	36.8%
Parent/Child Communication	10	52.6%
Preparing for College	9	47.4%

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

	Count	Percentage
Parenting Workshops	4	21.1%
Social Media Classes	3	15.8%
Stress/Anger Management	7	36.8%
Understanding College- and Career-Ready Standards	6	31.6%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	2	10.5%
Agree	11	57.9%
Disagree	4	21.1%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	5	26.3%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	3	15.8%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	13	68.4%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
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	2	10.5%
Agree	12	63.2%
Disagree	1	5.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Parent/teacher conference	7	36.8%
Checked my child's grades/assignments online	14	73.7%
Been in contact with my child's teacher	17	89.5%
Received a newsletter from the district, school, or teacher	12	63.2%
Worked with a committee or group on school or district policies	1	5.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	9	47.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	16	84.2%
Volunteered at my child's school	6	31.6%

I received a School-Parent-Student Compact which I read and reviewed with my child.

	Count	Percentage
Yes	13	68.4%
No	6	31.6%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	13	68.4%
Disagree	2	10.5%
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 and libraries.

	Count	Percentage
Strongly Agree	5	26.3%
Agree	11	57.9%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	4	21.1%
Agree	12	63.2%
Disagree	1	5.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

Covid-19 and Distance Learning

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	3	15.8%
To great extent	7	36.8%
To a moderate extent	6	31.6%
To a small extent	2	10.5%
Not at all	1	5.3%

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	3	15.8%
Agree	6	31.6%
Disagree	6	31.6%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

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.

Parents of students from Columbia Elementary School feel that the school does a good job in arranging parent/teacher conferences and listening to the parents. One parent said, "Some of the teachers are excellent." Respondents would like to see better communication with the home, less homework, and improved individual feedback from teachers. Another parent stated, "The district should do less testing that doesn't count for anything. It should do more teaching on what matters in life."

Notes

JEFFERSON MIDDLE SCHOOL

Introduction

Jefferson Middle School is located at 611 Owens Street in Columbia, Mississippi. In 2022-2023, it housed three hundred seventy-three (373) students in sixth through eighth grades (6-8). According to the school website, the school strives to increase parent engagement and provide students with amazing opportunities for learning and fun.



The school is led by its principal, Dr. Sara Bardwell. Her online welcome message states, "I'm honored to serve JMS as principal. It's a great community where students, teachers, and parents work together to build meaningful relationships



that support academic and social-emotional growth. Feel free to contact me with any questions, comments, or concerns. I look forward to working with families and assisting each student to meet his/her goal. It's always a great day to be a Wildcat!"

Enrollment

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

JEFFERSON MIDDLE SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	376	380	378	328	373
ELEM_SPED					*
GR_6	138	123	113	111	132
GR_7	117	143	119	113	*
GR_8	121	114	146	104	120

Figure 106: Jefferson Middle School Enrollment

JEFFERSON MIDDLE SCHOOL CHANGES IN ENROLLMENT				
	2019	2023	CHANGE	
ALL	376	373	-3	 -0.8%
GR_6		*	*	*
GR_7	138	132	-6	 -4.3%
GR_8	117	*	*	*
ELEM_SPED	121	120	-1	 -0.8%

Figure 107: Jefferson Middle School Changes in Enrollment

JEFFERSON MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	376	380	378	328	373
GENDER	FEMALE	178	181	205	161	193
	MALE	198	199	173	167	180
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	174	194	188	174	195
	HISPANIC OR LATINO	11	*	*	*	*
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	180	170	174	147	168

Figure 108: Jefferson Middle School Enrollment by Demographic Group

Attendance

Average Daily Attendance

JEFFERSON MIDDLE SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	348.1	349.1	366.7	356.3	314.8
GR_6	117.1	129.8	117.1	109.2	106.3
GR_7	109.8	108.8	136.9	109.0	109.6
GR_8	121.2	110.5	112.7	138.0	98.8

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 109: Jefferson 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.

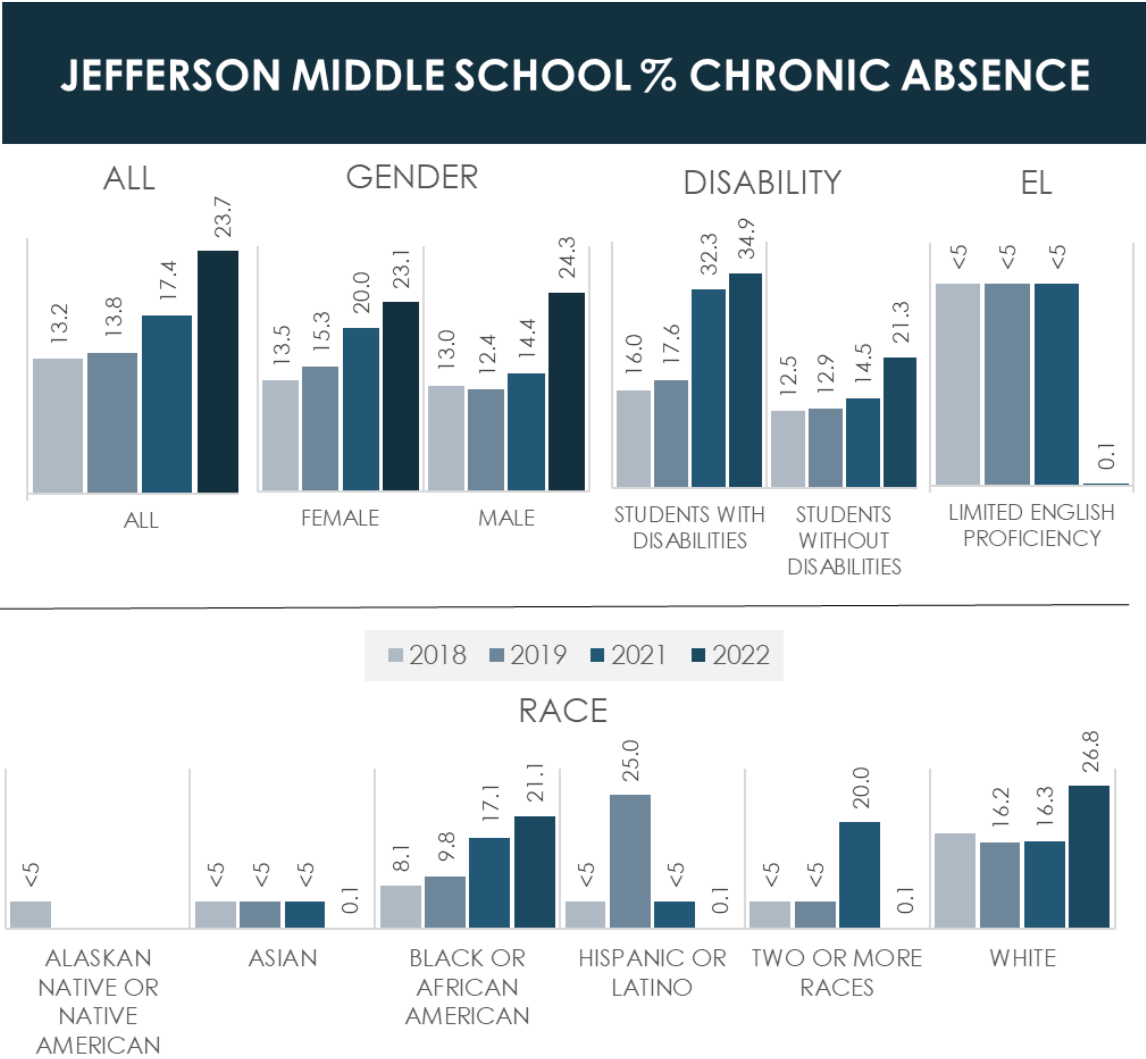
JEFFERSON MIDDLE SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	93.3%	92.8%	96.6%	94.3%	95.9%
GR_6	93.7%	94.1%	95.2%	96.7%	95.8%
GR_7	93.1%	93.0%	95.7%	91.6%	97.0%
GR_8	93.2%	91.3%	98.9%	94.5%	95.0%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 110: Jefferson Middle School ADA as Percentage of Enrollment

Chronic Absence



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

Figure 111: Jefferson Middle School Chronic Absence by Demographic Group



Accountability

Accountability Measures

JEFFERSON 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	C	C	C
POINTS	354		367
ELA/READING			
% PROFICIENT	32.7	31	42.9
STATE	41.8	35	41.9
% GROWTH	51.7		58.8
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	68.4		43.6
STATE	56.2		56.6
MATH			
% PROFICIENT	35.3	30.6	50.3
STATE	47	36	46.8
% GROWTH	53.9		70.5
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	56.3		54.7
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 112: Jefferson Middle School Accountability: ELA and Math

JEFFERSON 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	47.4	50.4	45.7
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 113: Jefferson Middle School Accountability: Science, History, Other

