

COMPREHENSIVE
NEEDS ASSESSMENT

COLUMBIA
SCHOOL DISTRICT

2024

COLUMBIA SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2024

Survey and data analysis conducted and compiled by
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COLUMBIA SCHOOL DISTRICT
Dr. Jason Harris, Superintendent

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SECTION 1

Columbia School District Profile

Introduction

COLUMBIA SCHOOL DISTRICT'S CENTRAL OFFICE is located at 613 Wildcat Way in Columbia, Mississippi. In January of 2024, the district housed one thousand six hundred thirty (1,630) 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 Columbia School District, led by Superintendent Dr. Jason Harris, emphasizes unity and collaboration, echoing



Walter Payton's sentiment: "We are stronger together than we are alone." The district prioritizes excellence in education, boasting a faculty with advanced degrees and a student-to-teacher ratio of 11:1. Their commitment to community is exemplified by the recent inauguration of the Walter Payton Field at Garner Stadium, symbolizing the bond between the school and its alumni. With a focus on nurturing future leaders and fostering Wildcat pride, the Columbia School District is dedicated to building a strong community through strong schools.

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, socioeconomic status, and gender.

GOAL 3: Attract and maintain quality and diverse staff.

GOAL 4: Ensure a safe, healthy, and positive K-1 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)

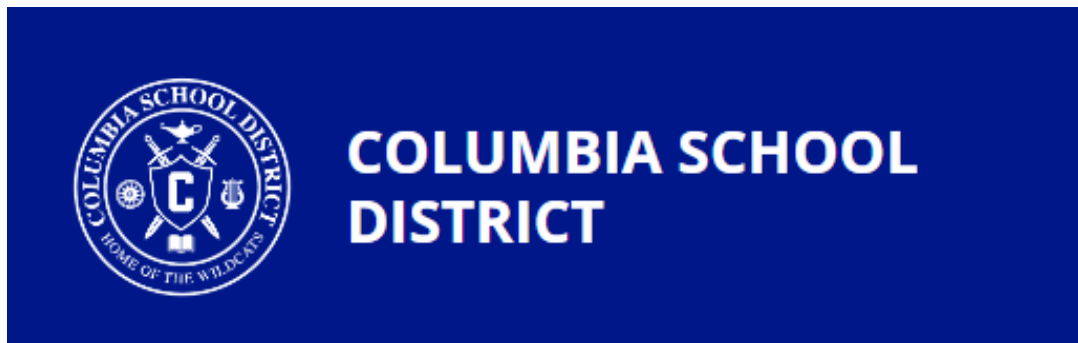
Community Characteristics

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 2023, 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 experienced fluctuations over the past five years, with varying trends observed across different grade levels. Overall, there has been a slight decline in total enrollment, from 1651 students in 2020 to 1630 students in 2024, reflecting a net decrease of -1.3%. This trend is mirrored in certain grade levels, particularly kindergarten and grade 1, where there have been notable decreases in enrollment numbers.

COLUMBIA SCHOOL DISTRICT ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	1651	1635	1573	1646	1630	
PK	*	*	*	*	63	
PK_SPED	*	*	*	*	*	
K	142	122	129	138	118	
ELEM_SPED	*	*	*	*	*	
GR_1	116	144	130	121	134	
GR_2	95	108	132	140	118	
GR_3	124	98	100	137	138	
GR_4	135	134	101	103	129	
GR_5	118	125	125	98	102	
GR_6	123	113	111	132	94	
GR_7	143	119	113	120	136	
GR_8	114	146	104	120	127	
GR_9	125	114	162	109	127	
GR_10	136	120	95	155	103	
GR_11	110	129	93	106	144	
GR_12	104	102	115	99	97	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 1: District Enrollment

COLUMBIA SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP		2020	2021	2022	2023	2024	TREND
ALL	ALL	1651	1635	1573	1646	1630	
GENDER	FEMALE	793	802	754	786	760	
	MALE	858	833	819	860	870	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	777	773	730	777	736	
	HISPANIC OR LATINO	33	*	29	30	34	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	21	31	36	39	44	
	WHITE	806	791	771	790	807	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Columbia School District's average daily attendance (ADA) compared to total enrollment (excluding PK) exhibited a slight downward trend over the three-year period from 2021 to 2023, declining from 89.7% to 88.1%. Despite this decrease, the district maintained efforts to address chronic absence rates, which remained below the state average throughout the period. Notably, chronic absence decreased from 20.7% in 2021 to 23.9% in the state, highlighting the district's commitment to fostering a positive learning environment.

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.

School Attendance

- ✔ Research shows that regular school attendance is crucial for students' academic success and overall development.
- ✔ Chronic absenteeism, defined as missing at least 10% of school days, can significantly impact a student's academic performance, social skills, and emotional well-being.
- ✔ It is essential to prioritize attendance in the early elementary years to ensure that students build a strong foundation for future achievements.



COLUMBIA SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	1466.9	1419.7	1449.7
K	114.8	122.3	124.8
ELEM_SPED	1.0	0.9	0.9
GR_1	140.2	127.4	112.6
GR_2	103.6	127.6	132.4
GR_3	96.0	94.4	127.9
GR_4	125.4	94.5	96.7
GR_5	117.4	119.1	90.7
GR_6	109.2	106.3	120.4
GR_7	109.0	109.6	110.2
GR_8	138.0	98.8	108.7
GR_9	105.1	143.5	100.0
GR_10	103.4	86.6	138.0
GR_11	112.5	82.9	89.9
GR_12	91.4	105.6	96.4

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 3: District Average Daily Attendance



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.

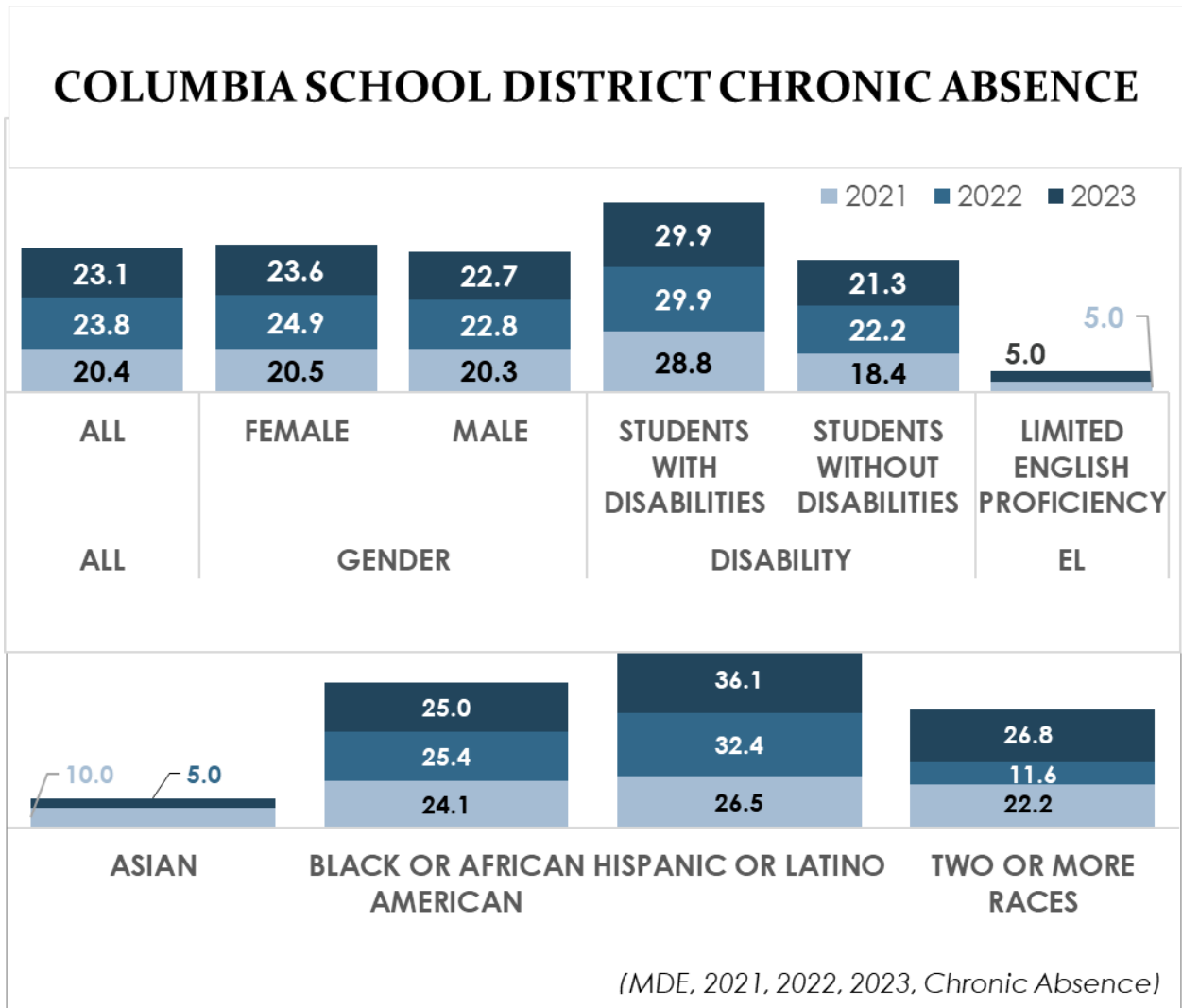


Figure 4: District Chronic Absence by Demographic Group



Accountability

TAKEAWAY:

Between 2022 and 2023, the district saw fluctuations in academic proficiency across various areas. While there was a marginal increase of 0.1% in reading proficiency, math proficiency experienced a decline of 1.9%. Growth percentages for both subjects declined, with reading growth decreasing by 3.5% and math growth by 6.4%. Notably, there were significant improvements in science and U.S. History proficiency, with gains of 11.9% and 11.7%, respectively. Additionally, college and career readiness measures showed positive growth, increasing by 6.3%. Despite these overall trends, several demographic groups experienced a loss in proficiency during this period.

ACCOUNTABILITY MEASURES

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.

According to a press release from MDE in September 2023, 87% of schools and 91% of districts earned a grade of C or higher in 2023. “The grades are an improvement over 2021-22 when approximately 81% of schools and 87% of districts were rated C or higher. In 2016, when the Mississippi State Board of Education set a goal that all schools and districts be rated C or higher, the percentage of schools and districts meeting this goal was both 62%” (MDE, 2023).