Proficiency by Demographic Group

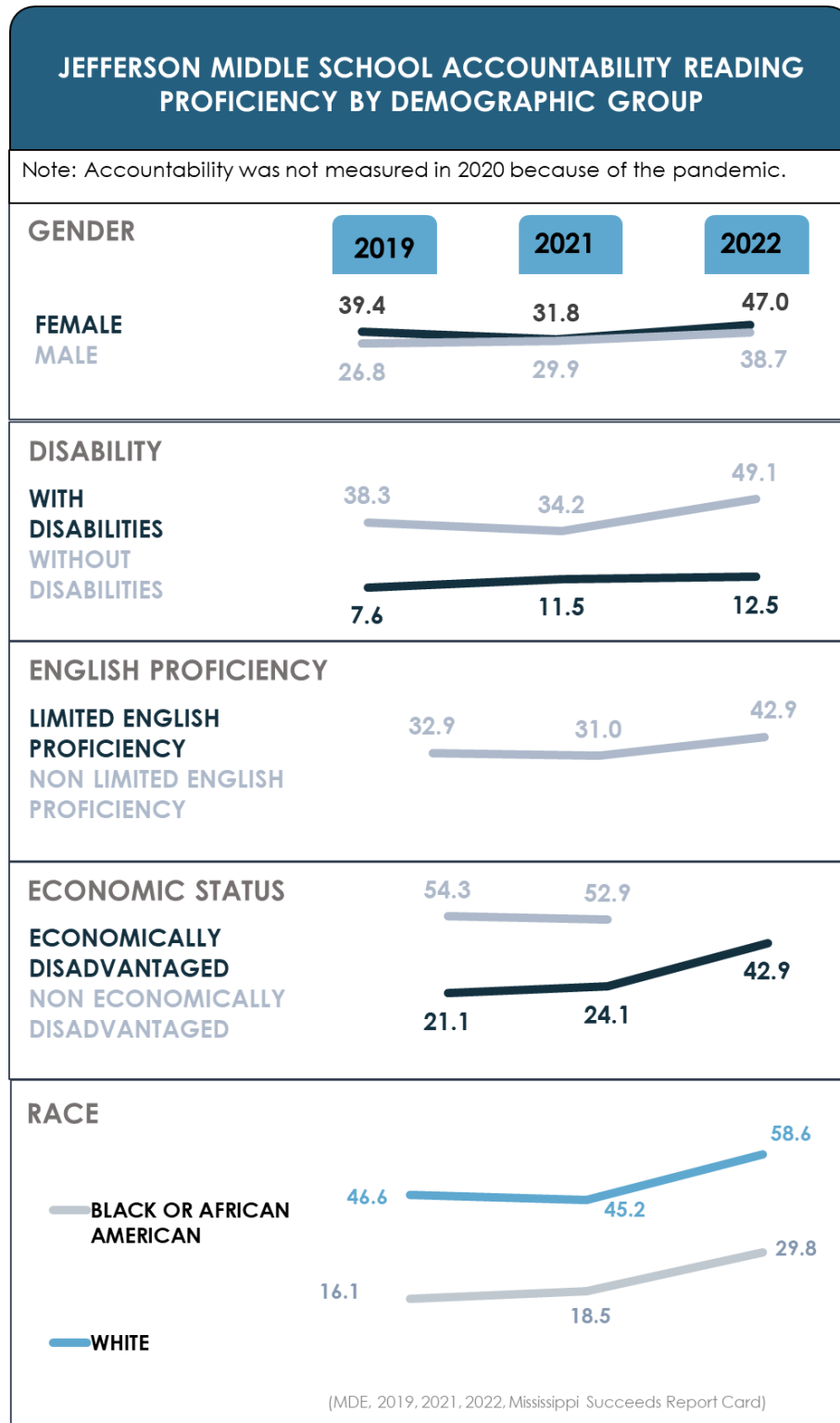


Figure 114: Jefferson Middle School Reading Proficiency by Demographic Group

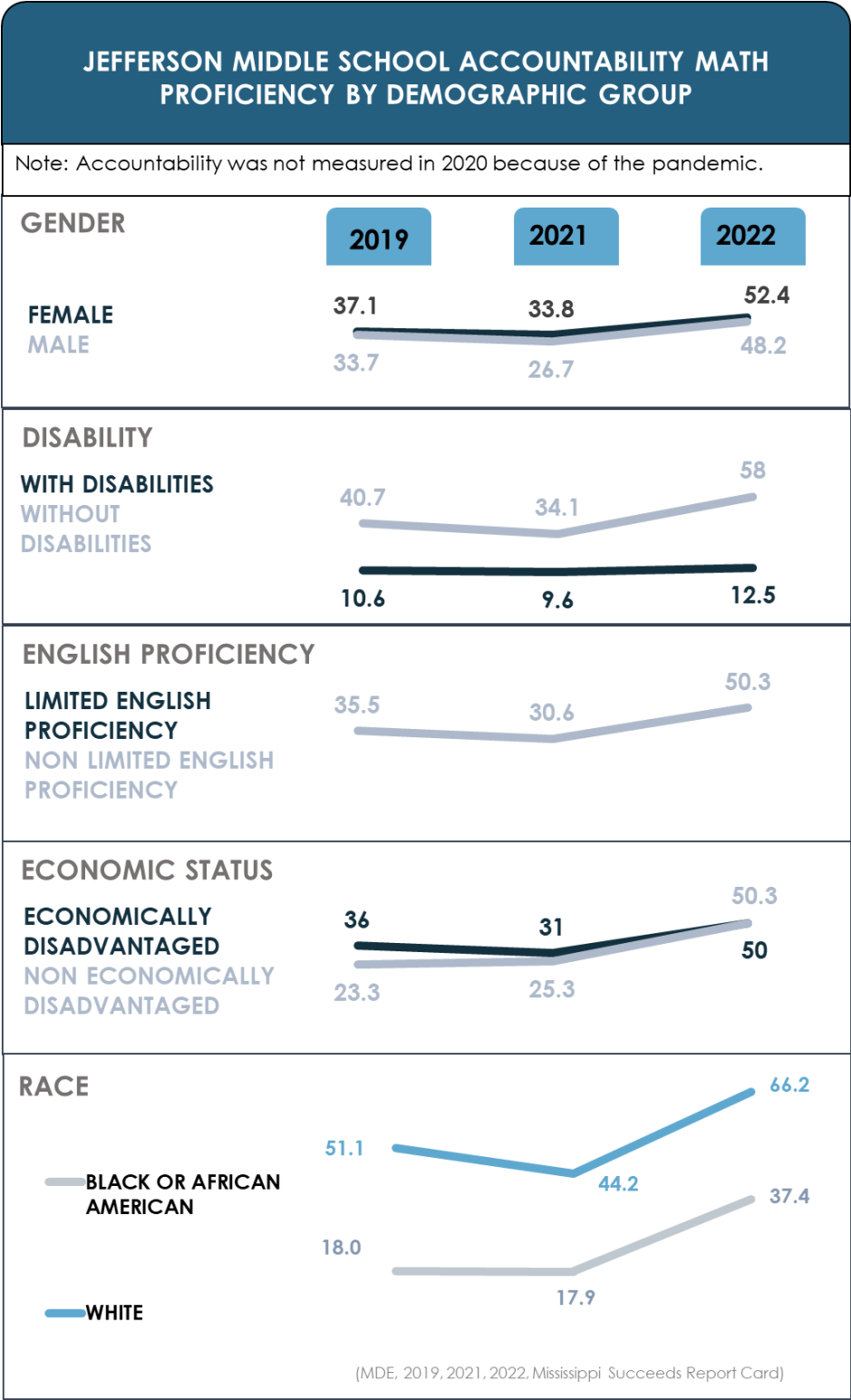


Figure 115: Jefferson Middle School Math Proficiency by Demographic Group

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

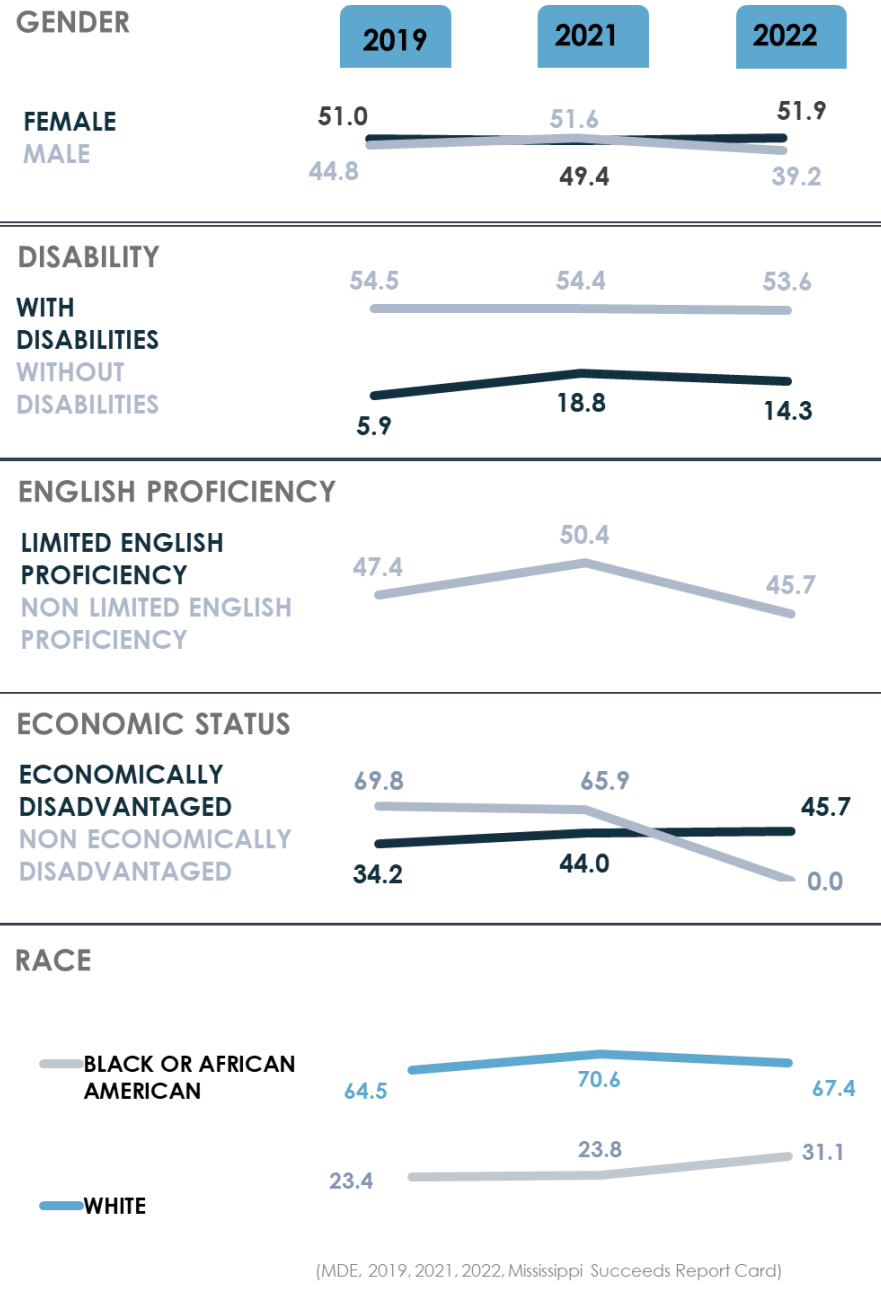


Figure 116: Jefferson Middle School Science Proficiency by Demographic Group

School Improvement

Jefferson Middle School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2017.

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

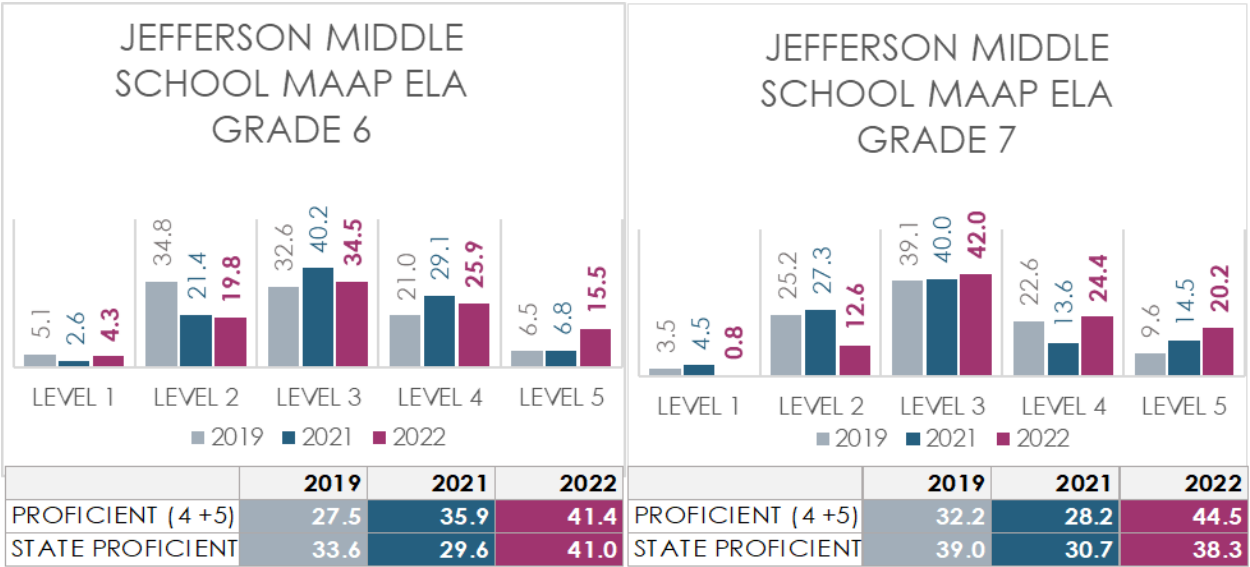


Figure 117: Jefferson Middle School MAAP ELA Grades 6 and 7

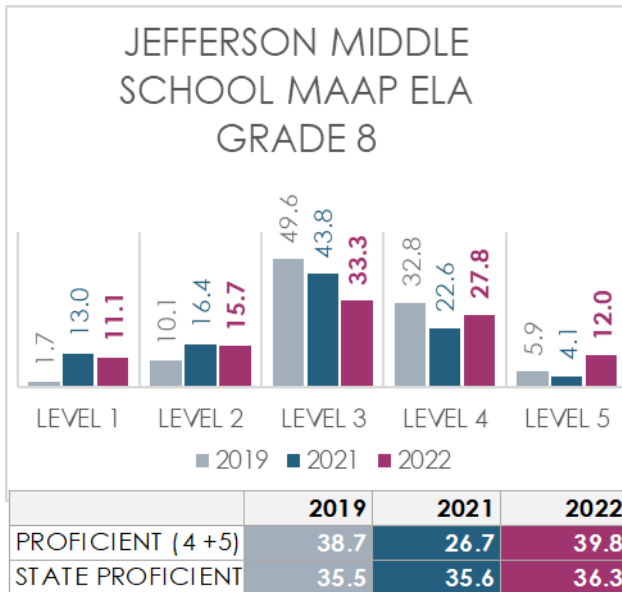


Figure 118: Jefferson Middle School MAAP ELA Grade 8



MAAP MATH

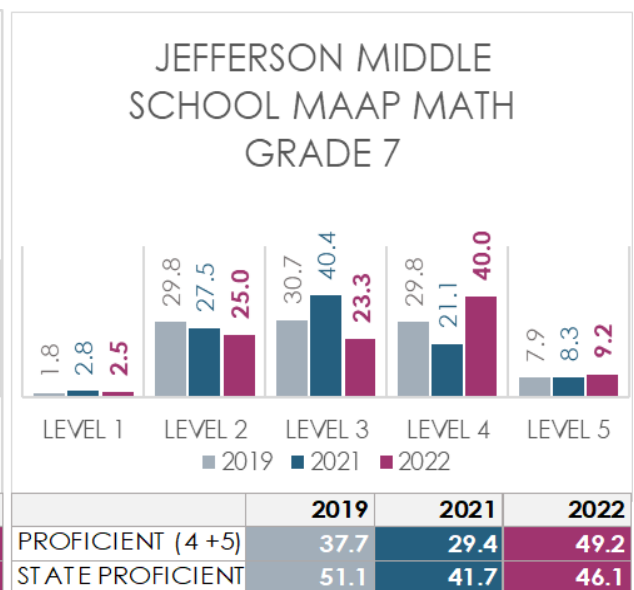
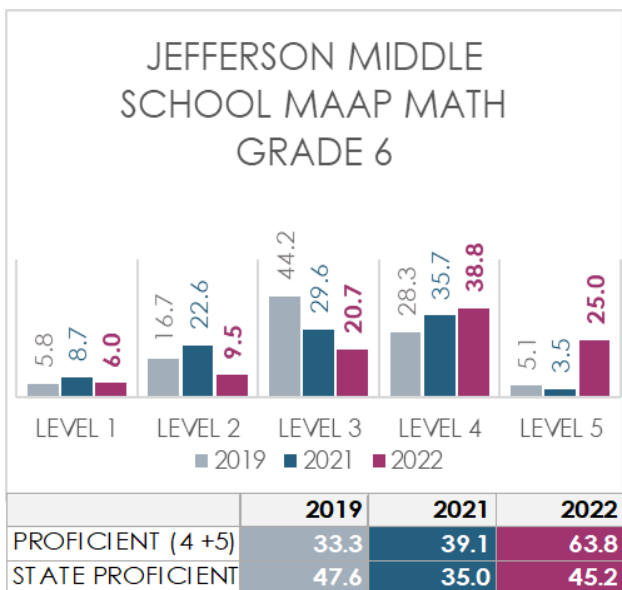


Figure 119: Jefferson Middle School MAAP Math Grades 6 and 7

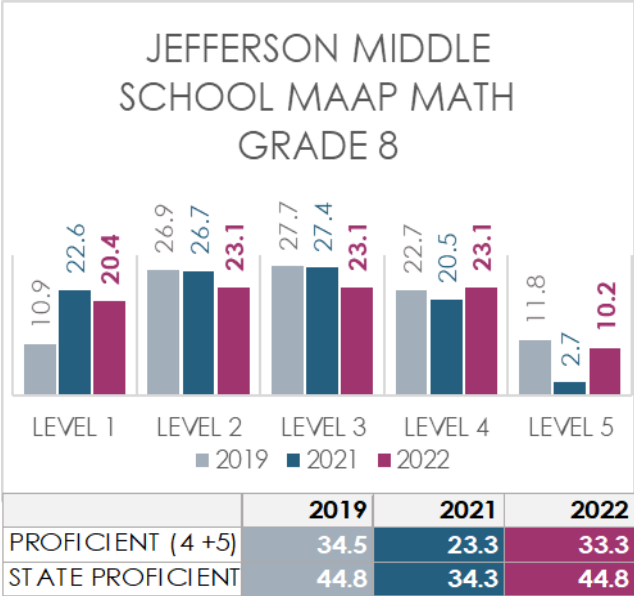


Figure 120: Jefferson Middle School MAAP Math Grade 8

MAAP SCIENCE

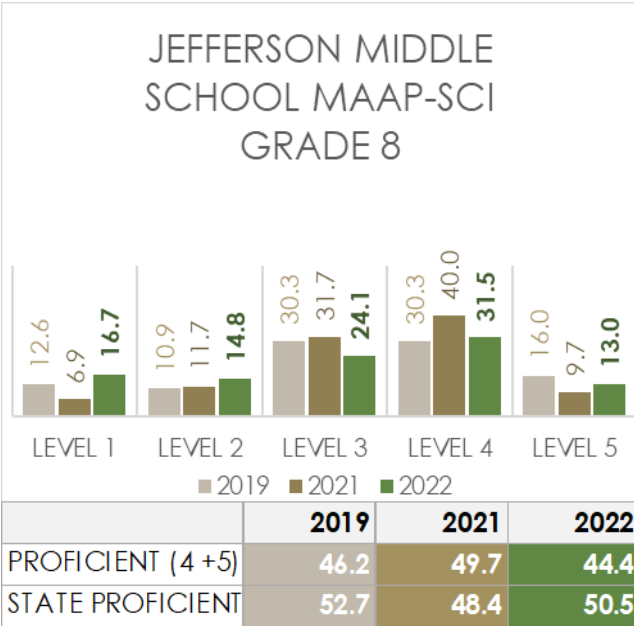


Figure 121: Jefferson Middle School MAAP Science Grade 8



Personnel

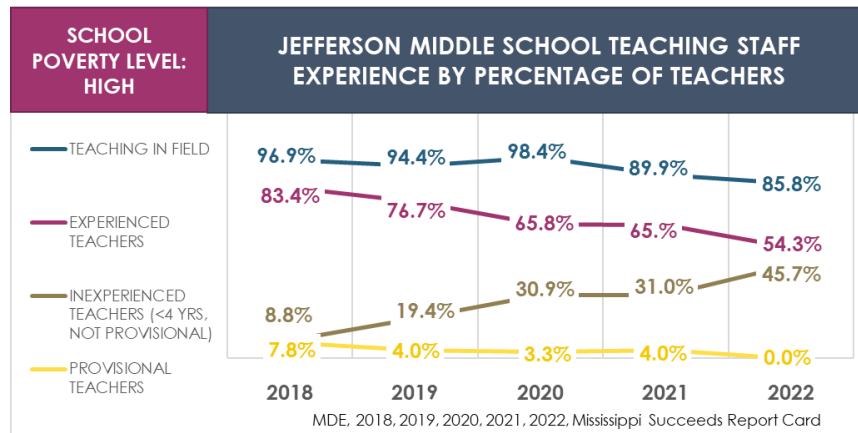


Figure 122: Jefferson Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

JEFFERSON MIDDLE 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			40.8	<5	9.79	23.7	<10	<5		
GENDER	FEMALE					13		9.13	24.3				
	MALE					27.1		10.6	23				
RACE	ASIAN								<5				
	BLACK OR AFRICAN AMERICAN					29.6		13.5	30.3				
	HISPANIC OR LATINO					16.7		<5	<5				
	TWO OR MORE RACES					<5		<10	<5				
	WHITE					11.9		5.65	15.2				
	ALASKAN NATIVE OR NATIVE AMERICAN												
DISABILITY	STUDENTS WITH DISABILITIES					36.2		8.33	24.6				
	STUDENTS WITHOUT DISABILITIES					17		10.1	23.5				
EL	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	19	<10			<5	<10			<5
GENDER	FEMALE	<10		<10	15	<5			<5	<5			<5
	MALE	<10		<10		<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	<10		<10	13	<5			<5	<5			<5
	HISPANIC OR LATINO					<5			<5	<5			<5
	TWO OR MORE RACES				<10	<5			<5	<5			<5
	WHITE	<10			<10	<5			<5	<5			<5
	ALASKAN NATIVE OR NATIVE AMERICAN								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	<10		<10	18	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5