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY RATING

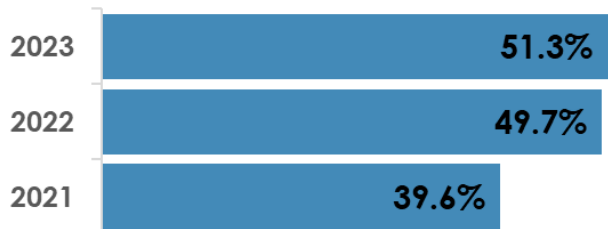


(MDE, 2021, 2022, 2023, Accountability)

Figure 5: District Accountability Rating

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 6: District Accountability: Reading



COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 7: District Accountability: Math

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY:
SCIENCE

SCIENCE % PROFICIENT

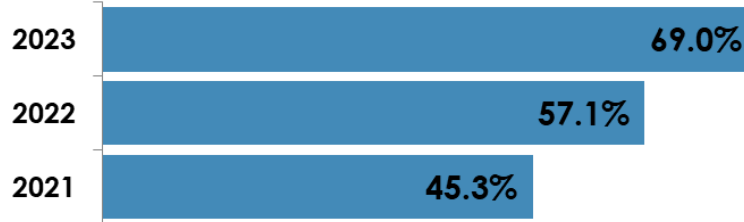


(MDE, 2021, 2022, 2023, Accountability)

Figure 8: District Accountability: Science

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

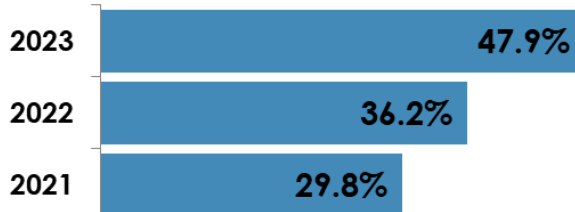


(MDE, 2021, 2022, 2023, Accountability)

Figure 9: District Accountability: History

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION



(MDE, 2021, 2022, 2023, Accountability)

Figure 10: District Accountability: Advanced

College and Career Readiness is the percentage of high school students who met the ACT benchmarks for English (18) or reading (22) and for math (22), or earn a Silver ACT WorkKeys Certificate with a CTE pathway completion or industry certification, or a Gold or Platinum WorkKeys Certificate.

Acceleration refers to the percentage of points earned for a combination of student participation and performance in accelerated courses (Advanced Placement, Dual Credit/Dual Enrollment, International Baccalaureate, Cambridge, and Industry Certification).

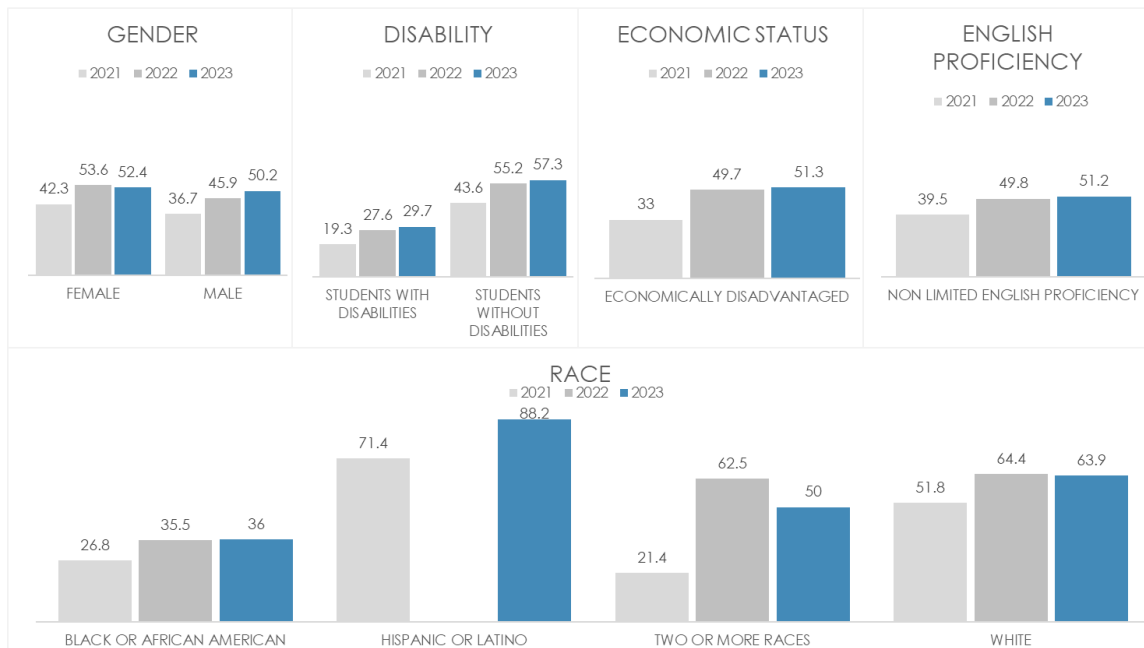


Columbia School District Profile

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 BY DEMOGRAPHIC GROUP: READING

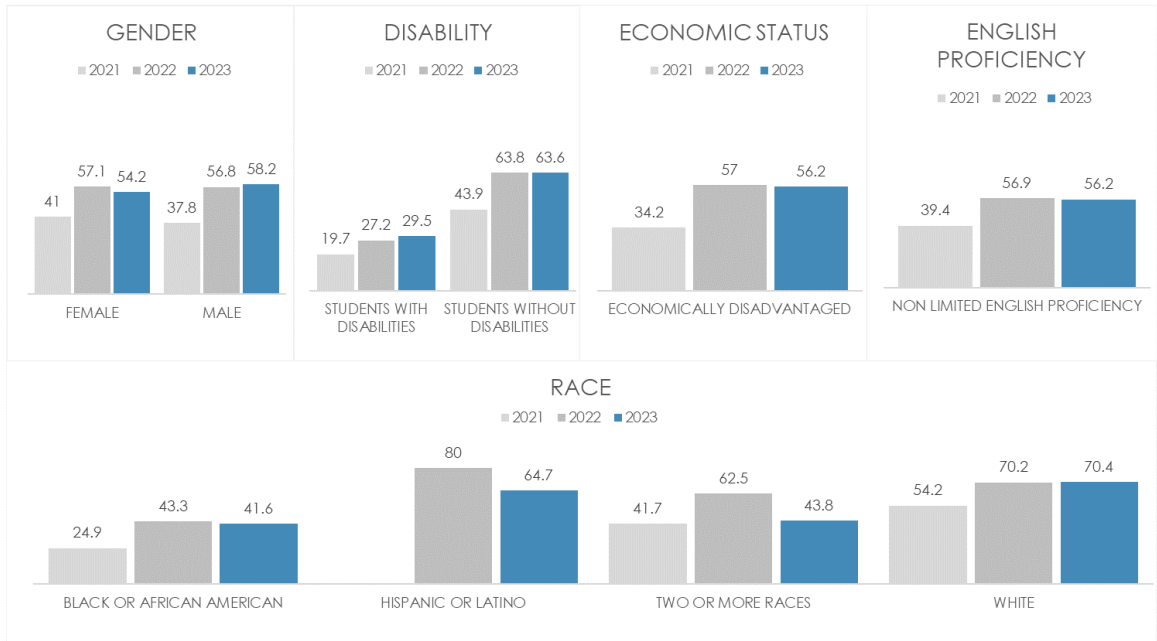


(MDE, 2021, 2022, 2023, Accountability)

Figure 11: District Accountability by Demographic Group: Reading



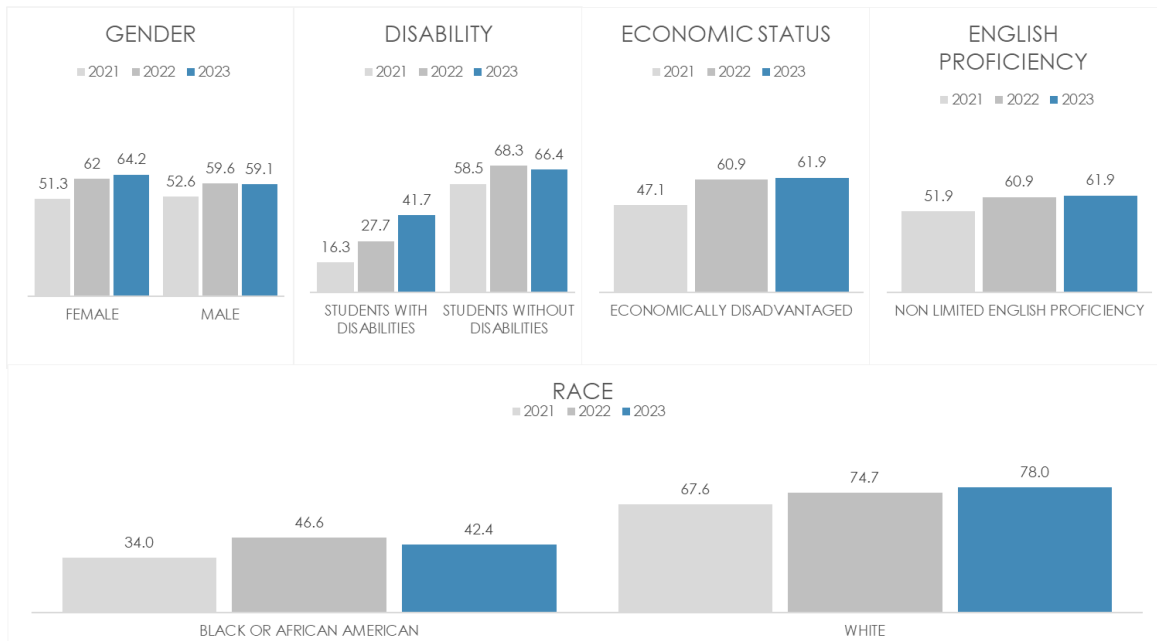
COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH



(MDE, 2021, 2022, 2023, Accountability)

Figure 12: District Accountability by Demographic Group: Math

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE



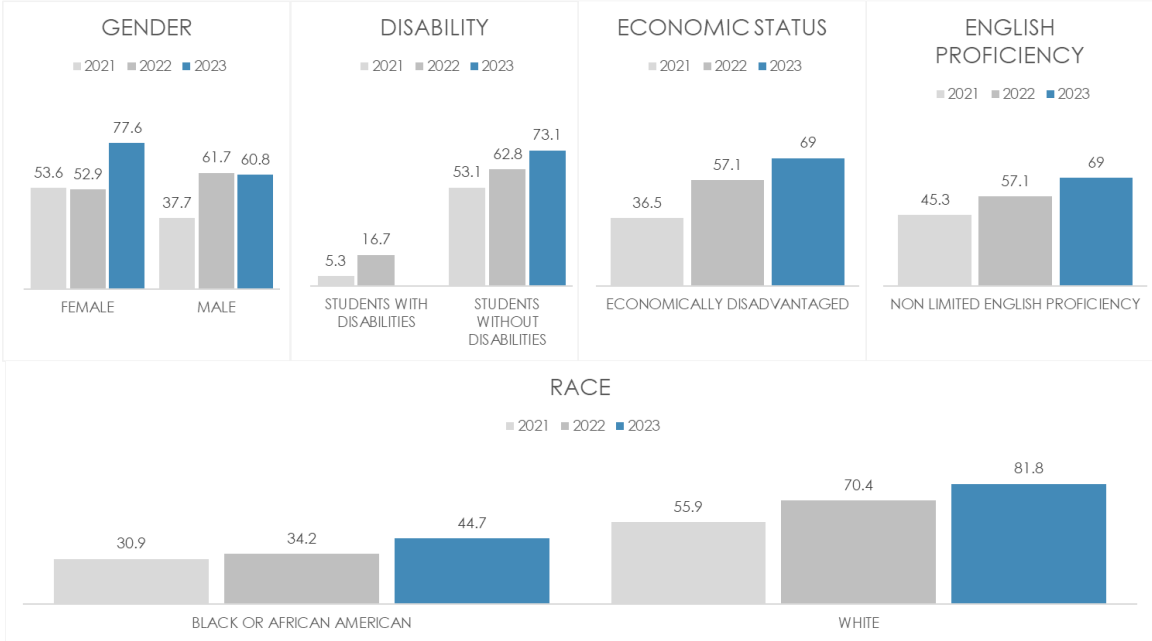
(MDE, 2021, 2022, 2023, Accountability)

Figure 13: District Accountability by Demographic Group: Science



Columbia School District Profile

COLUMBIA SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: HISTORY



(MDE, 2021, 2022, 2023, Accountability)

Figure 14: District Accountability by Demographic Group: History



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)

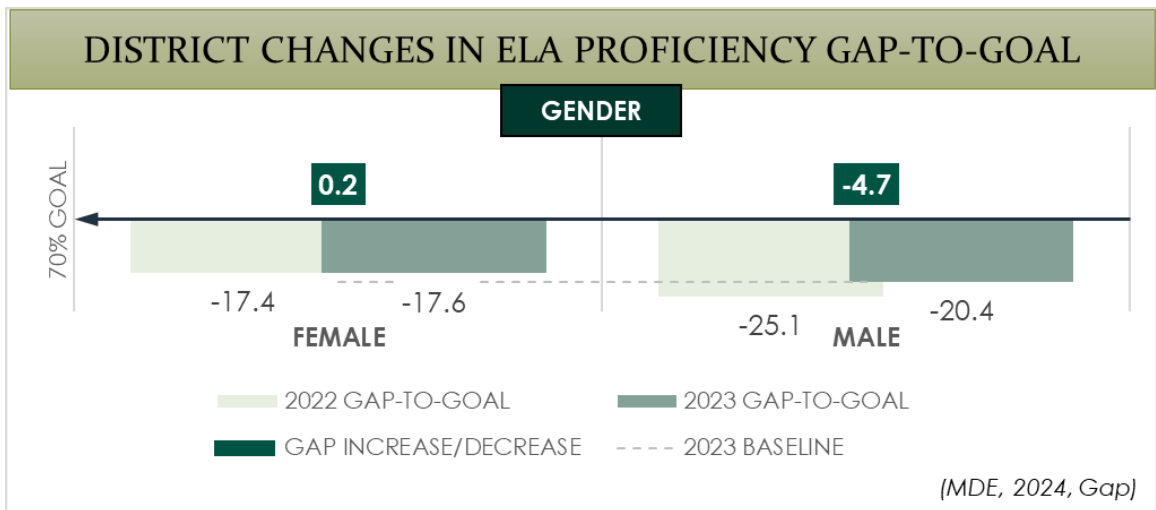


Figure 15: District Changes in ELA Proficiency Gap-to-Goal by Gender

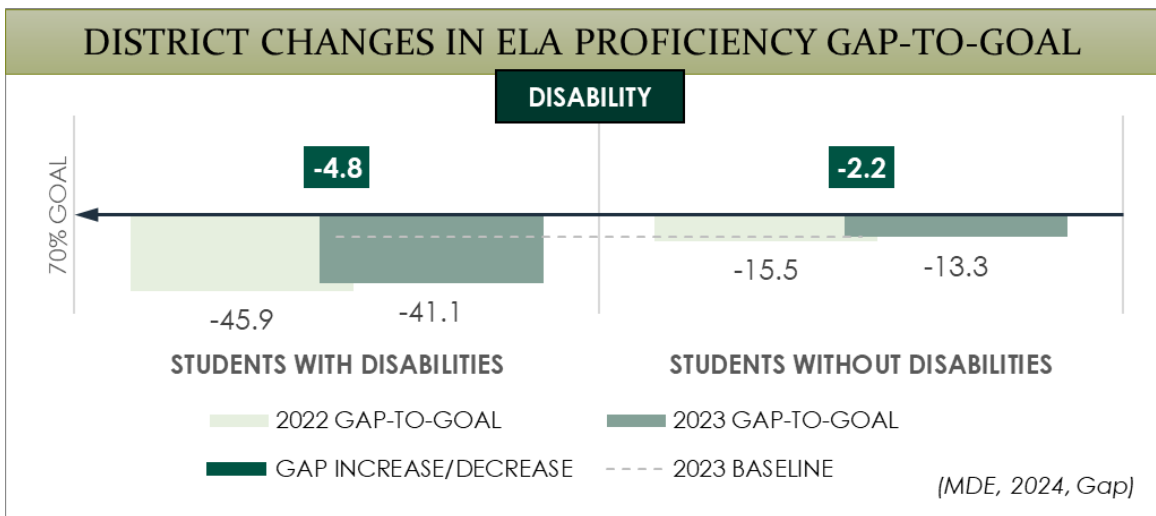


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Disability



Columbia School District Profile

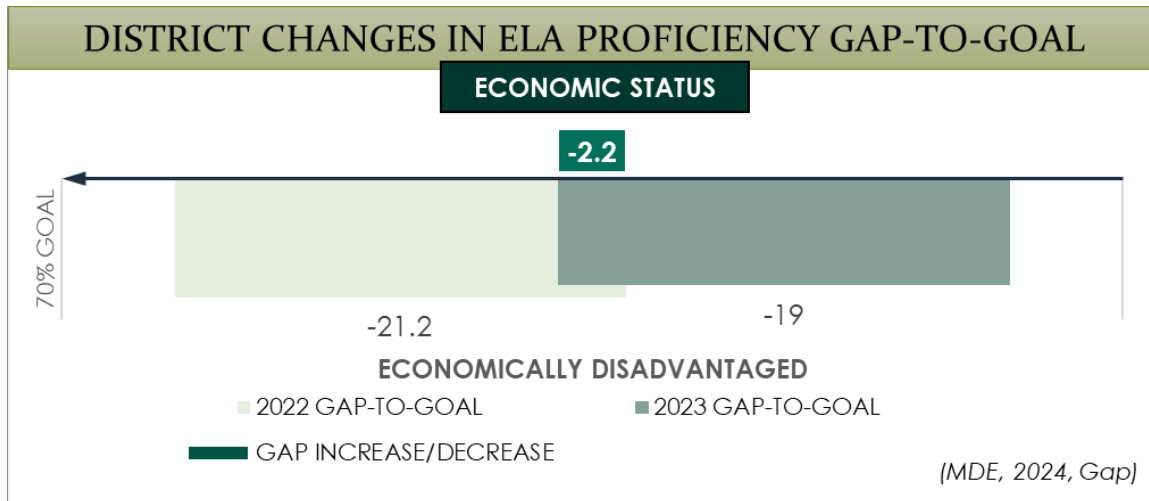


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

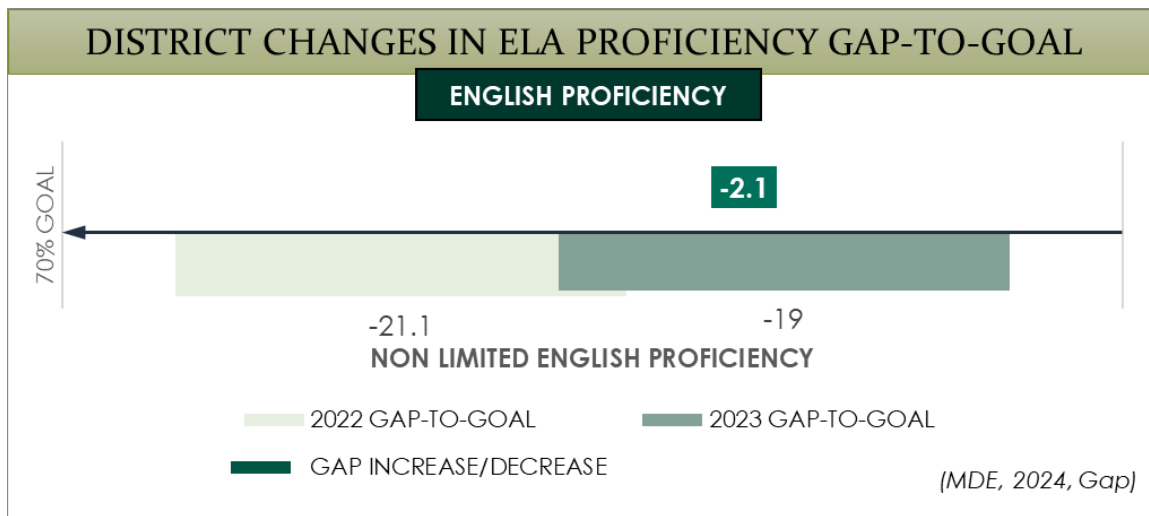


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

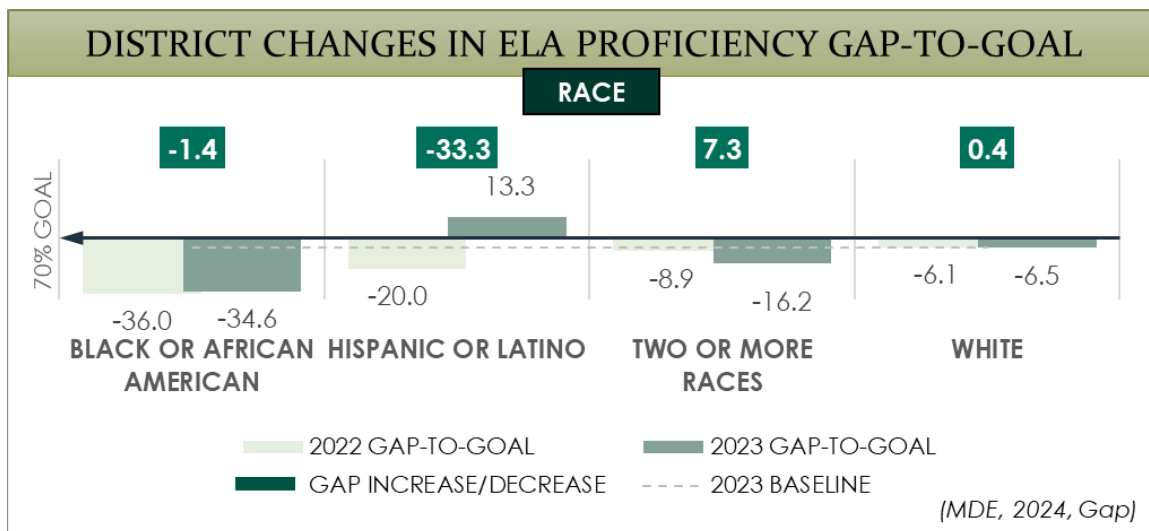