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

Figure 123: Jefferson Middle School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Jefferson Middle School in the categories of *Federal Programs*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; *School Climate and Culture*; *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. Forty (40) faculty and staff members, one hundred one (101) parents, and two hundred eighty-nine (289) students responded to the survey.

Jefferson Middle School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	16	40.0%
Agree	24	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	9	22.5%
Agree	23	57.5%
Disagree	7	17.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	15	37.5%
Agree	23	57.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	16	40.0%
Agree	14	35.0%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	8	20.0%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	45.0%	42.5%	2.5%	0.0%	10.0%
Teaching special needs students.	37.5%	37.5%	7.5%	2.5%	15.0%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	20.0%	30.0%	2.5%	0.0%	47.5%
Developing and using classroom assessments.	57.5%	32.5%	0.0%	0.0%	10.0%
Closing the achievement gap between diverse groups of students.	32.5%	57.5%	2.5%	0.0%	7.5%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	15	37.5%
Agree	16	40.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	20.0%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	14	35.0%
Agree	20	50.0%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	24	60.0%
Agree	16	40.0%
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	26	65.0%
Agree	14	35.0%
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	19	47.5%
Agree	17	42.5%
Disagree	1	2.5%
Strongly Disagree	2	5.0%
Not Applicable or No Information	1	2.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	22	55.0%
Agree	16	40.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	26	65.0%
Agree	13	32.5%
Disagree	1	2.5%
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	13	32.5%
Agree	18	45.0%
Disagree	8	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	10	25.0%
Agree	18	45.0%
Disagree	5	12.5%
Strongly Disagree	5	12.5%
Not Applicable or No Information	2	5.0%

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

	Count	Percentage
Strongly Agree	29	72.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	1	2.5%

Professional Development

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Differentiated Instruction	#2
Successful inclusion strategies	#3
Using technology to enhance instruction	#4
Interpreting and analyzing student data	#5
Social and emotional learning	#6
Conflict resolution	#7
Teaching and understanding students in poverty	#8
Mississippi College and Career Readiness Standards	#9
My specific content area	#10
Reading for at risk students	#11
Depth of Knowledge	#12
Response to Intervention (RTI/MTSS)	#13
Developing quality assessments	#14
Writing strategies	#15
Culture sensitivity	#16
Teaching and understanding homeless students	#17
English Learners (ELs)	#18

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

	Count	Percentage
Strongly Agree	9	22.5%
Agree	19	47.5%
Disagree	6	15.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	4	10.0%

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

	Count	Percentage
Strongly Agree	5	12.5%
Agree	22	55.0%
Disagree	4	10.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	8	20.0%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	10	25.0%
Agree	14	35.0%
Disagree	7	17.5%
Strongly Disagree	9	22.5%
Not Applicable or No Information	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 Jefferson Middle School feel that the school does a good job in providing administrative support, fostering positive school culture and morale, and using technology in the classroom. One faculty member said, "Our district does a great job allowing teachers to manage their own classrooms and make decisions based on the students' needs." Respondents would like to see better communication among teachers, updates and repairs to the buildings and facilities, and improved discipline practices. Another faculty member stated, "I wish that PLCs were led by teachers rather than led by principals. When principals are in the meetings, teachers do not have time to share ideas about lessons or teaching strategies and instead the meetings become more about going over the staff memos."

Jefferson Middle School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	48	16.6%
Agree	203	70.2%
Disagree	27	9.3%
Strongly Disagree	5	1.7%
Not Applicable or No Information	6	2.1%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	23	8.0%
Agree	117	40.5%
Disagree	75	26.0%
Strongly Disagree	25	8.7%
Not Applicable or No Information	49	17.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	61	21.1%
Agree	152	52.6%
Disagree	31	10.7%
Strongly Disagree	14	4.8%
Not Applicable or No Information	31	10.7%

Curriculum and Instruction

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	48	16.6%
Agree	205	70.9%
Disagree	25	8.7%
Strongly Disagree	8	2.8%
Not Applicable or No Information	3	1.0%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	60	20.8%
Agree	196	67.8%
Disagree	23	8.0%
Strongly Disagree	5	1.7%
Not Applicable or No Information	5	1.7%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	69	23.9%
Agree	179	61.9%
Disagree	33	11.4%
Strongly Disagree	4	1.4%
Not Applicable or No Information	4	1.4%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	45	15.6%
Agree	173	59.9%
Disagree	51	17.6%
Strongly Disagree	12	4.2%
Not Applicable or No Information	8	2.8%

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

	Count	Percentage
Strongly Agree	61	21.1%
Agree	154	53.3%
Disagree	49	17.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	21	7.3%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	56	19.4%
Agree	183	63.3%
Disagree	26	9.0%
Strongly Disagree	6	2.1%
Not Applicable or No Information	18	6.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	43	14.9%
Agree	170	58.8%
Disagree	26	9.0%
Strongly Disagree	7	2.4%
Not Applicable or No Information	43	14.9%

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

	Count	Percentage
Strongly Agree	43	14.9%
Agree	162	56.1%
Disagree	51	17.6%
Strongly Disagree	23	8.0%
Not Applicable or No Information	10	3.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	56	19.4%
Agree	191	66.1%
Disagree	27	9.3%
Strongly Disagree	3	1.0%
Not Applicable or No Information	12	4.2%

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

	Count	Percentage
Strongly Agree	65	22.5%
Agree	197	68.2%
Disagree	16	5.5%
Strongly Disagree	7	2.4%
Not Applicable or No Information	4	1.4%

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

	Count	Percentage
Strongly Agree	31	10.7%
Agree	161	55.7%
Disagree	75	26.0%
Strongly Disagree	16	5.5%
Not Applicable or No Information	6	2.1%

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

	Count	Percentage
Strongly Agree	90	31.1%
Agree	160	55.4%
Disagree	15	5.2%
Strongly Disagree	6	2.1%
Not Applicable or No Information	18	6.2%

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

	Count	Percentage
Strongly Agree	61	21.1%
Agree	151	52.2%
Disagree	62	21.5%
Strongly Disagree	7	2.4%
Not Applicable or No Information	8	2.8%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	57	19.7%
Agree	79	27.3%
Disagree	78	27.0%
Strongly Disagree	59	20.4%
Not Applicable or No Information	16	5.5%

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 Jefferson Middle School feel that the school does a good job in keeping students safe, helping students with problems, and rewarding students for achievement and good behavior. One student said, “They are good in academics, sports, and doing different activities for our school.” Respondents would like to see extra break time, more help with the issue of bullying, and changes to the dress code. Another student stated, “They should include more hands-on activities in the classroom and have cleaner bathrooms.”

Jefferson Middle School Parent Survey

Federal Programs

In my experience, teachers in my school (district) are effective.		
	Count	Percentage
Strongly Agree	37	36.6%
Agree	55	54.5%
Disagree	7	6.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	31	30.7%
Agree	47	46.5%
Disagree	10	9.9%
Strongly Disagree	3	3.0%
Not Applicable or No Information	10	9.9%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	45	44.6%
Agree	49	48.5%
Disagree	3	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.0%

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)	43	42.6%
Improving access to foreign language instruction, arts, and music education	36	35.6%
Supporting college and career counseling	46	45.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	54	53.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	37	36.6%

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	32	31.7%
Providing school-based mental health services and counseling	49	48.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	22	21.8%
Establishing or improving dropout prevention	20	19.8%
Supporting re-entry programs and transition services for Justice-involved youth	20	19.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	28.7%
Implementing systems and practices to prevent bullying and harassment	51	50.5%

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
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	37	36.6%
Establishing community partnerships	29	28.7%

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	56	55.4%
Building technological capacity and infrastructure	37	36.6%
Carrying out innovative blended learning projects	22	21.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	46	45.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	41	40.6%

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

	Count	Percentage
Social and Emotional Learning	35	34.7%
Computer Classes	33	32.7%
Conflict Resolution	24	23.8%
Drug/Alcohol Awareness/Prevention	21	20.8%
English as a Second Language	8	7.9%
Health Classes	16	15.8%
Literacy Classes	11	10.9%
Math Classes	17	16.8%
Parent-to-School Relationships	25	24.8%
Parent/Child Communication	29	28.7%
Preparing for College	52	51.5%

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

	Count	Percentage
Parenting Workshops	18	17.8%
Social Media Classes	13	12.9%
Stress/Anger Management	34	33.7%
Understanding College- and Career-Ready Standards	49	48.5%

Parent, Family, and Community Engagement**Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	35	34.7%
Agree	55	54.5%
Disagree	11	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	38	37.6%
Agree	54	53.5%
Disagree	8	7.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	33	32.7%
Agree	62	61.4%
Disagree	4	4.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

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

	Count	Percentage
Strongly Agree	28	27.7%
Agree	57	56.4%
Disagree	14	13.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

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

	Count	Percentage
Strongly Agree	31	30.7%
Agree	59	58.4%
Disagree	11	10.9%
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	27	26.7%
Checked my child's grades/assignments online	89	88.1%
Been in contact with my child's teacher	74	73.3%
Received a newsletter from the district, school, or teacher	44	43.6%
Worked with a committee or group on school or district policies	6	5.9%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	18	17.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	66	65.3%
Volunteered at my child's school	19	18.8%

I received a School-Parent-Student Compact which I read and reviewed with my child.

	Count	Percentage
Yes	67	66.3%
No	34	33.7%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	30	29.7%
Agree	65	64.4%
Disagree	6	5.9%
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 and libraries.

	Count	Percentage
Strongly Agree	33	32.7%
Agree	62	61.4%
Disagree	5	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

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

	Count	Percentage
Strongly Agree	37	36.6%
Agree	54	53.5%
Disagree	7	6.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	2.0%

Covid-19 and Distance Learning

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	28	27.7%
To great extent	36	35.6%
To a moderate extent	31	30.7%
To a small extent	5	5.0%
Not at all	1	1.0%

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	19	18.8%
Agree	36	35.6%
Disagree	26	25.7%
Strongly Disagree	15	14.9%
Not Applicable or No Information	5	5.0%

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.

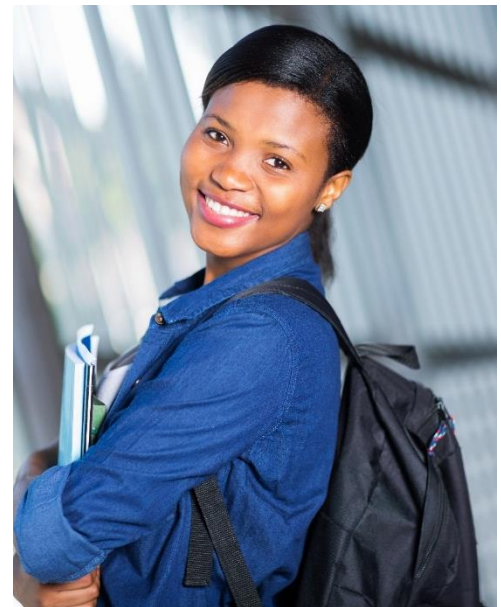
Parents of students from Jefferson Middle School feel that the school does a good job in making learning fun for the students, preparing students for the future, and communicating with the home. One parent said, "Jefferson Middle School has done a great job of reaching out when my child has needed support, whether it be with school or social life. My child has had a rough year, and her teachers as well as the principal and counselor have been just amazing when it came to helping her and providing resources to me and my husband." Respondents would like to see improvements to the SPED program, more opportunities for tutoring, and a new library. Another parent stated, "Every campus should have their own school nurse and school resource officer."

COLUMBIA HIGH SCHOOL

Introduction

Columbia High School is located at 1009 Broad Street in Columbia, Mississippi. In 2022-2023, it housed four hundred sixty-nine (469) students in ninth through twelfth grades (9-12). According to the school website, CHS strives for success in Academics, Arts, and Athletics, as it develops tomorrow's leaders.

The school is led by its principal, L. V. McNeal. The online message from the school's principal states, "Together we will work toward reaching our potential through achieving excellence in academics and extracurricular activities. We have goals for you and our school. We want to promote a positive learning environment, where you feel safe. We want you to do your best and grow



academically. You will graduate, and we will help prepare you for college and/or a career. We want your parents/guardians and other community members involved with your educational and extracurricular achievements."

Enrollment

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

COLUMBIA HIGH SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	451	475	465	465	469
GR_9	141	125	114	162	109
GR_10	109	136	120	95	155
GR_11	102	110	129	93	106
GR_12	99	104	102	115	99

Figure 124: Columbia High School Enrollment

COLUMBIA HIGH SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	451	469	18	↑	4.0%
GR_9	141	109	-32	↓	-22.7%
GR_10	109	155	46	↑	42.2%
GR_11	102	106	4	↑	3.9%
GR_12	99	99	0	→	0.0%

Figure 125: Columbia High School Changes in Enrollment

COLUMBIA HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	451	475	465	465	469
GENDER	FEMALE	225	234	228	231	231
	MALE	226	241	237	234	238
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	216	210	211	211	228
	HISPANIC OR LATINO	14	10	11	13	11
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	211	245	234	232	221

Figure 126: Columbia High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

COLUMBIA HIGH SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	412.3	422.9	443.3	412.3	418.6
GR_9	117.8	133.1	115.5	105.1	143.5
GR_10	104.5	102.6	129.3	103.4	86.6
GR_11	101.0	97.1	98.8	112.5	82.9
GR_12	89.0	90.2	99.8	91.4	105.6

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 127: Columbia 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.

COLUMBIA HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	91.2%	93.7%	93.3%	88.8%	90.2%
GR_9	92.0%	94.4%	92.4%	92.2%	88.6%
GR_10	91.7%	94.1%	95.0%	86.1%	91.2%
GR_11	89.4%	95.2%	89.8%	87.2%	89.1%
GR_12	91.8%	91.1%	95.9%	89.6%	91.8%

Note: ADA averages excluding Special Education except for TOTAL.

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

Figure 128: Columbia High School ADA as Percentage of Enrollment

Chronic Absence

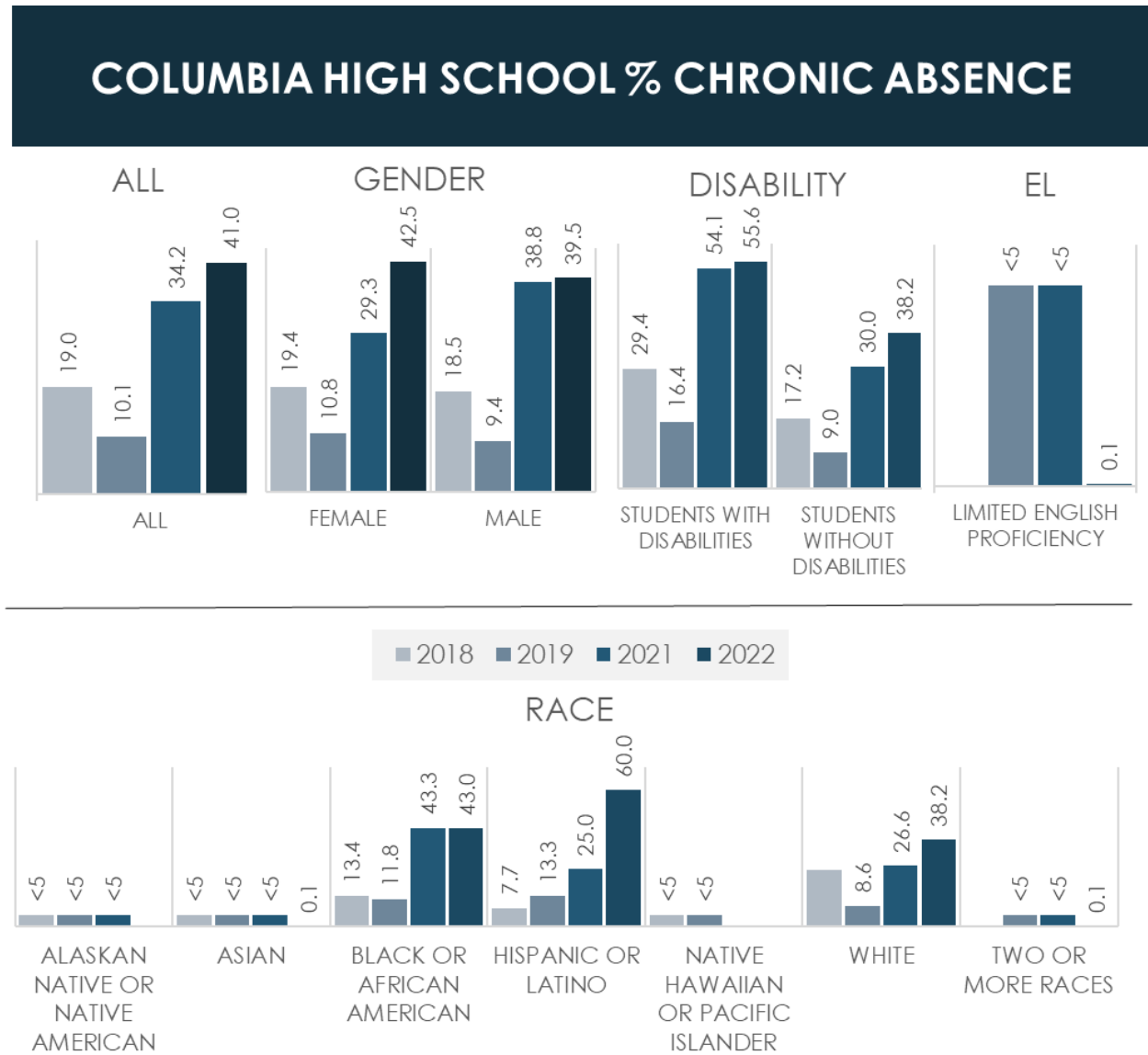


Figure 129: Columbia High School Chronic Absenteeism



Accountability

Accountability Measures

COLUMBIA 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	B	B	B
POINTS	662		699
ELA/READING			
% PROFICIENT	41.7	38.1	41.4
STATE	41.8	35	41.9
% GROWTH	55.6		49.7
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	41.7		20.2
STATE	56.2		56.6
MATH			
% PROFICIENT	59.4	16.7	69.7
STATE	47	36	46.8
% GROWTH	81.9		99.7
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	78.4		117.4
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 130: Columbia High School Accountability: ELA and Math

COLUMBIA 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	58.3	51.8	62.3
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	52.8	45.3	57.1
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	48.8	29.8	36.2
STATE	37.4	34.3	42.9
ACCELERATION	69.8	65.3	72.5
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 131: Columbia High School Accountability: Science, History, Other

Proficiency by Demographic Group

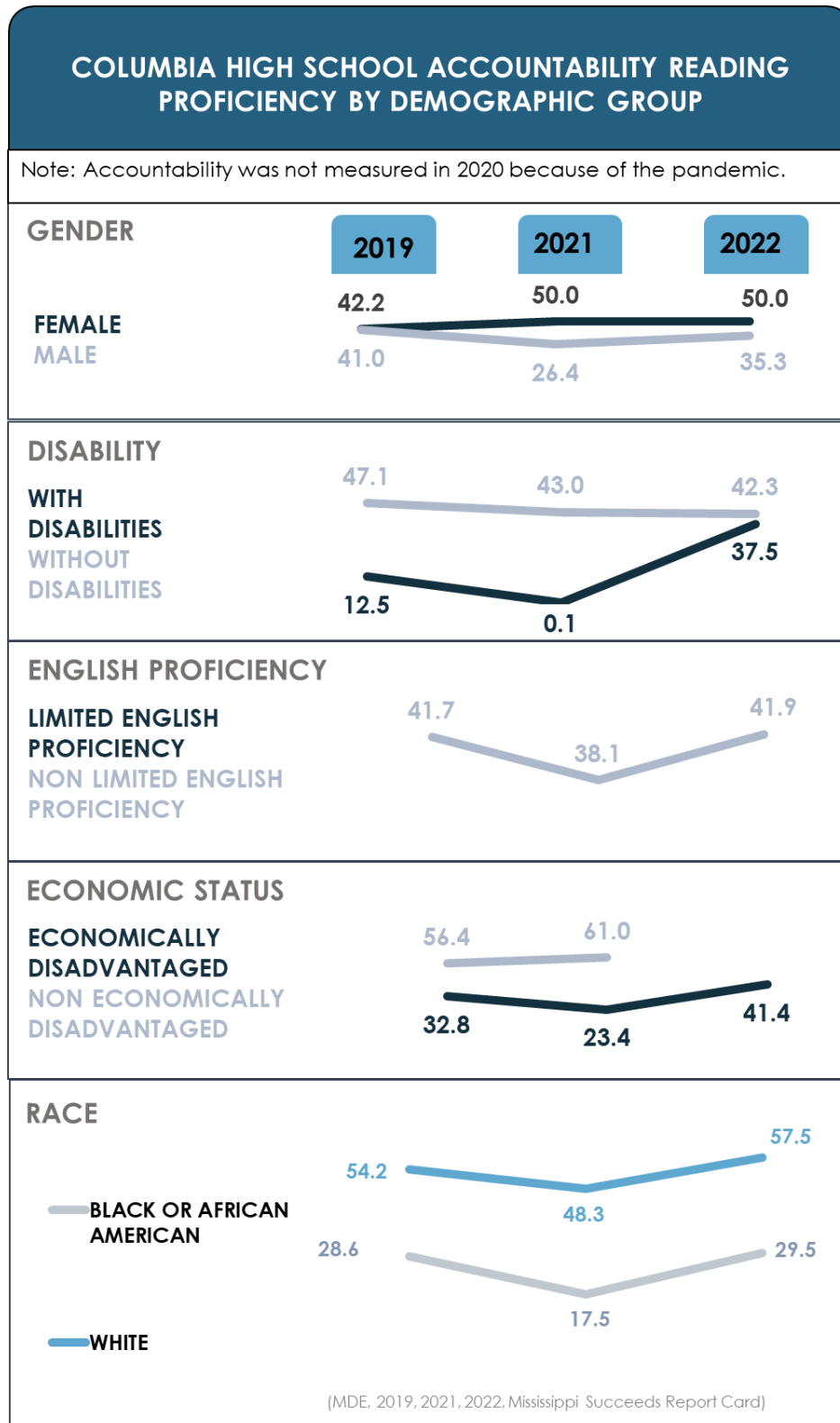
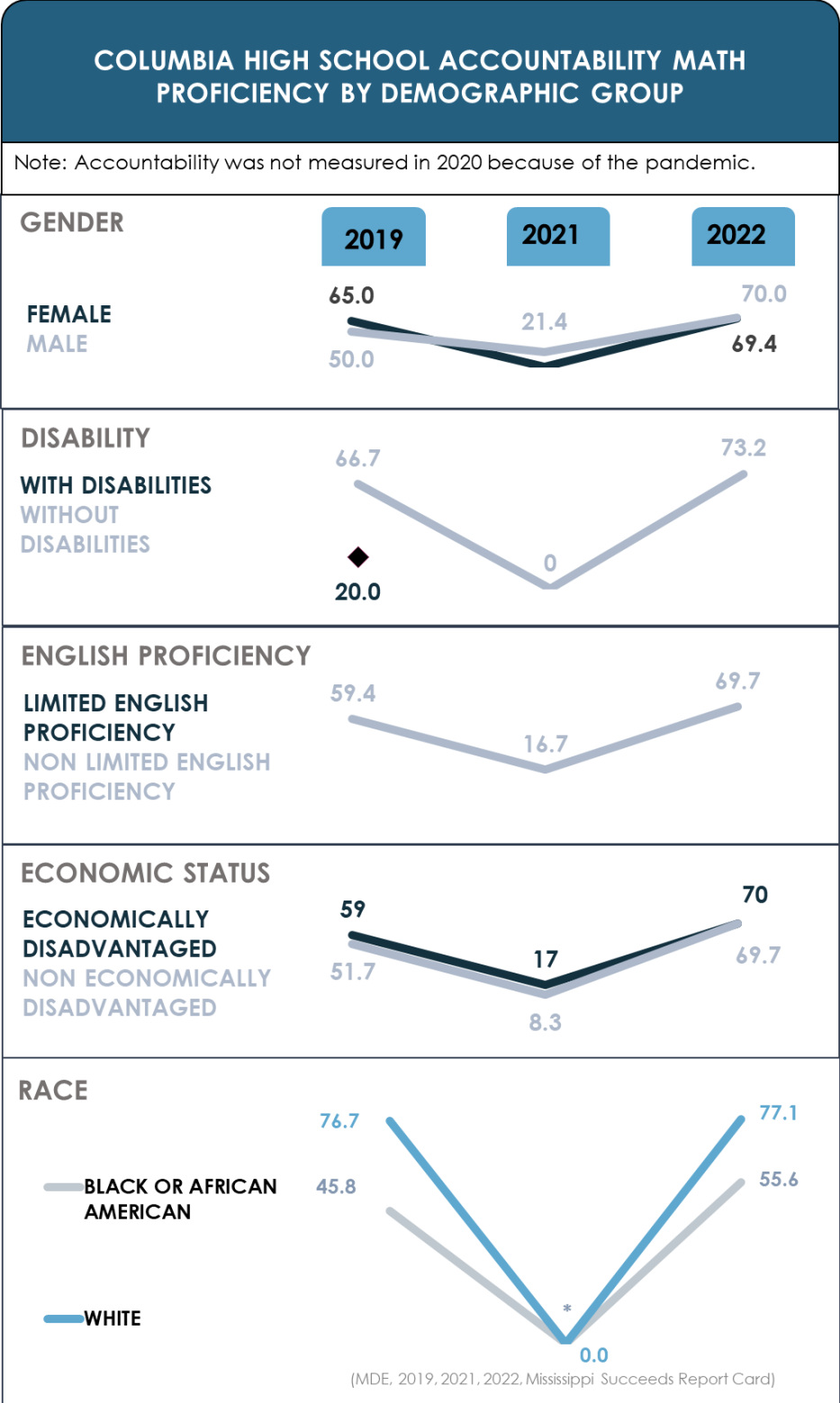
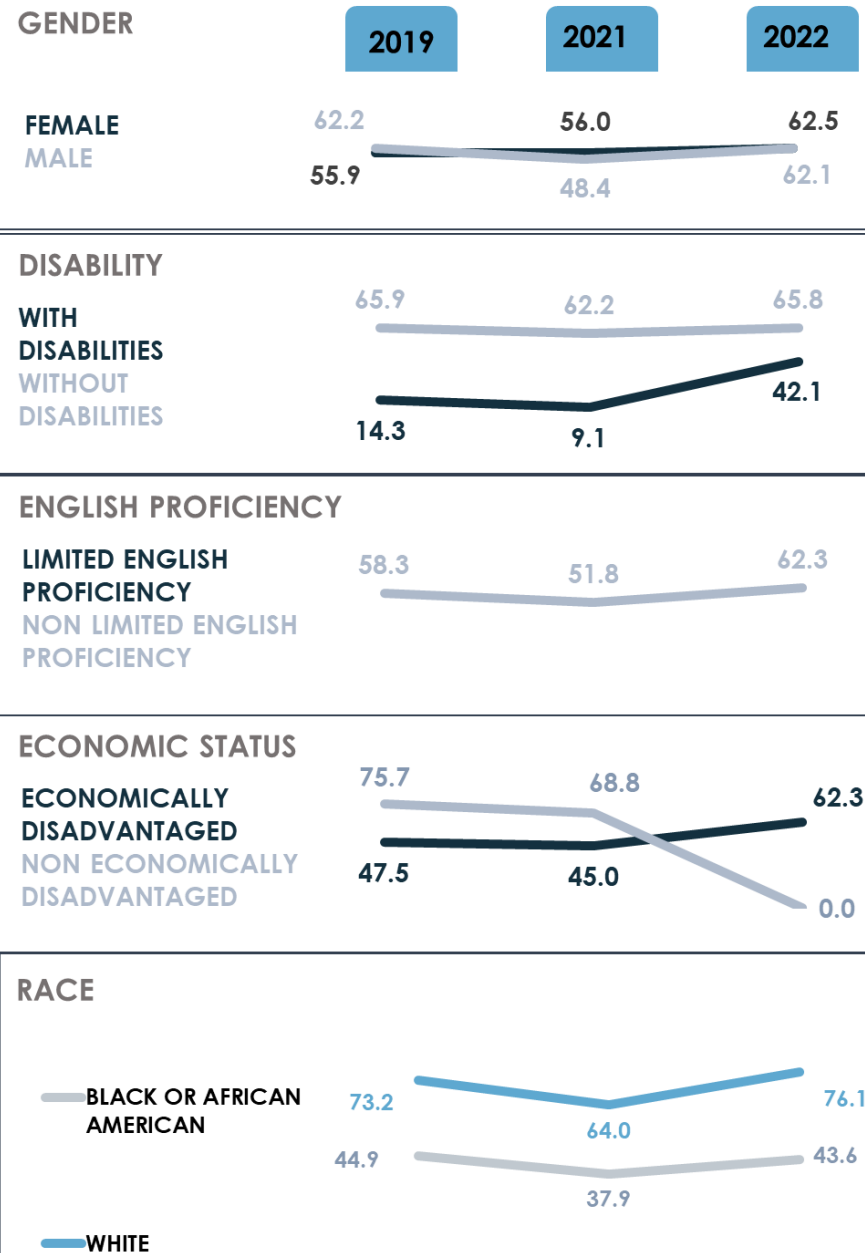


Figure 132: Columbia High School Reading Proficiency by Demographic Group



COLUMBIA HIGH SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.