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by Race

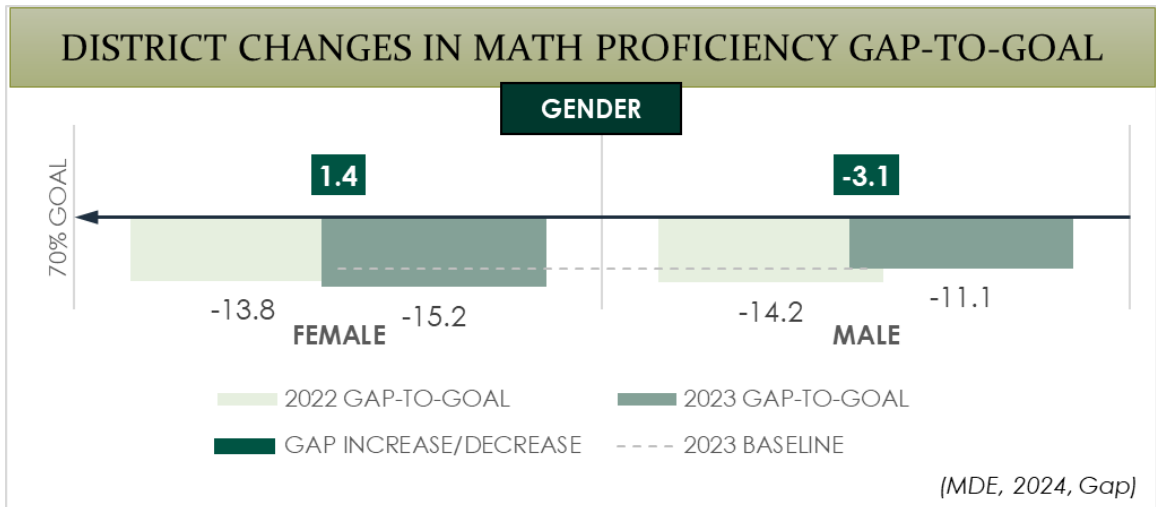


Figure 20: District Changes in Math Proficiency Gap-to-Goal by Gender

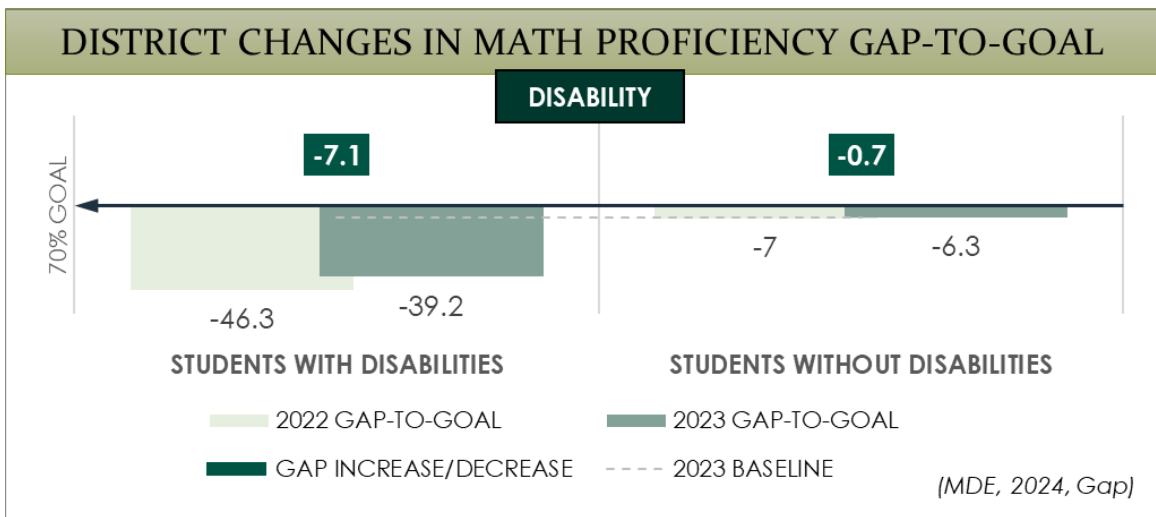


Figure 21: District Changes in Math Proficiency Gap-To-Goal by Disability

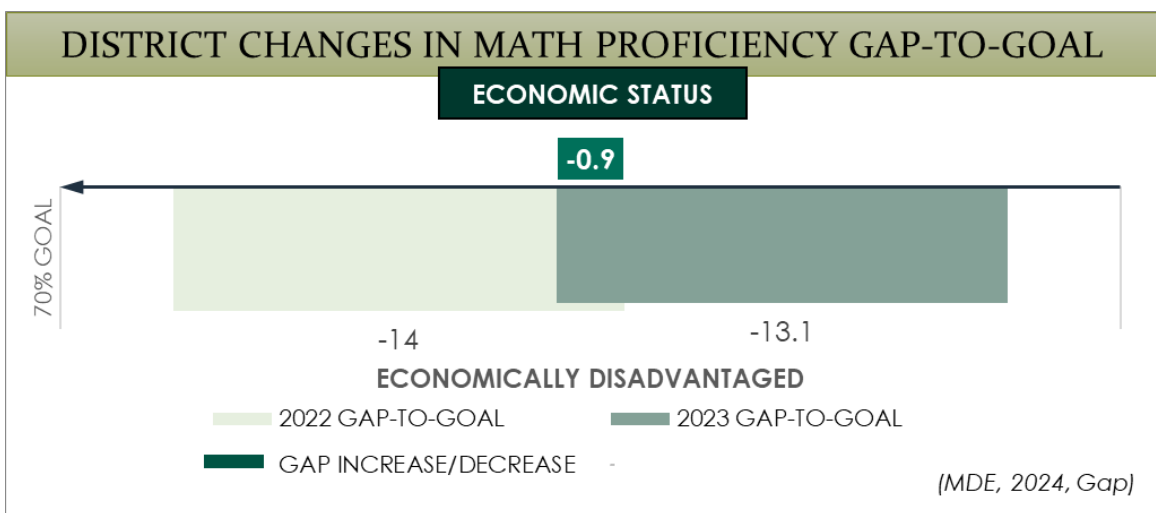


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status



Columbia School District Profile

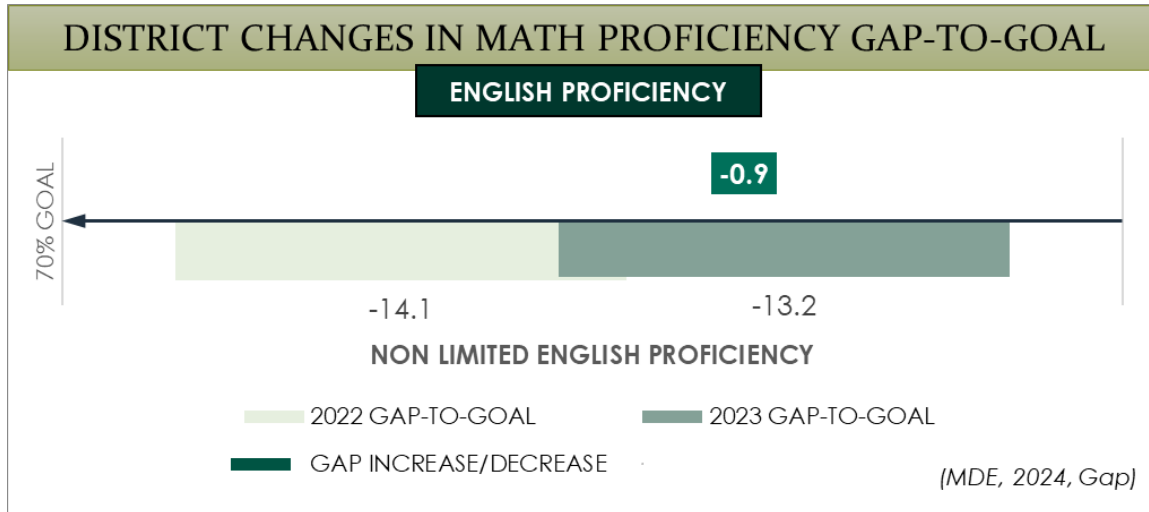


Figure 23: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

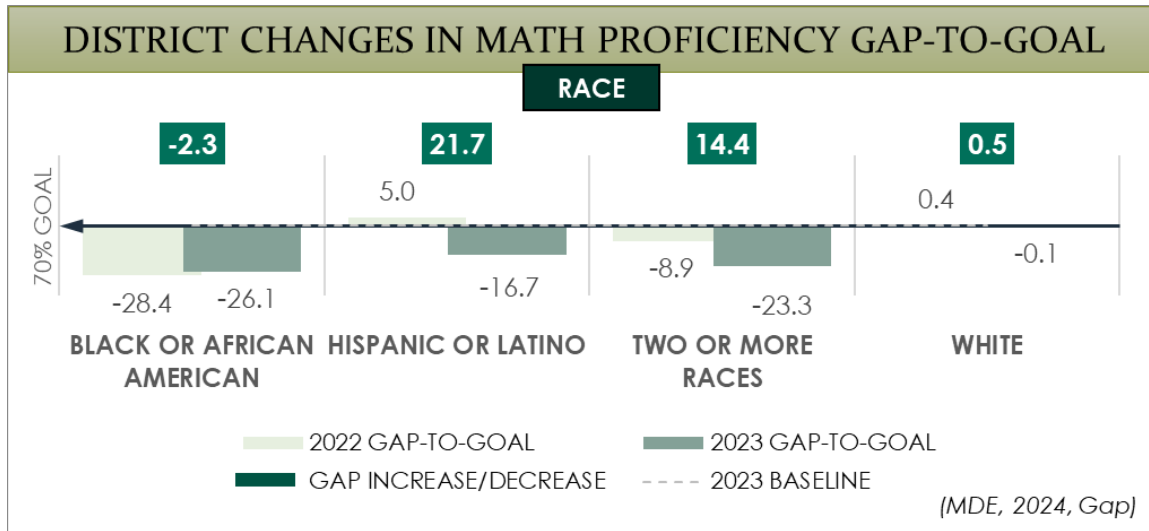
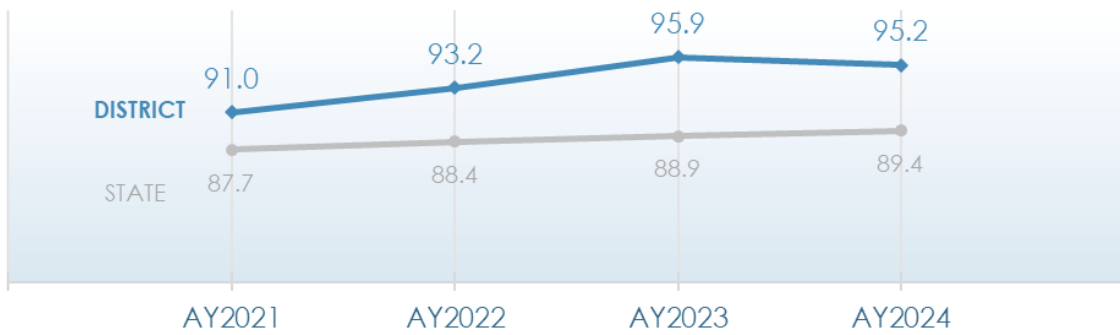


Figure 24: District Changes in Math Proficiency Gap-To-Goal by Race

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) 2019 - 2020 (Seniors SY 2022 - 2023) and graduated within the cohort window which ended July 31, 2023.

COLUMBIA SCHOOL DISTRICT 4-YEAR GRADUATION RATE

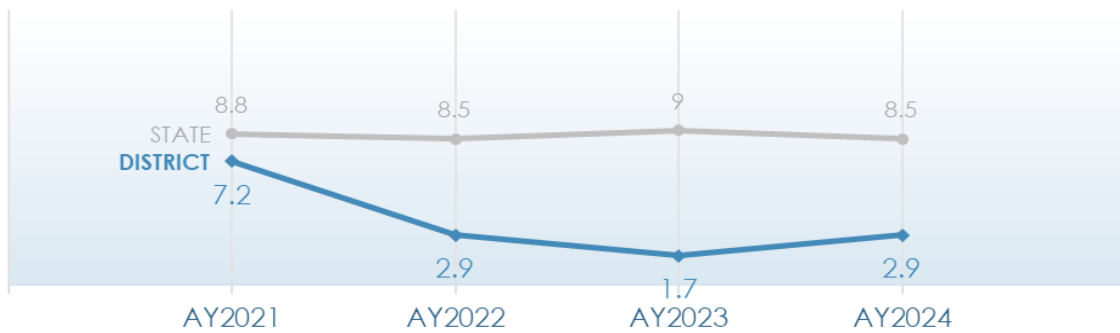


AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 25: District 4-Year Graduation Rates

COLUMBIA SCHOOL DISTRICT DROPOUT RATE



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 26: District Dropout Rate



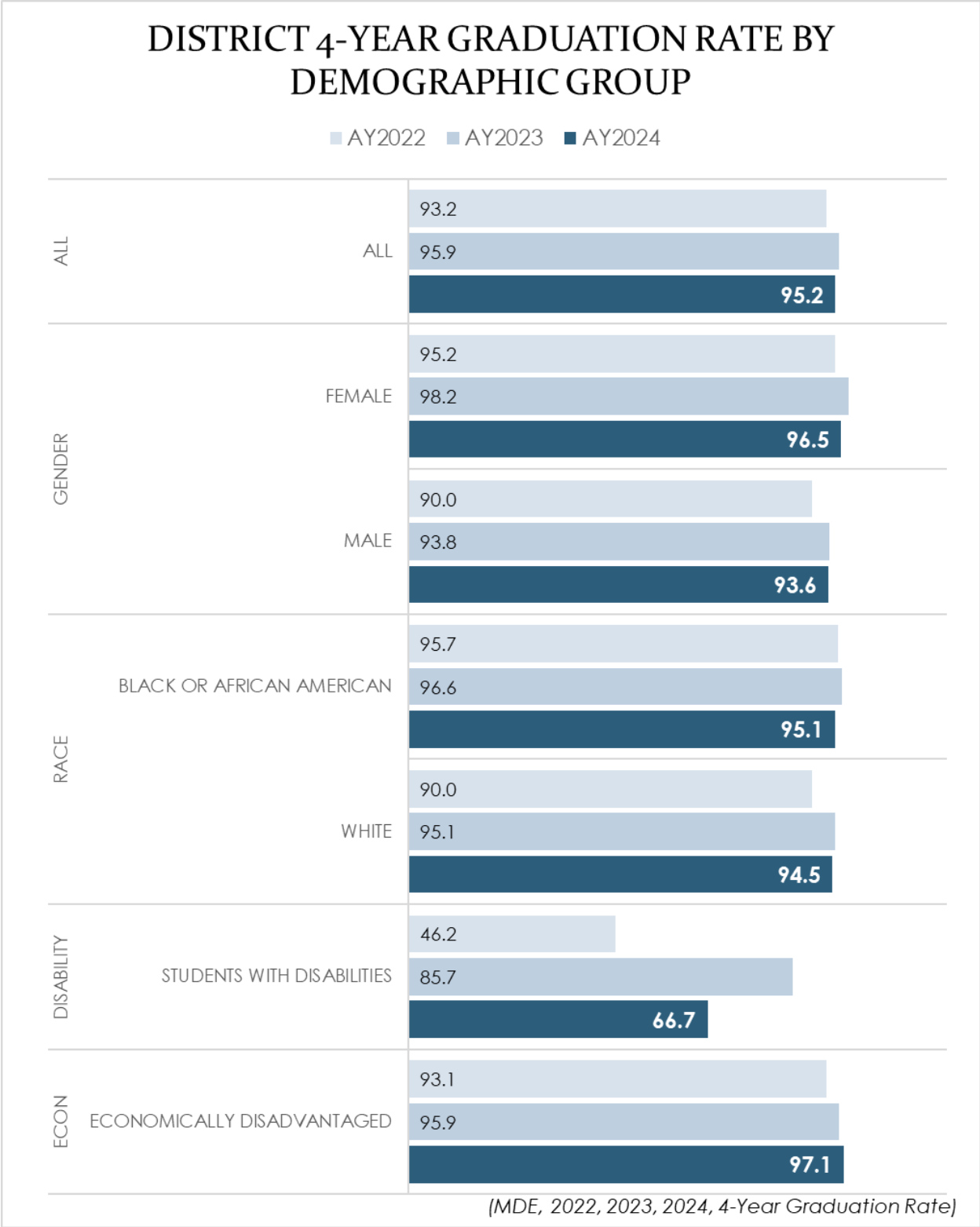


Figure 27: District Graduation Rate by Demographic Group

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 (MDE, 2021).

ENROLLED IN ADVANCED COURSES							
	2021		2022		2023		
	#	%	#	%	#	%	
ALL							
ALL	114.2	49.4%	122.9	53.4%	131	60.4%	
GENDER							
FEMALE	69.1	58.1%	66.9	60.3%	71.6	69.5%	
MALE	45.1	40.3%	56	47.1%	59.4	52.1%	
RACE							
ASIAN	NA	NA	NA	NA	0	0.0%	
BLACK OR AFRICAN AMERICAN	32.3	31.1%	34	35.1%	39.1	39.5%	
HISPANIC OR LATINO	<10	<5%	<10	<5%	0	0.0%	
TWO OR MORE RACES	<10	<5%	<10	<5%	0	0.0%	
WHITE	76.5	64.8%	85.4	69.4%	82.5	77.1%	
DISABILITY							
STUDENTS WITH DISABILITIES	<10	16.9%	<10	<5%	0	13.4%	
STUDENTS WITHOUT DISABILITIES	108.3	55.3%	121.9	61.3%	126.7	68.5%	
EL							
NON-LIMITED ENGLISH PROFICIENCY	114.2	49.4%	122.9	53.4%	130	60.2%	

Figure 28: District Advanced Course Enrollment by Demographic Group



Columbia School District Profile

ENROLLED IN POST-SECONDARY COURSES				
	2021	2022	2023	
ALL				
ALL	76.6%	63.5%	68.1%	
GENDER				
FEMALE	79.6%	66.7%	71.2%	
MALE	73.3%	61.0%	65.6%	
RACE				
BLACK OR AFRICAN AMERICAN	70.6%	62.5%	75.5%	
HISPANIC OR LATINO	<5%	<5%		
WHITE	86.1%	62.7%	65.0%	
DISABILITY				
STUDENTS WITH DISABILITIES	<5%	27.3%	47.1%	

Figure 29: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores were slightly lower than in 2022 and the state averages. Kindergarten Readiness scores are up and Third-Grade Reading Assessment scores have exceeded prepandemic levels. MAAP proficiency percentages were higher in 2023 than in 2021 in all subjects and grades except eighth-grade science. The largest gains were made in Biology I and Algebra I.

MISSISSIPPI'S STATEWIDE ASSESSMENTS measure students' academic aptitude from prekindergarten through high school. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need. Statewide assessments include screeners and the *Kindergarten Readiness Assessment* to determine what children know and are able to do upon entering school, the *Third-Grade ELA Assessment* to comply with the Literacy-Based Promotion Act, the *Mississippi Academic Assessment Program (MAAP)* to assess proficiency and growth in English/language arts, mathematics, science, and social studies, and the *ACT* for eleventh graders to measure college readiness. The state also administers the *English Language Proficiency Test (ELPT)* to students identified as English Learners.