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

Figure 134: Columbia High School Science Proficiency by Demographic Group

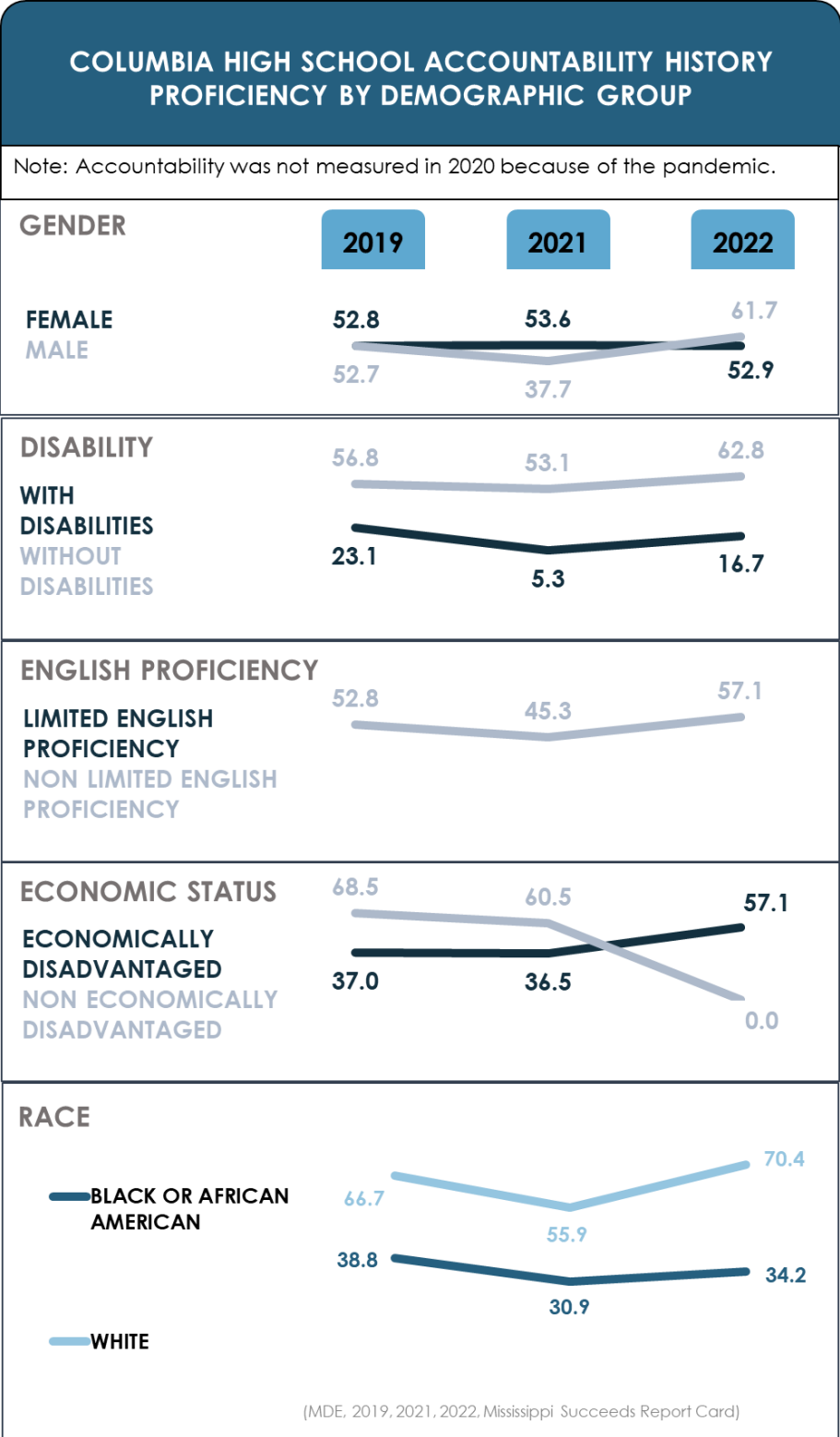


Figure 135: Columbia High School History Proficiency by Demographic Group

4-Year Graduation Rates

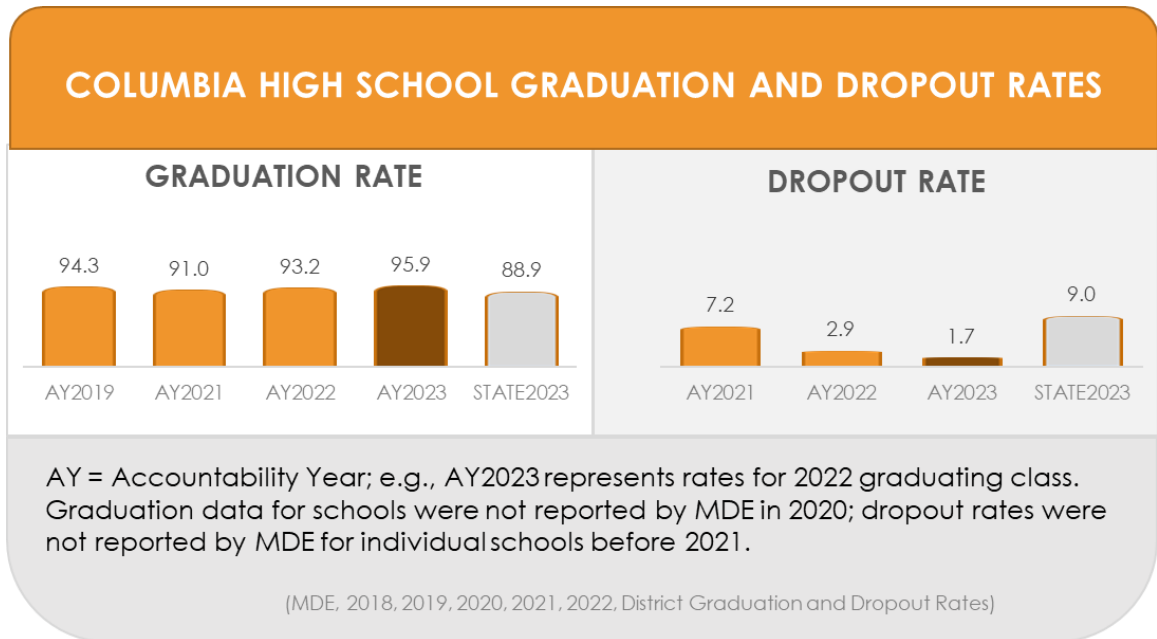


Figure 136: Columbia High School 4-Year Graduation Rate

Assessment

ACT

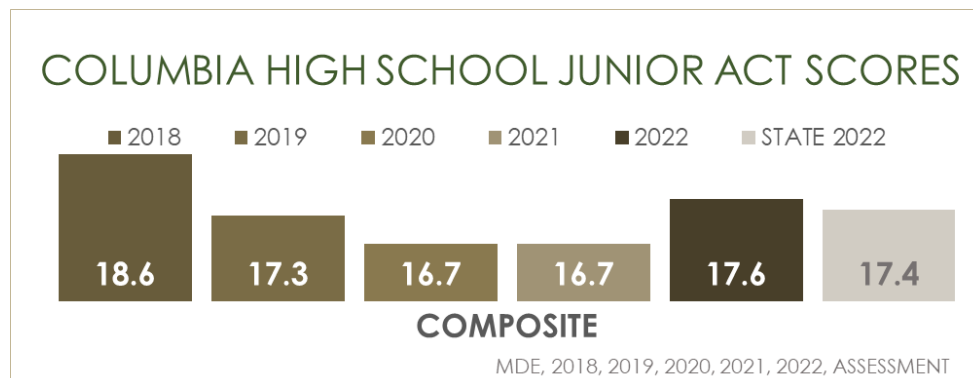


Figure 137: Columbia High School Junior ACT: Composite

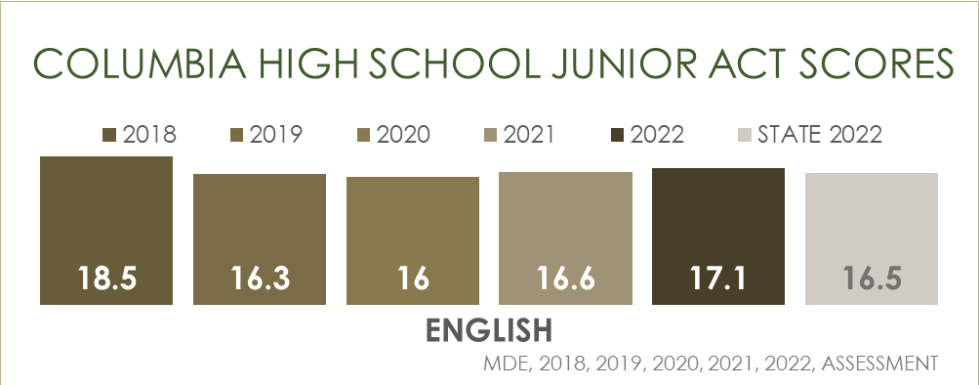


Figure 138: Columbia High School Junior ACT: English

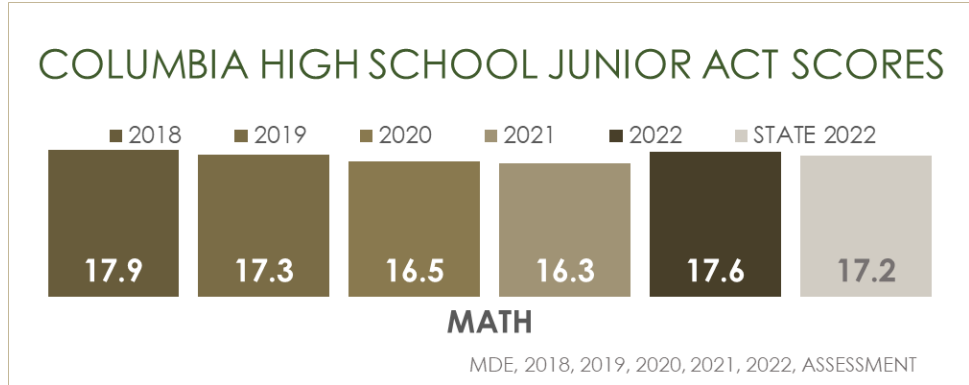


Figure 139: Columbia High School Junior ACT: Math

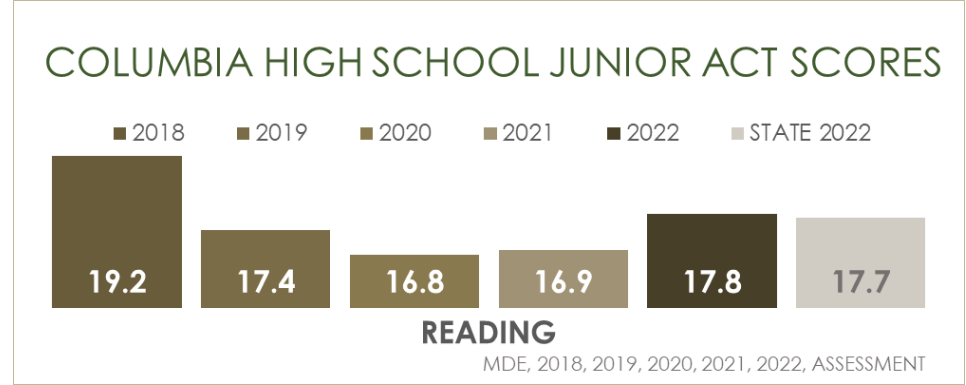


Figure 140: Columbia High School Junior ACT: Reading

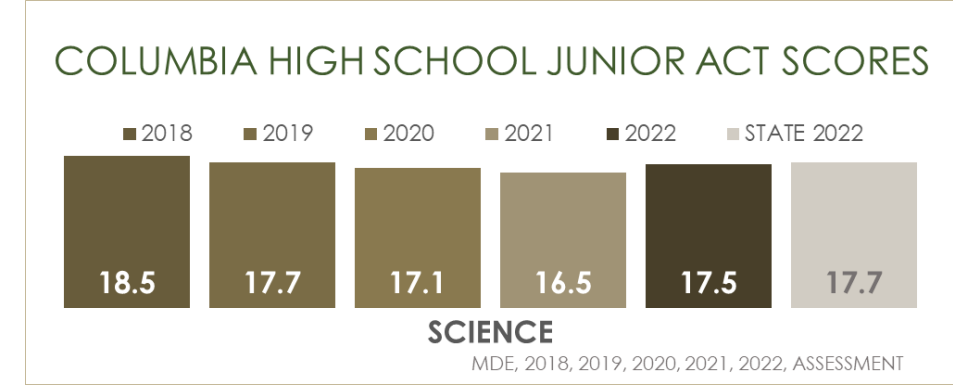


Figure 141: Columbia High School Junior ACT: Science

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and MATH

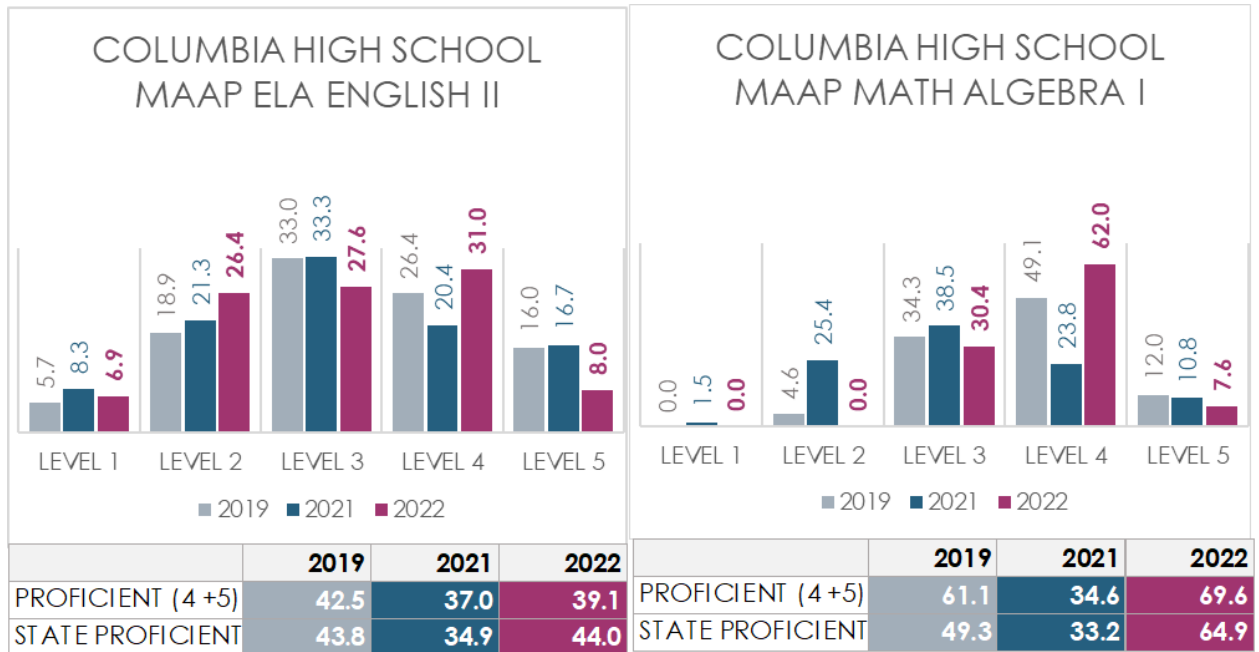


Figure 142: Columbia High School MAAP ELA and Math English II and Algebra I

MAAP END-OF-COURSE

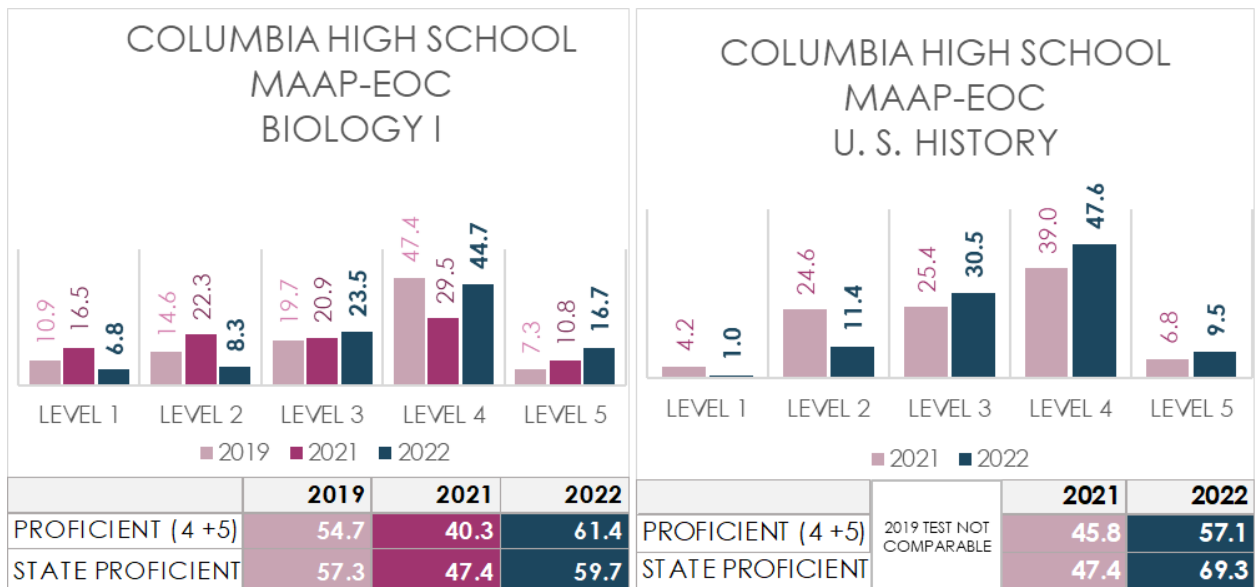


Figure 143: Columbia High School MAAP End-of-Course Biology I and U. S. History

Personnel

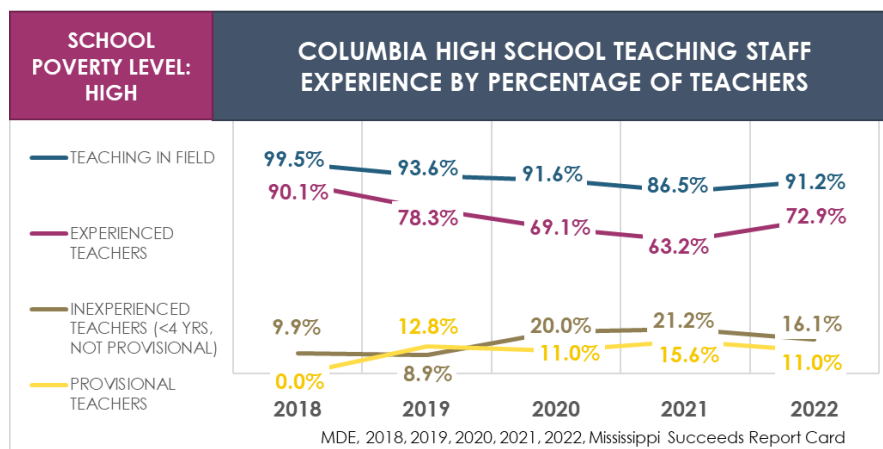


Figure 144: Columbia High School Teaching Staff Experience by Percentage of Teachers

Discipline

COLUMBIA HIGH 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			23	<5	<5	10.8	<10	<5		<5
GENDER	FEMALE					9.66		<5	9.7				
	MALE					13.4		6.45	11.9				<5
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN					15.6		<5	14.1				<5
	HISPANIC OR LATINO												
	TWO OR MORE RACES								<5				
	WHITE					8.18		5.24	8				
	ALASKAN NATIVE OR NATIVE AMERICAN					<5							
	NATIVE HAWAIIAN OR PACIFIC ISLANDER												
DISABILITY	STUDENTS WITH DISABILITIES					18.1		13.4	26.3				
	STUDENTS WITHOUT DISABILITIES					10.3		<5	7.9				<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	15	<10			<5	<10			<5
GENDER	FEMALE	<10			<10	<5			<5	<5			<5
	MALE	<10		<10	<10	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	<10			11	<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES				<10								
	WHITE	<10		<10	<10	<5			<5	<5			<5
	ALASKAN NATIVE OR NATIVE AMERICAN								<5				<5
	NATIVE HAWAIIAN OR PACIFIC ISLANDER								<5				<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	<10		<10	<10	<5			<5	<5			<5
(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)													

Figure 145: Columbia High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Columbia High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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. Thirty-three (33) faculty and staff members, forty (40) parents, and two hundred one (201) students responded to the survey.

Columbia High School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	17	51.5%
Agree	15	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	12	36.4%
Agree	17	51.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	17	51.5%
Agree	16	48.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	10	30.3%
Agree	16	48.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	21.2%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	33.3%	54.5%	0.0%	0.0%	12.1%
Successful classroom management.	42.4%	45.5%	0.0%	0.0%	12.1%
Teaching special needs students.	33.3%	54.5%	0.0%	0.0%	12.1%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	27.3%	36.4%	9.1%	0.0%	27.3%
Developing and using classroom assessments.	42.4%	42.4%	0.0%	0.0%	15.2%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	16	48.5%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	14	42.4%
Agree	19	57.6%
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	19	57.6%
Agree	14	42.4%
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	17	51.5%
Agree	13	39.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

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

	Count	Percentage
Strongly Agree	17	51.5%
Agree	16	48.5%
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	10	30.3%
Agree	21	63.6%
Disagree	2	6.1%
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 and libraries.

	Count	Percentage
Strongly Agree	18	54.5%
Agree	14	42.4%
Disagree	1	3.0%
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	8	24.2%
Agree	20	60.6%
Disagree	4	12.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	17	51.5%
Disagree	8	24.2%
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	25	75.8%
Agree	8	24.2%
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
Social and emotional learning	#2
Teaching and understanding students in poverty	#3
My specific content area	#4
Conflict resolution	#5
Successful inclusion strategies	#6
Mississippi College and Career Readiness Standards	#7
Reading for at risk students	#8
Differentiated Instruction	#9
English Learners (ELs)	#10
Using technology to enhance instruction	#11
Interpreting and analyzing student data	#12
Response to Intervention (RTI/MTSS)	#13
Culture sensitivity	#14
Depth of Knowledge	#15
Teaching and understanding homeless students	#16
Writing strategies	#17
Developing quality assessments	#18

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	17	51.5%
Disagree	6	18.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	9	27.3%
Agree	17	51.5%
Disagree	3	9.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	3	9.1%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	8	24.2%
Agree	15	45.5%
Disagree	6	18.2%
Strongly Disagree	4	12.1%
Not Applicable or No Information	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 Columbia High School feel that the school does a good job in promoting different activities, holding students to high standards, and involving the community. One faculty member said, "Administration is open to discussing issues and works with the staff and students." Respondents would like to see improvements to campus security, updates and renovations to buildings and facilities, and the provision of an ESL teacher. Another faculty member stated the desire for "listening to teachers when they come talk to you. The same ongoing problems year after year emotionally and physically drain a person. When a 'seasoned' teacher asks for help, please help!"

Columbia High School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	36	17.9%
Agree	136	67.7%
Disagree	14	7.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	9	4.5%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	20	10.0%
Agree	84	41.8%
Disagree	41	20.4%
Strongly Disagree	21	10.4%
Not Applicable or No Information	35	17.4%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	39	19.4%
Agree	109	54.2%
Disagree	17	8.5%
Strongly Disagree	10	5.0%
Not Applicable or No Information	26	12.9%

Curriculum and Instruction

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	37	18.4%
Agree	139	69.2%
Disagree	15	7.5%
Strongly Disagree	5	2.5%
Not Applicable or No Information	5	2.5%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	28	13.9%
Agree	129	64.2%
Disagree	30	14.9%
Strongly Disagree	8	4.0%
Not Applicable or No Information	6	3.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	51	25.4%
Agree	119	59.2%
Disagree	21	10.4%
Strongly Disagree	4	2.0%
Not Applicable or No Information	6	3.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	30	14.9%
Agree	132	65.7%
Disagree	23	11.4%
Strongly Disagree	7	3.5%
Not Applicable or No Information	9	4.5%

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

	Count	Percentage
Strongly Agree	45	22.4%
Agree	123	61.2%
Disagree	16	8.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	15	7.5%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	32	15.9%
Agree	125	62.2%
Disagree	19	9.5%
Strongly Disagree	8	4.0%
Not Applicable or No Information	17	8.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	36	17.9%
Agree	113	56.2%
Disagree	25	12.4%
Strongly Disagree	10	5.0%
Not Applicable or No Information	17	8.5%

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

	Count	Percentage
Strongly Agree	25	12.4%
Agree	121	60.2%
Disagree	30	14.9%
Strongly Disagree	17	8.5%
Not Applicable or No Information	8	4.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	30	14.9%
Agree	129	64.2%
Disagree	21	10.4%
Strongly Disagree	11	5.5%
Not Applicable or No Information	10	5.0%

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

	Count	Percentage
Strongly Agree	35	17.4%
Agree	138	68.7%
Disagree	15	7.5%
Strongly Disagree	6	3.0%
Not Applicable or No Information	7	3.5%

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

	Count	Percentage
Strongly Agree	18	9.0%
Agree	110	54.7%
Disagree	44	21.9%
Strongly Disagree	20	10.0%
Not Applicable or No Information	9	4.5%

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

	Count	Percentage
Strongly Agree	35	17.4%
Agree	126	62.7%
Disagree	16	8.0%
Strongly Disagree	9	4.5%
Not Applicable or No Information	15	7.5%

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

	Count	Percentage
Strongly Agree	39	19.4%
Agree	120	59.7%
Disagree	25	12.4%
Strongly Disagree	8	4.0%
Not Applicable or No Information	9	4.5%

Covid-19 and Distance Learning

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	43	21.5%
Agree	67	33.5%
Disagree	46	23.0%
Strongly Disagree	34	17.0%
Not Applicable or No Information	10	5.0%

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 Columbia High School feel that the school does a good job in promoting athletics, providing needed resources, and maintaining a safe learning environment. One student said, "I like that some of the teachers strive to help the students and actually interact with us and make sure that we understand before they dismiss us." Respondents expressed the need for cleaner bathrooms, better food options, and more help with the issue of bullying. Another student stated, "Instead of computers, we should try iPads, and instead of uniforms, we should try normal clothes with a dress code."

Columbia High School Parent Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	15	37.5%
Agree	23	57.5%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	9	22.5%
Agree	19	47.5%
Disagree	2	5.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	8	20.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.