ACT

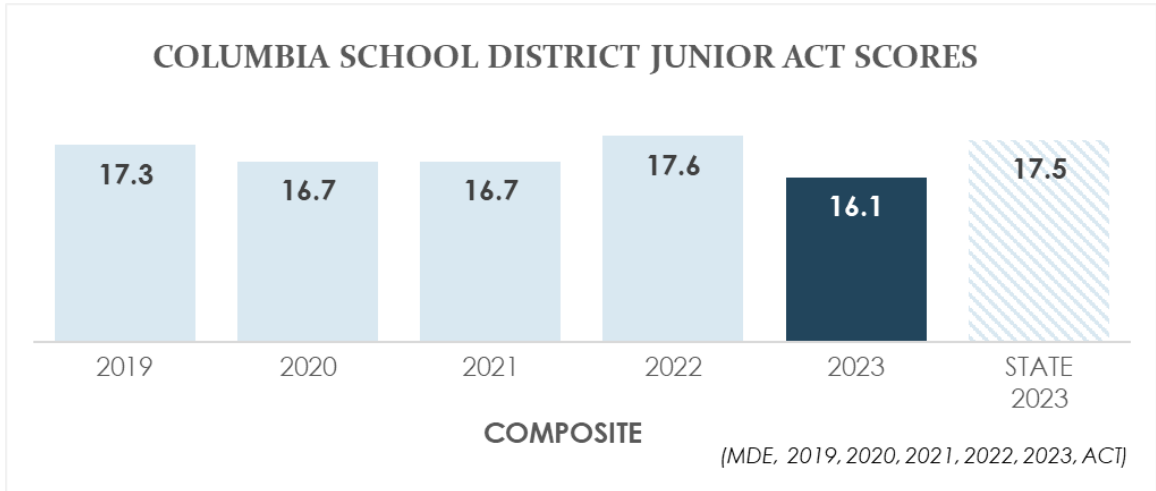


Figure 30: District Junior ACT: Composite

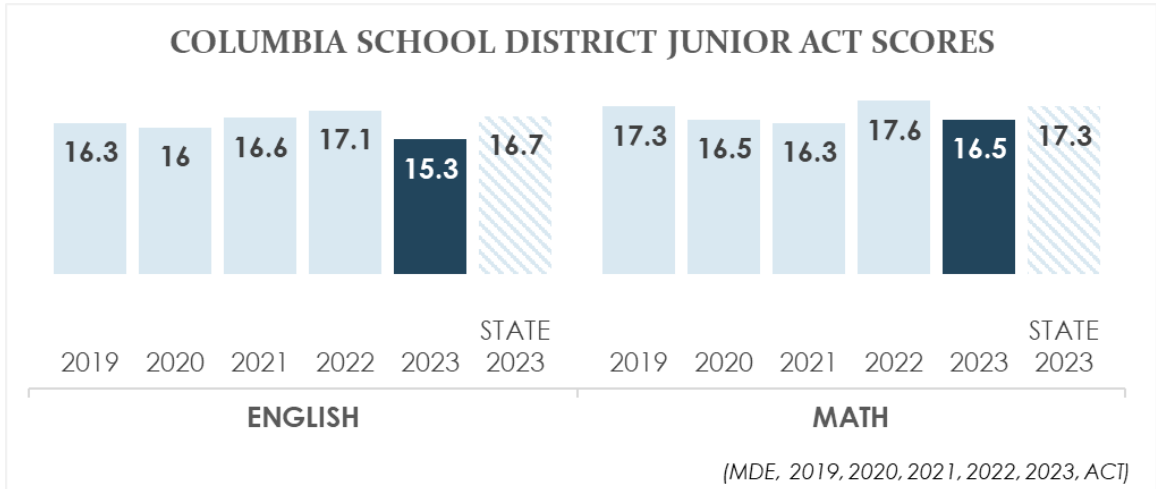


Figure 31: District Junior ACT: English and Math

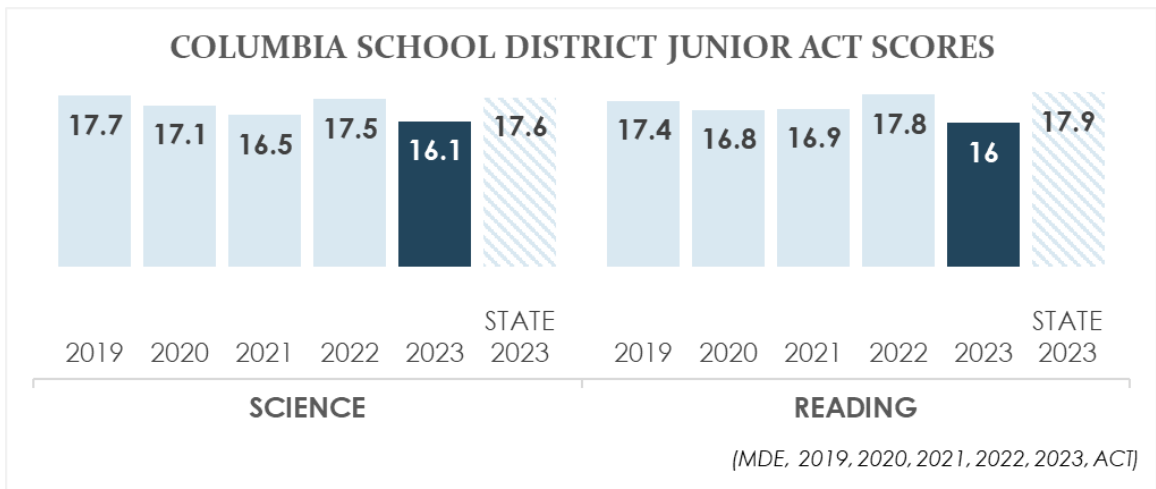


Figure 32: District Junior ACT: Science and Reading



Columbia School District Profile

KINDERGARTEN READINESS ASSESSMENT (KRA)

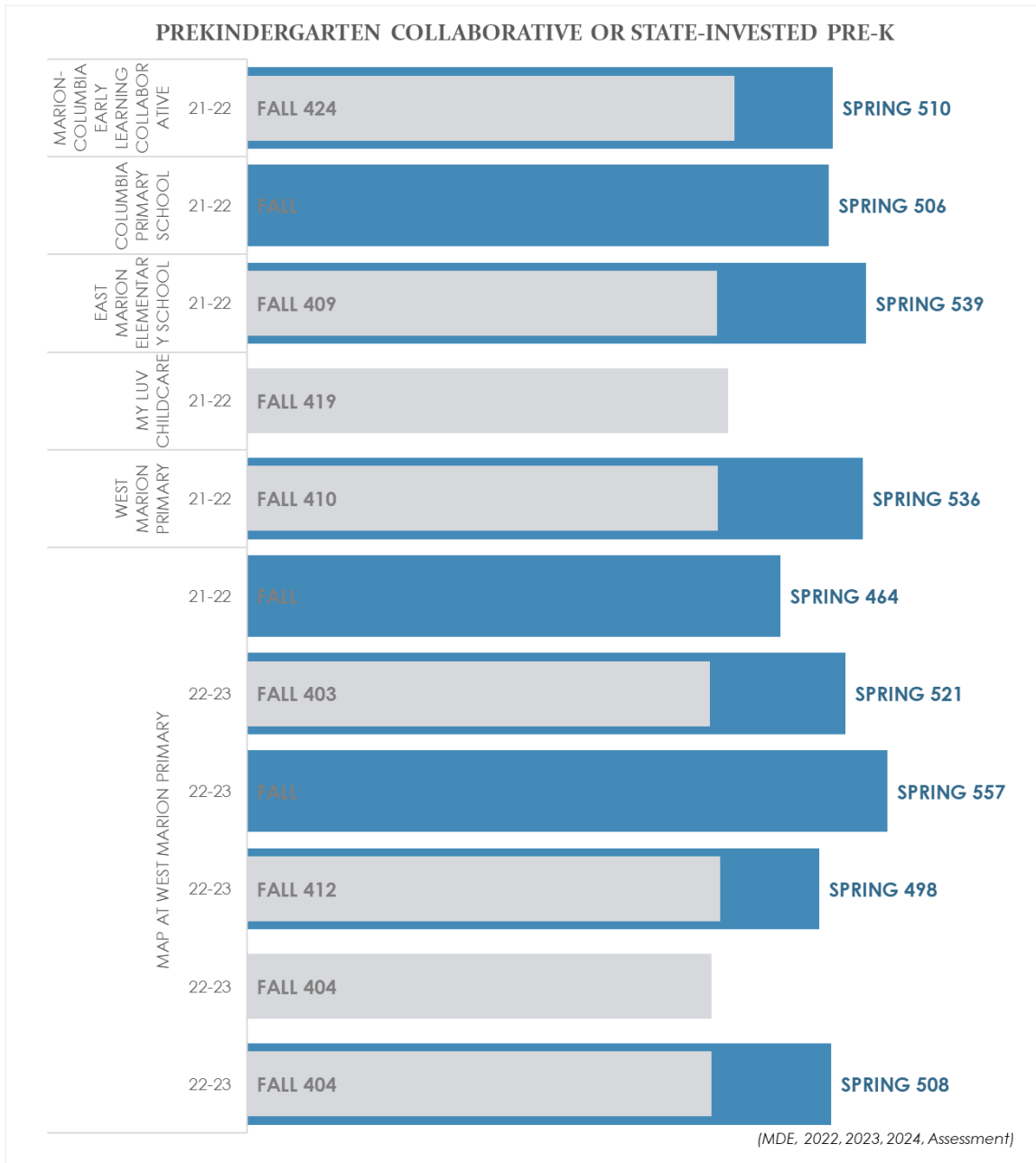


Figure 33: Early Learning Collaborative or State-Invested Prekindergarten: Kindergarten Readiness Assessment

Note: All data provided by the Department of Education (MDE) has been integrated into this report. MDE exercises caution in disclosing certain data points, particularly those associated with low enrollment numbers, to safeguard the confidentiality and privacy of individual students.

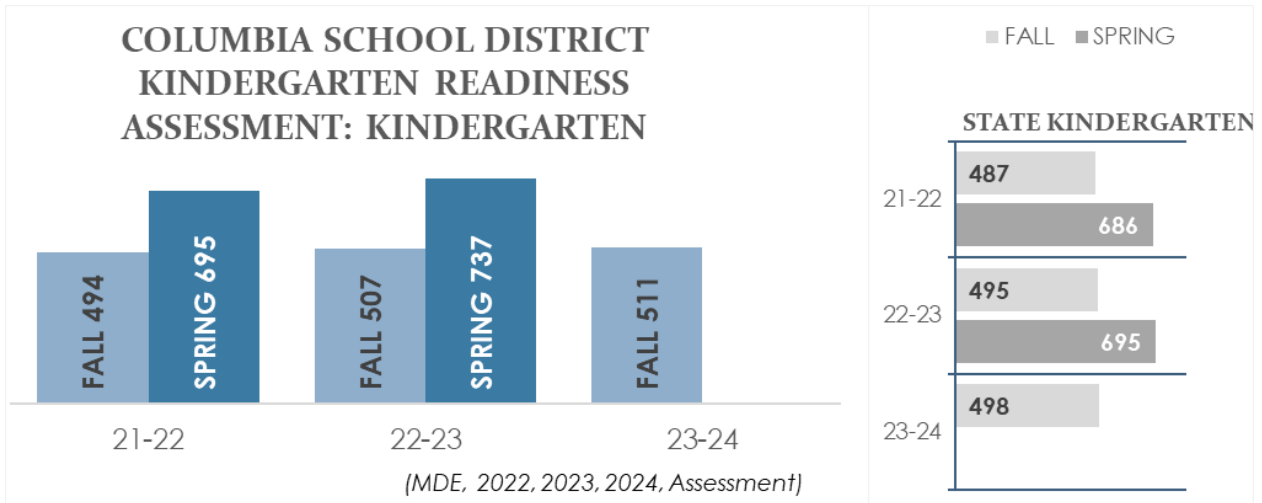


Figure 34: District Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING ASSESSMENT

THE PURPOSE OF THE LITERACY-BASED PROMOTION ACT (LBPA) is to improve the reading skills of kindergarten through 3rd grade students enrolled in the public schools so that every student completing the 3rd grade is able to read at or above grade level. (Miss. Code Ann § 37-177-1 et seq.)

Students must receive a “met requirements” or score above the lowest two (2) achievement levels in reading on the established state-wide assessment. Students must pass the 3rd-grade Assessment or meet a Good Cause Exemption to pass to the 4th grade.