	Count	Percentage
Strongly Agree	16	40.0%
Agree	19	47.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.5%

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)	16	40.0%
Improving access to foreign language instruction, arts, and music education	9	22.5%
Supporting college and career counseling	22	55.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	18	45.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	27.5%

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	17	42.5%
Providing school-based mental health services and counseling	18	45.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	12	30.0%
Establishing or improving dropout prevention	8	20.0%
Supporting re-entry programs and transition services for Justice-involved youth	6	15.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	30.0%
Implementing systems and practices to prevent bullying and harassment	18	45.0%

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
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	37.5%
Establishing community partnerships	8	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	22	55.0%
Building technological capacity and infrastructure	14	35.0%
Carrying out innovative blended learning projects	9	22.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	17	42.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	27.5%

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

	Count	Percentage
Social and Emotional Learning	12	30.0%
Computer Classes	11	27.5%
Conflict Resolution	8	20.0%
Drug/Alcohol Awareness/Prevention	6	15.0%
English as a Second Language	0	0.0%
Health Classes	8	20.0%
Literacy Classes	1	2.5%
Math Classes	6	15.0%
Parent-to-School Relationships	13	32.5%
Parent/Child Communication	9	22.5%
Preparing for College	28	70.0%

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

	Count	Percentage
Parenting Workshops	6	15.0%
Social Media Classes	6	15.0%
Stress/Anger Management	13	32.5%
Understanding College- and Career-Ready Standards	24	60.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	9	22.5%
Agree	22	55.0%
Disagree	7	17.5%
Strongly Disagree	2	5.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	12	30.0%
Agree	21	52.5%
Disagree	6	15.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	22.5%
Agree	24	60.0%
Disagree	5	12.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	11	27.5%
Agree	21	52.5%
Disagree	4	10.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	2	5.0%

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

	Count	Percentage
Strongly Agree	12	30.0%
Agree	21	52.5%
Disagree	7	17.5%
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	14	35.0%
Checked my child's grades/assignments online	38	95.0%
Been in contact with my child's teacher	28	70.0%
Received a newsletter from the district, school, or teacher	17	42.5%
Worked with a committee or group on school or district policies	4	10.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	15.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	28	70.0%
Volunteered at my child's school	9	22.5%

I received a School-Parent-Student Compact which I read and reviewed with my child.

	Count	Percentage
Yes	21	52.5%
No	19	47.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	16	40.0%
Agree	21	52.5%
Disagree	2	5.0%
Strongly Disagree	1	2.5%
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 and libraries.

	Count	Percentage
Strongly Agree	16	40.0%
Agree	23	57.5%
Disagree	1	2.5%
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	15	37.5%
Agree	23	57.5%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Covid-19 and Distance Learning

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	9	22.5%
To great extent	17	42.5%
To a moderate extent	13	32.5%
To a small extent	1	2.5%
Not at all	0	0.0%

COVID has had a negative impact on me socially, emotionally, and/or mentally.

	Count	Percentage
Strongly Agree	3	7.5%
Agree	12	30.0%
Disagree	12	30.0%
Strongly Disagree	7	17.5%
Not Applicable or No Information	6	15.0%

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 Columbia High School feel that the school does a good job in offering extracurricular opportunities, providing necessary technology, and keeping grades posted and updated. One parent said, "Teachers are available to talk to parents." Respondents expressed the need for maintenance and updates to school buildings, changes to the school uniform policy, and easier access to speak with the administration. Another parent stated, "All students should be treated equally and fairly."



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Notes

Appendix A

Respondents to the survey were given the option for open responses.

Universal Respondents

Note: The following responses are not edited for content or spelling.

Please comment about how you would like federal funds spent to meet identified needs.

Anything that is useful and will help

I would like to have free dress code.

We need some more snacks and seasoning for the food dat the cafertira pepole cook because mannn

We need more access to mental and behavioral health resources.

hire more teachers

Getting more stuff to give to the nurse to help more students in need and witch class gives the stuff will have a party.

-Dyslexia Therapist -Assistants in each classroom (K-1) to help with small group, one on one instruction for struggling learners. -ESL -Additional behavior therapist for the the district - One is NOT enough. -Small classroom sizes for more effective learning.

I don't understand what that mean.

Sometimes have fundraisers for people in need

It could be spent to help improve the campus.

Most of the school food in inedible. There are many cheap foods that can be bought in bulk that taste better than school food.

Any resources available to help with educational needs.

Hire a Dyslexia Therapist and/or another Behavior Specialist

Get rid of Chromebooks and bring back school books for each subjects

Their are none but the Obama school food mayham.

i think that they spend there money good

i don't know

I want federal funds to meet identified needs by making school lunches better, adding a better variety of snacks to the vending machine, and touching up the school's break areas and parking lot.

none

Extra out door activities at break (volleyball net)

To help with the bathrooms and the rooms apperance.

sports, food

Appendix A

We need additional staff to serve our students who have special needs. Their needs cannot be met by being pulled for just a few minutes each day, or by being pulled and serviced while the same teacher is monitoring in-school detention students. We need more staff who can devote more time to the students.

I think it would be better to get better food for the school in my opinion

All bathrooms need to be better. Better computers. School needs pressure washing. We don't need zero calorie vending machines, put real stuff in there. disagree

they need to be spent better

Technology

I say that they need to spend stuff for school supplies for there children they are teaching.

Interventionists and Dyslexia Therapists

Better computers (mac books) and better teachers.

N/a

We could use them to fix up are break area.

I would like the federal funds to be spent on better technology. Getting better technology would not only improve students attendance but is more effective if it is done on technology.

More nutritious food, and supplies, and sanitary needs can be used regards federal funds.

They help me find what I am meant to do one day.

i dont know.

I DO NOT KNOW

Schools money need to be spent on what the school and students needs.

Provide resources and materials for the District-Wide SEL Curriculum.

To have a snack store.

Get math teachers that actually teach the students instead of having another teacher teach it, along with their own class to teach.

I think we should have longer break time and lunch time bc alot of people are slow eaters.

more play ground epitment

idk

Better technology for the students.

Need for ESL teachers to support English Language Learners who are not receiving services- especially those in the high school

N/A

I dont care its not my money

Improve the school breakfast and lunches.

High School Behavior Interventionist ELL Support Increase SPED staff

Directly back into the classrooms or after school programs

water day

i don't know

I would like to see an after school tutoring session for students. Maybe a 30 min. To an hour session.

idk honestly but just spend money on necessary things to help us to better in school and make it more enjoyable instead of miserable.

I would like to donate money for family's without homes, clothes, food and more.

better bathrooms

I think that it will help with the school

dyslexia therapist is needed, more assistants, more interventionist.

i do not on wut this is

Additional Counselor for each school along with a full-time interventionist

I think that the schools should use the money that they get to help the schools.

n/a

I would like school fess because it is important.

We need effective bullying prevention. The teaching capabilities are great.

bathrooms

I think we could use it to go on more field trips. East Marion schools re going to museums in Jackson while were just going to the movies and to eat. (no offense I'm grateful).

it should be sent to homeless shelters

Technically

more funds for the teachers

I feel like federal funds should be spent on more things for the students. I would like to see each class have a set of headphones, mouses for the student's laptops, outdoor equipment or even just items like basketballs, footballs, a volley ball net outside. Students also need a place for when it is wet outside or raining to be able to still have break so they are not cooped up in the classroom. So better outdoor equipment and options and more items in the classroom. I also think that each classroom should get an air purifier due to the amount of mold on the ceiling that keeps people sick and blinds for safety concerns.

it is okay.

Get rid of Chromebooks and bring back regular school books for each subjects

We could use money to improve field trip fees and get more tables outside.

Tutoring, communicating with students, mentality problems.

I think more money should go to teachers, so they don't have to spend money out of their own pocket on supplies for their classrooms.

It should be used to help grow the school when federal funds are available for example if there are extra funds at the end of the year change or fix something like more computers, better desks, and try to grow a good environment for people to learn in

Things for students.

IDK

Appendix A

More assistants to help with struggling children and children that are in need of intervention.

I believe that CHS would be 10 times better if federal funds would be put into the cafeteria food during lunch and breakfast.

Athletics

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provide better incentives for the teachers

WE need more recess time so we can stay healthy and fit not just at home school to

food

More books for students to read. Programs for students that are on a higher learning skill that will help the kids find they purpose. If school is boring the kids do not want to come to learn. Build an area for the kids to enhance skills for art, acting, chemistry, soccer, basketball, football, track and field.The kids should also be able to play with things that will help burn energy that is within them from sitting in the classroom all day.

Although this seems inapplicable, the only thing this school truly worries about is money and sports. No one truly sees reality as it is. Money is the only thing important to this school district deep down. This school is a loop of chaos. Columbia isn't a nice town to live in, crackheads literally roam the streets, there are gangs and certain parts of town you shouldn't go in, and the roads need fixing. Other parts of town, are so privileged that they don't associate with the public. Rich, white communities that don't associate with colored people, truly show their ancestors' instincts. If Columbia Schools weren't so worried about a hat or a jacket, people would have money to use on school functions instead of silly, stupid clothing. We live in a small, poor town. We are missing ceiling tiles, doors are broken off in bathrooms, and everything is unsanitary! If this school wasn't so worried about football season instead of how many dropouts this school has, maybe this town would go somewhere in life. Students don't have the motivation to come after-school because their

parents work hard and still don't have enough money to simply live life. Teenagers who live in this area are bound to labor, making it hard to get sleep or do any type of schoolwork. Your ACT score is extremely important, your GPA is important, and your grades are important! People need to wake up. Don't get me wrong, there are amazing teachers who truly care about students, but the problem is that it's less than half of them do. And you can't forget how teachers love to gossip about students behind doors instead of helping them out. The problem isn't money, it's you.:)

i do not know what this mean.

Peer tutoring- like a mentee program between Highschool and middle school

I would want them to spend it on sports jerseys

I would like to see federal funds spent on getting extra tutors and help at the school to help kids that need it.

I don't know what this mean

I feel like that some of the funds should go to the students as prizes, but we should also donate it to St Jude or to children with cancer or diseases.

I would like it to be spent on stuff like pencil grips and flexible seating. I also think you should use it if it is needed.

Paraprofessionals for general education teacher/classrooms for working with struggling students, working 1:1 with students in the classroom, etc.. Dyslexia

Therapist ESL Professional to work with students and help with parent meetings

Reduce classroom sizes Behavioral Interventionist/Therapist per school

More teacher and support staff....at the lower age the smaller we can get groups and the more support staff we can have the better we can serve the students better.

N.A.

I would like federal funds to be used towards kids that need more help like with food and clothes.

I feel that the federal funds should be spent on fixing up the gym a little bit because the air conditioner does not work properly and when it gets super hot or cold in the gym there is nothing we can do about it.

More on the art district or female sports

I would like them to spend the money on good things for our school

I think instead of funds going towards the football team it should go towards our education such as new computers, better systems to teach, and more effective ways for us to learn.

I think that the federal funds should be spent to improve and upgrade the school building, gym, classrooms, exterior, etc..

Invest in the people and the buildings. The buildings are in need of repair due to age and additions through the years. People are what make your district "the place to be".

No

By helping the community like putting money towards places that need to be fixed

Appendix A

Fix the buses.

no answer

I don't know

it will help students more understand other things

don,t know.

let us watch youtube

they're beneficial.

I don't really know

Help the students that's in need

Na

Help provide extra staff support members.

I think federal funds should be spent on better food.

I think federal funds should go more into the classrooms to be better spent on classroom needs.

I think the funds should be used to get every classroom new desks, Metal detectors at each of the entrance doors, some teachers should be listened to carry a gun on school property in case of a shooting, the fee for us to go on way better field trips that way we can see some things in person and not just hear about it, but most importantly I think the funds should rely on our safety first.

Before and After school programs. During school tutoring. At this level, intercession is ineffective and does not meet identified needs. No skills can be improved in such a short amount of time.

better food for lunch and afterschool

Hire more behavior specialists. One per school.

Gyghh

new stalls

Better school lunches the ones we have now are not that good and a school deep clean.

i think federal fund are to spent money on.

I would like the federal funds to be spent on the band. At least a little bit because we don't have a lot of money and we have to do our own fund raisers to get money for instruments and equipment.

An extra assistant hired to assist with interventions.

We could use another interventionist to help with Tier students, another speech pathologist, full time psychometrist

I think that it should be spent on new touch screen computers, printers, pencils, erasers, and other things like that.

They should be put to sports and school supplies.

Return all schools to normal schedules. Hybrid is causing our kids to fail on every level. Traditional schedules. 5 days a week. Traditional holidays and summer breakers. You're wasting to much time during the year on short schedule weeks!!

These funds should be spent on student requirements

I feel as though instead of just waiting on the school to give us money for sports bands ETC we should have more fundraisers like the baseball team do that way we can get stuff that we need or also want.²

in art

I don't know

better school lunch

Dyslexia therapist

na

I feel like our certified teachers can better answer this question

We need need a new gym some new jerseys improve lunch

I would like federal funds to be spendened on a new gym floor.

i dont know

I don't understand what this means.

any way

Anything they will help my children be ready for college

non

i would think we might need it and kinda not.

I feel like school funds should be spent on better stuff for the schools and classrooms and the teacher should get highlighters and extra pensions and erases and better computers and better desks that can fit all sizes not just for skinny people.

We need to do a remoled the school and make it look nice more outside equmient better bathrooms

fix the school

I would like funds to be spent on heavily reducing drug usage in our schools. It's a plague that has gotten on my nerves ever since a friend got hooked on nicotine products.

To make sure the school is up to date, a little more school functions for the kids to do at school such as a Halloween festival, Valentines Dance something like that.

Better things for the gymnasium.

I think federal funds should be used for more field trips to help us kids learn more about the outside world. For example, we could visit the Musem in Jackson about slavery, which I have good reviews about it from many other schools.

After school tutoring.

Any money spent should focus on our children's education 100%. Making sure teachers are properly teaching our children and training to give actual materials and quizzes to match. Learn that all students learn different, some have learning disabilities, not all get it the 1st time. Learn to Work with these kids and not keep pushing more and more

more free time

Appendix A

Federal funds should be spent on something to get students more excited to come to school. I honestly do not know what that would be, though.

I don't now what that means.

Need something in place for teaching children not to bully

when our school gets money they should use it for the students

Implement how to budget money, learn investing, life situation class, abstinence programs, paid summer work programs, swimming class, understanding credit and leadership skills

To pay for things that students cant pay for such as field trips, sports, and any other thing that some students cant pay for but only for those who can't afford it.

Lockers

I believe we need more behavioral support for students who have high needs in this area. We have one behavioral specialist that splits her time between 4 campuses, so all she can do is address problems, not be proactive. This could also help with teacher retention & mental health. As well, our students have greatly benefited from the hiring of part-time tutors who can pull out students and offer instruction to students based on their skill deficits.

I dont want any school funds spent i would like to have some extra break and some time on my phone.

ion know what you mean

on lunch

Would love to see something in place for students with Dyslexia

Better food, better classroom environments, better computer and technology, and more teachers like Ms Archer, and better paychecks for our teachers so we can do more in our classrooms.

Help under previous children

I try to be apart of everything my child has at school wheather it's parties r whatever it may be.

I do not know

We need more foreign language teachers and art teachers

I don't really know.

Money should be used to help the children of the community and ones that aren't as privileged be able to learn all at the same level

Funding for school nurses and assistants to have a pay raise. They go above and beyond for our students and do many things extra (not included in their job titles) to help the betterment of our students and staff (emotionally and academically).

To pay the teachers more where they would quit leaving.

I think that the funds should be spent on better food.

I think that it's a great idea. We need more resources to learn the correct way.

federal funds should be spent on new bathrooms, and the school in general.

The school is dirty and it needs a deep cleaning, repainting, more outside equipment.

More one on one learning for kids with disabilities.