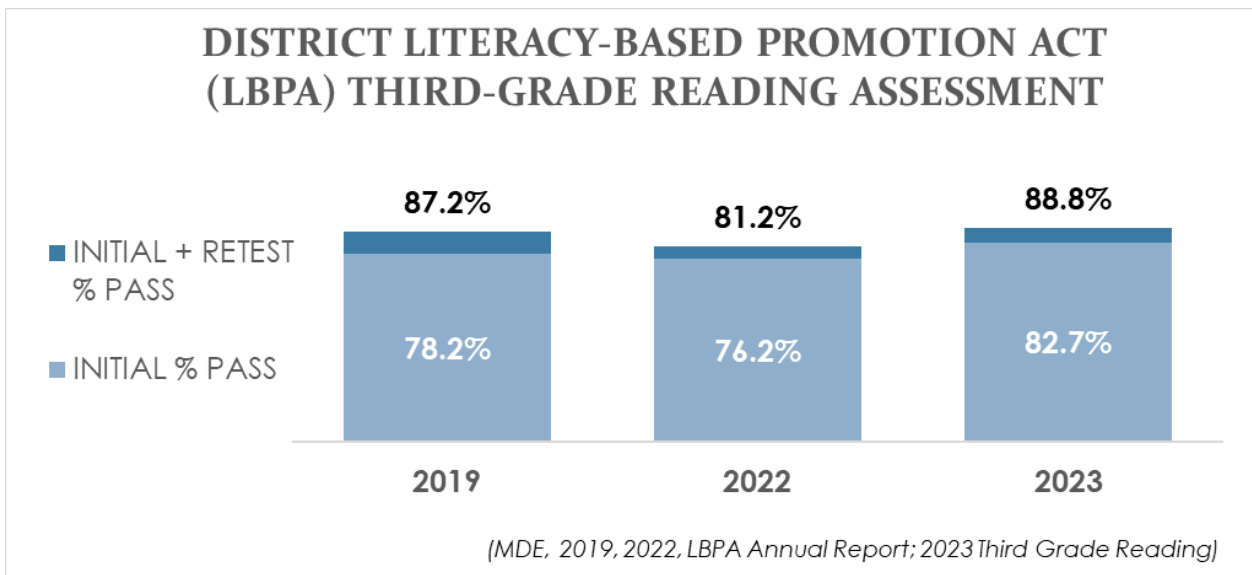


Figure 35: District Literacy-Based Promotion Act Third Grade Reading Assessment



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.

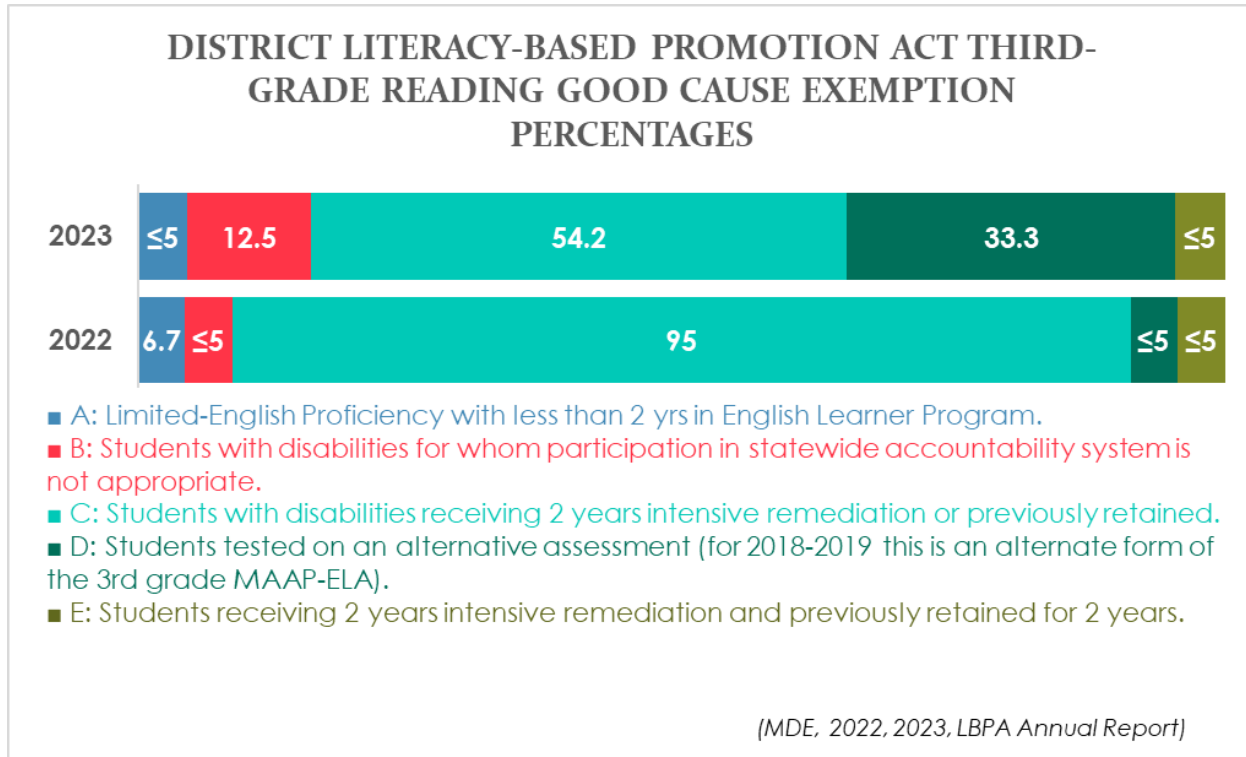


Figure 36: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

MS Code 37-177-17 of the LBPA requires MDE to report the following components: the number and percentage of students:

- a) scoring at each performance level on the state assessment in reading and math,
- b) taking the alternative assessments (retest),
- c) being retained at each grade level kindergarten through 8th grade,
- d) passing for good-cause exemptions; and
- e) any revised district policies for promotion and retention.