I like them it helps us raise more money

I would like the funds to go to the SPED resource room for the more severe SPED children. I would love to have a dyslexic tutor at every school.

i like school

We have sufficient funding already.

We need a new gym, and new up to date technology.

Federal funds need to be spent on break activities other than basketball.

better school food

Extension of the arts (dance/choir/visual).

bring our phones to school and play on them

Bigger lunch portions and faster computers that don't require you to sign in every time.

I feel that federal funds that are spent to meet identified needs are useful for most people and maybe some parents in this school.

This school needs to listen to parents and offer more testing when kids show learning issues.

To improve the basketball court outside.

Agree

A dyslexia therapist is much needed at the primary school.

I think the funds should be spent on the school like to help by books, and computers, and pencils, and other stuff needed for the classrooms.

None.

better food

Offer saving, spending and budgeting money, investing, stocks, CRT, teenage pregnancy prevention, poverty prevention

as I see it our schools already have the correct terms of standards

Federal funds spent could be helpful in many ways like more school supplies for children and, more physical activities like outside on the playground there could be more stuff added to it. The property could be added like touch screen computers, etc.

I think they are good.

The federal funds can be spent in many ways, help the parents who can't afford their child's clothes etc..

Federal funds should be spent to meet the needs of the students, faculty and staff. One way in particular is hiring a Resource Reading Teacher, who specializes in Dyslexia. Many students struggle in the early years only to continue having the same struggles as they matriculate in school, if they do not receive the proper help.

i think we need more activity's going on

For the sports

A full time Nurse on every campus

I do not know

Appendix A

to donate

Better class books and teacher assistance.

School supplies

new NEEDED equipment

I would like funds to be used more on college preparation for junior high. Allow at least 2 course during the summer starting after the 6th grade to help them get ahead. So by the time the child graduates high school they will have the option to be atleast finishing up or close to completing their freshmen year of college upon graduating high school.

They cost so much for one item

I think the federal fun should be spent on what is necessary to meet identified needs

We need more special services staff in order to better and more effectively serve the children that receive these services.

Hire more teachers

Get rid of Chromebooks and bring back school books for each subjects. And since every school around us is back in regular clothes. Let's get rid of uniforms.

I don't know.

NA

to make the school better

I would like federal funds to be spent on better technology for students. Because our computers are getting very old.

We need a certified dyslexia therapist in our school. We need full time paraprofessionals in Pre-k to 1st grades to offer more in class tutoring/small group/1-on-1 help to struggling students and for behavior issues. We need a ESL professional that can speak Spanish and work with Spanish students/families and translate for meetings when needed.

More activities like learning activities.

Better break area.

I would agree with how federal funds would meet identified needs.

if you are absent you can not go on the field trip?

It should be spent on the students for college expenses, or for whatever they decide to do after high school. It's motivational for the students. They will definitely do well each year on school if they know there is a reward in the end. There should be a savings account recorded for each student that graduates. If the student drops out, there funds are declined. They should earn points from academics, their behavior and etc...and the points turn into money (count as money) and is totaled out at the end of each school year until the 12th grade. It is carried on from one school to the next when they switch from elementary to high school. That amount will go towards college fees when they graduate and when they have to pay tuition for college. If they decide to work or whatever their plans may b, the funds will be used for that. That is their reward.

I think that it should be for the school to improve and we can go on much more field trips or it can help make that school better.
sports equipment

Funds can be used at school to buy thing and get them fix.
to help improve the school more

I would like to see federal funds spent to provide needed education for students with very limited English language skills. Right now there is at least one high school student who had been attending CHS for years and she still has no help outside of the normal classroom. She doesn't understand what the teacher and students are talking about and she cannot complete her work. She and others like her need help if we are going to live up our motto, "Education excellence, every student, every day."

More teachers and smaller classes Students need bodies not tablets.

T awards the school property,doing fun things for the students.

Fixing up all the broken things in the school.

We need dyslexia therapist

I think think they use the money in the best way they van to help the school

To remodel the school in the summer time.

I think that they should be spent on the things they we need for the school.

Better food

I feel like we should get more break things like for volleyball and more.

I think that it could go to a dance time. i know from me I would love a dance time.

No

Need more food

I believe we would need to use the funds on something like getting new picnic tables due to the ones given to us are not in a placement that can be used at all. Other than the use of it being picnic tables I would not have any different ways to use it.

i dont really know

in track

Young boy teachers, better school food, and better paychecks for students.

Better food or feildtrips

better technology from the school

We need to add more SPED teachers. Our SPED students are not getting the time their IEPs says they are getting, because there isn't enough teachers to be able to properly serve that many SPED kids. I believe we need to have a school nurse at each school. Every time we need our nurse, she seems to always be at the primary taking care of something. It is too much for one nurse to service two schools.

Jefferson middle school needs new football jerseys and pads.

I'd like to see homeschoolers welcomed to do part time public schooling or welcome to participate in extracurricular activities. Especially in middle school

Appendix A

so if they choose to transfer to high school they'll have the necessary credits for an easy transition.

i dont now

The teachers can let people write down their problems and they should really read it

i wold like it

More non-certified support staff, the more hands the better. More teacher assistants so they can have one in each room, and funding for some to stay afterschool if wanted/needed. Possible addition of dyslexia therapist to help the growing number of students who have dyslexia or are struggling with language-delays/development.

What's a beast to a dinosaur pterodactyl.

They should be spent on more field trips too places like Laurel and Golfport.

We could use the funds to update the 6th and 7th-grade girls' bathrooms because they aren't big enough.

More legitimate professional development opportunities for ALL teachers.

I feel like we have plenty of funding.

building repairs

Stop wasting money and get paper.

I would really like better break and recces equipment, and also just a better environment.

Programs like Dubard and 3D

art supplise and coloring pictures

I believe that most of the school's federal funds could go to better playground equipment.

happy

field trips.

for recess and touchscreen computers.

just stuff to help teach us

more learning programs

I would like federal funds to be spent on what the kids need.

Hejnf

Provide a workshop for parents and students to explain the "how to" on registering and enrolling in learning opportunities after high school. Vocational or academic.

Updated annex bathroom. Parking lot. The band practice field should get upgraded for better performance and winning. Mac books/ Better laptops!!!!!! The white building has mold around the windows.

gym

No comment

1. More personnel 2. More individualized curriculum resources (I-Ready, IXL, Study Island)

i will good

On improving the soccer program

Due to the increasing need for individual student attention, I would like to see the district hire more quality para professionals equipped to reinforce quality of instruction through applied differentiation, provide individual assistance to students who require additional supports for social/behavioral modifications, and general classroom management assists.

Facilities need updating, our building is quite old and we encounter problems related to that age of the building.

Better food or better field trips.

Better bathrooms. Fix the tile and the design, please. they are just so bland and make me think it is a prison.

new stuff like computers,ipads, or even better quality clothes for sports

To sports and schools food

I would like for them to be spent on the school and students in general thanks it is ok

i think we should get better computers

Pay less money for one thing.

Mental health and easier access to get IEP and other testing done

no

more activities/ demonstrations

the bathrooms, better computers

More special education teachers

i dont know what you mean

Better food in the cafeteria/ BIGGER PORTION SIZES!!! Better computer for the students.

Better basketball hoop and better band equipment such as base drum carriers.

Building updates

Dyslexia Therapist More SLP's

on better the cafeteria and giving better portions of food

School lunch

The federal funds can help support a Dyslexia Therapist, assistance in Per-K to first, and a ESL professional Spanish for our children and parents. Building repaired needs for windows, bathrooms on the first grade hall and gym for rainy days.

I would like the funds to be spent on more clubs and different extracurricular activities, and on improving school lunches.

People get a good amount of money.

more footballs and other outdoor stuff

better vending machines snacks

I don't know what that mean.

I think the continuation of before and after school programs are essential to meeting our students needs.

Appendix A

Hiring more assistants school wide to assist with intervention and other classroom needs.

I don't know what that means

Provide more opportunities for parent workshops on technology, the College and Career Standards, and diploma routes.

I would like school funds to help improve our school we could through a fun run so we can raise money and have a good time

My daughter has a learning disability and one accommodation that was recommended was a \$4000 ear piece to be worn by her and a microphone to be worn by the teacher. Funds should definitely be used on those type of accommodations for children who need them.

not sure what you mean

I would like for there to be more study guides involved. Also home work for older kids not just K-5.

Better Staff, Better education system, and spend more on choir and things that aren't sports. Fun assemblies/ activities that the students vote on because the recent ones are quite horrible and time-wasting. No one really, truly wants to participate in them.

nope

Better food and Mac books for the students.

I like the needs

I could care less

good

It's good gives the school money they can spend on things we need.

Gym

To be spent on field trips and donate some to coach porter

We need a school nurse at EVERY campus!!!! It is too much to have two nurses running between 4 schools!

yes

I have no opinions on this.

resses

More money going to the food in the school for better quality, along with a larger budget for the CHS Fine Arts dept. More musicals, bigger stage, casting agents/broadway scouts should come see shows. Also we would like to compete in theatre competitions like JTF.

New school equipment.

Better food.

The funds should be spent on dyslexic tutoring and a resource room for severe SPED students starting at the Primary school.

I definitely think that nutrition and health are extremely important topics that need addressing in our community. Overall health and wellness is 100% linked to our diets and our lifestyle habits. Our children learn by example, and unfortunately for many of us (young parents/ late 20-early 30 generations) grew up in the "easy" meal food group (microwave pizzas, corn dogs, ramen

noodles) and do not “know” how to cook healthy or even what is considered “healthy” with so many conflicting articles on the internet. If part of the budget was put towards a FAMILY wellness class with focus on nutrition, diet, exercise and overall wellness, I strongly feel like it would positively impact our students overall health. Kids would come to school with less stomach aches from the junk the parents are feeding them (I’m guilty of this, sometimes we just have to do what we have to do) and when we feel better we focus and retain what we are learning better.

The school has a whole needs a gym or area inside or closed in to use during rainy and wet days. We need more restrooms on the first grade and Kindergarten hall or remodel the ones we currently have.

I do not know this

I would like funds for better food.

better laptops, upgrade classrooms, better lunches

Nicer computers

we should be in the gym more cause we like to shoot basketball.

We are in desperate need for more teachers/staff members in our special services department.

I would like to have more sports such as wrestling and just more classes in general.

Bigger and better lunch portions and free teacher lunches.

I would love for that money to be used for an interventionist. We have lots of kids with severe needs. One person is not enough to help with the low achievement gaps we are seeing in todays kids. We do not have an interventionist for kindergarten students, where foundational skills are key, nor does one person need to try and service the entire academic population. The tutors we have gotten certainly help, but there needs to be more help for greater growth.

I feel that federal funds should help the cleanliness in bathrooms and more hands on activities for the classroom.

For new football jerseys, equipment and warm up shirts just like yall do for every other sport.

Well all the money has been going to the sports part of the school, but not all sports mostly just football, baseball, and softball. Which is not fair especially since softball has not had the best seasons. Another thing would be to upgrade the schools a little like JMS needs to have a little work, same with CPS and CES.

Better technology.

The school needs a deep clean, new paint, we need to redo our bathrooms, and more outside equipment.

Instead of putting it all in this ACT stuff put it into our bathrooms. They're disgusting.

Better food. The food is not always the best.

Appendix A

We need more behavioral therapists and occupational therapists to help with some of these increased needs.

I feel that federal funds need to be more focused on maybe the school lunches, because it is a rare occasion that everyone eats and likes a school lunch, and most can't take a box lunch to school every day.

I feel we should have an outdoor break area remodel get a volleyball net outside, and put another basketball net on the other side. I also think we should try to get some new white boards and desk and supplies in the classroom. I think we also need some new cheer things like pom poms and new mats.

ionk im js here to learn

Band practice field bathrooms annex the student parking school computers better food at lunch, better break areas that are not muddy

Parents

Note: The following responses are not edited for content or spelling.

Please comment on the changes you would like made to the Parent and Family Engagement Plan and comment on how you would like to spend Title I Parent and Family Engagement funds.

Spend it on activity for students in the school, like for holidays.

Return all schools to traditional schedules. Hybrid is killing my kids education. Please stop now!

I'd like a parent orientation on how to find information on the internet, handbook, calendars, etc. What information is available to parents. Also meeting with parent and child in the high school on students classes each year. Have a paper to check off requirements yearly. May need to start with jr. high. Parents are not informed. A lot of grandparents are raising the students and are not informed of changes in school.

phones we can have out in school

I would appreciate if the grades were posted on time and all the grades were updated

More activities the parents can volunteer for and supplies for the classrooms

If the compact is the same as the hand book then no changes at this time are needed. Funds involving parents should be used to help seek assistance for their children. Example, help to find tutors, pay for online help to build children who need it.

I'm not sure

N/A

Well, not all parents can volunteer- full time working mom here- I would like to see family engagement events on weekends or Friday afternoons

Would like for the school awards to be at night occasionally for some reason they're always during the day and some parents can't take off work during the day so we just miss out seeing and being there for our childrens awards days and such all because we aren't one of the rich families where the Mom and Dad don't have to work

I would like to see programs or projects implemented that involve parent/student/teacher participation. I do not feel comfortable visiting our high school. Being a retired teacher myself and teaching in another state/district that wholeheartedly encouraged parent involvement I was disappointed to find our high school to be cold and uninviting.

Na

There is way too much dependency on computerized tests, especially in math. Often times, the answer may be close, the work may be correct, but there could be a typo, a skipped problem, etc., and it's simply incorrect. The problem I have seen repeatedly is that even with a failing grade on a test/quiz of significant importance, there is typically no follow-up to work with parents and help them understand specifically how they can help their child improve. Having so much computerized in the classroom takes control away from teachers and hinders them in some ways, from being able to pinpoint areas that need improvement, as well as takes away the personal discernment that only a teacher can have, not a computer.

Educating parents on how to properly use and navigate canvas

I don't really know of anything.

I would like the parent engagement funds to be spent on programs and projects that parents can do with their kids.

NULLNOEXIST

Less State tests. NO COMMON CORE!

I only see what happens when the children are in my custody. I wish there was someway I was informed regardless, as I am the more involved parent.

None

Implement some standard of how to schedule and or communicate with staff. As of now there is no standard and staff has no accountability to the parents for the jobs they are supposed to be doing.

yes

Classes parents can take with their child. More father involvement. Something like Campfire Curriculum.

I have no problems here. Parents and grandparents are always welcomed Parent and Family Engagement is wonderful. I love my son's teachers. They are very involved and caring.

Appendix A

In the day we live in I realize that social media has taken the place of most communication between school and parents. I would like schools to be more personal in their contact with parents. I don't like hearing about things on Facebook.

Didnt get it

JMS has done a wonderful job this year involving parents. One in particular that I thought was great was the Picnic with Parents. I would love to see that more throughout the year.

Would love stuff to be later in the day

N/a

Better resource material to teach the students with