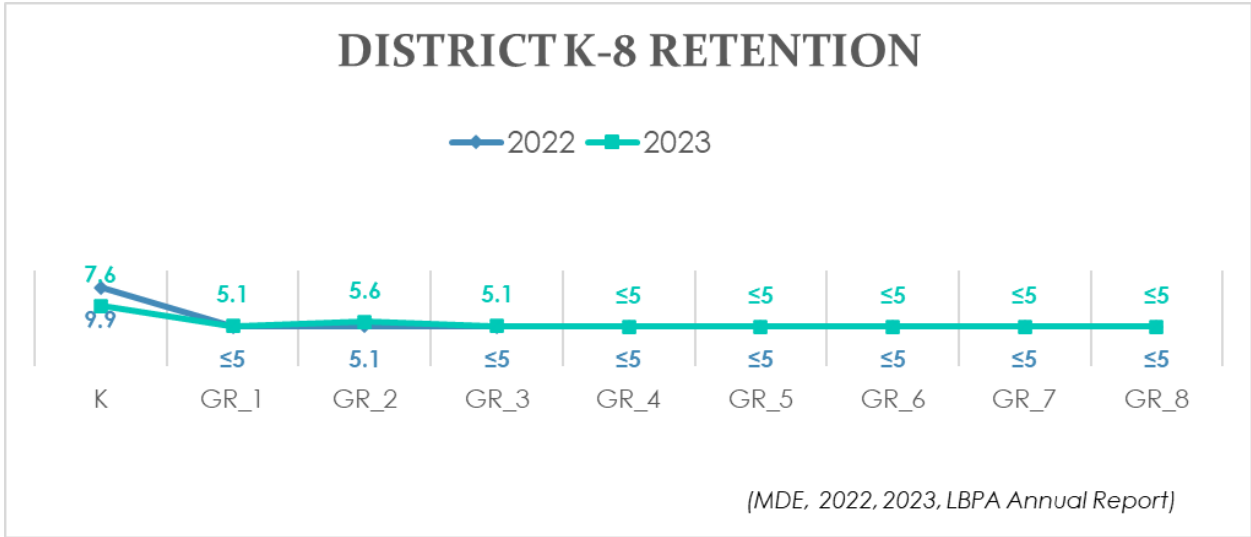


Figure 37: District K-8 Retention Rates

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA

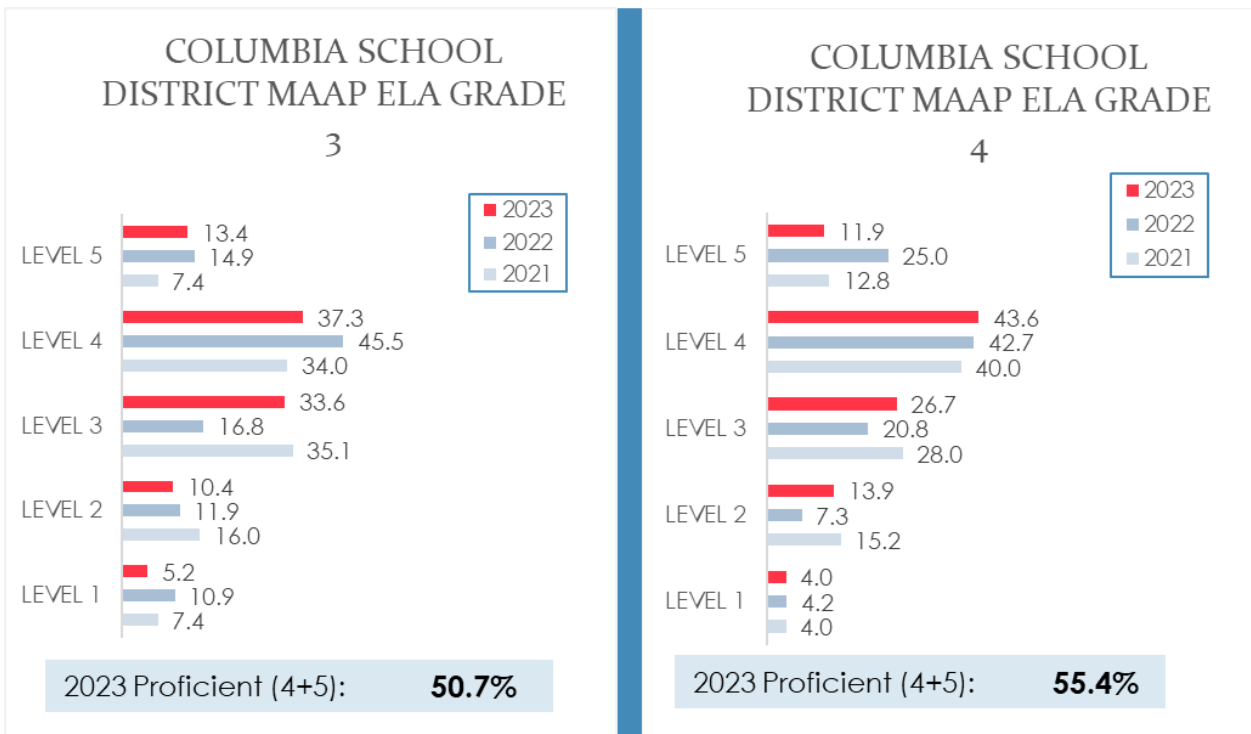


Figure 38: District MAAP ELA Grades 3 and 4



Columbia School District Profile

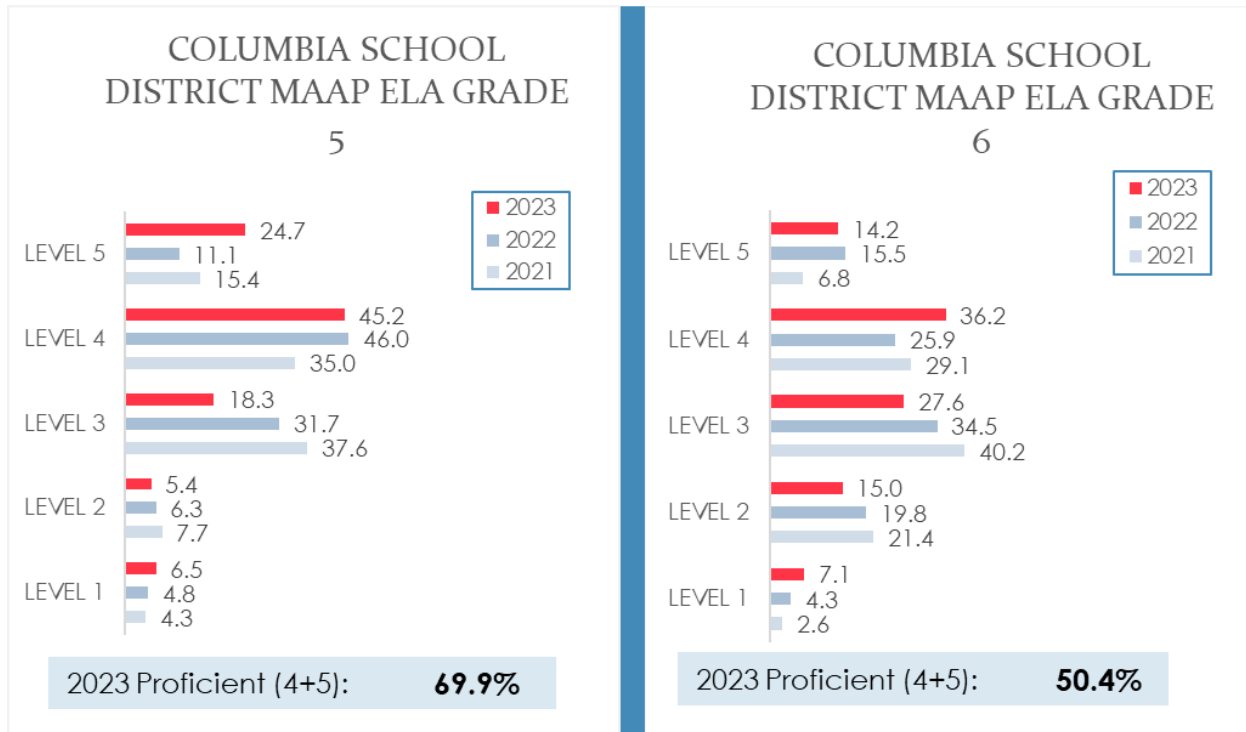


Figure 39: District MAAP ELA Grades 5 and 6

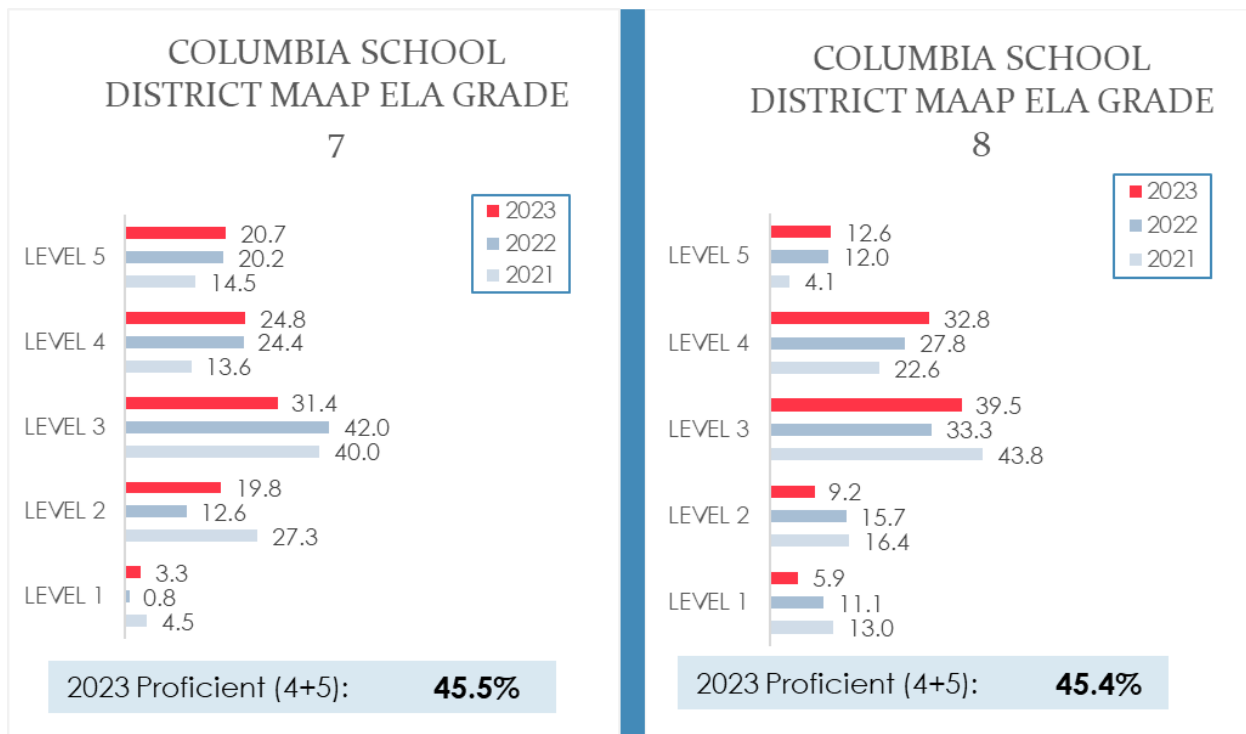


Figure 40: District MAAP ELA Grades 7 and 8

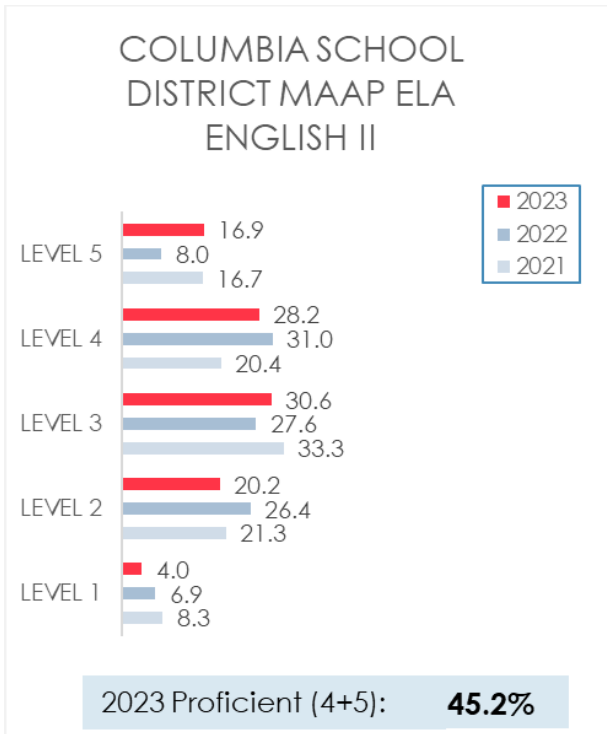


Figure 41: District MAAP ELA English II

MAAP MATH

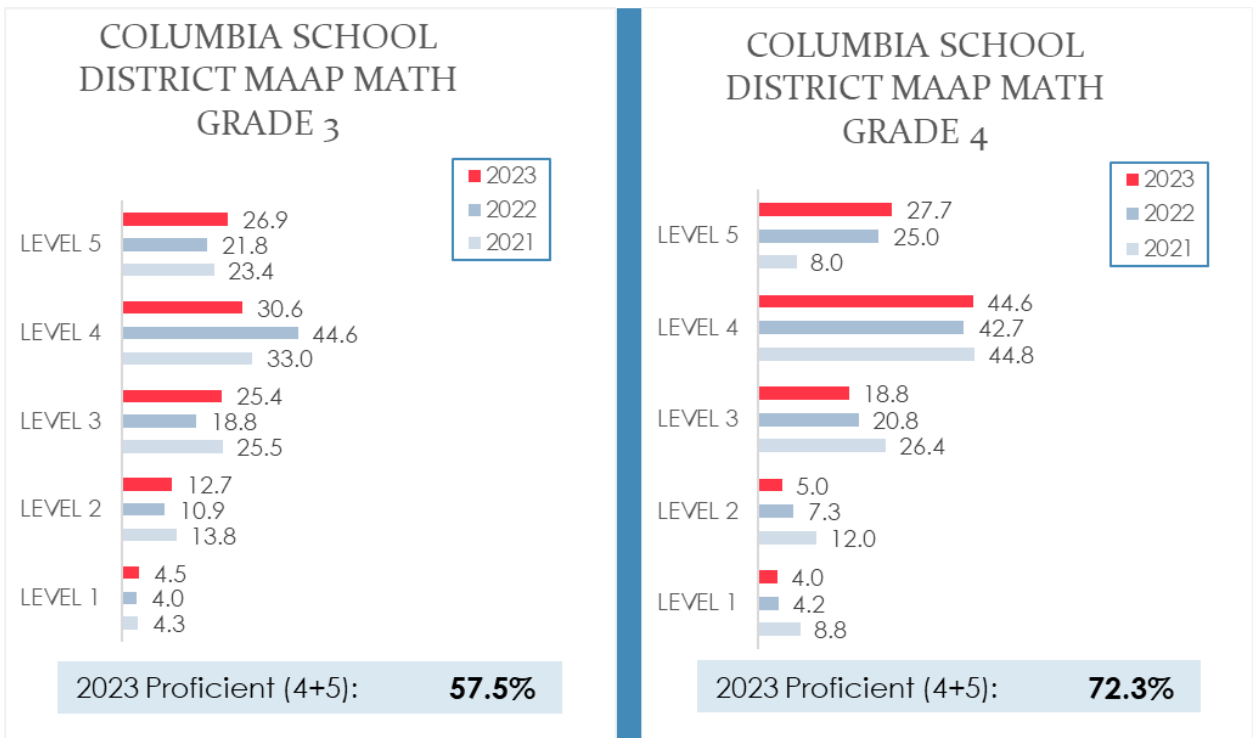


Figure 42: District MAAP Math Grades 3 and 4



Columbia School District Profile

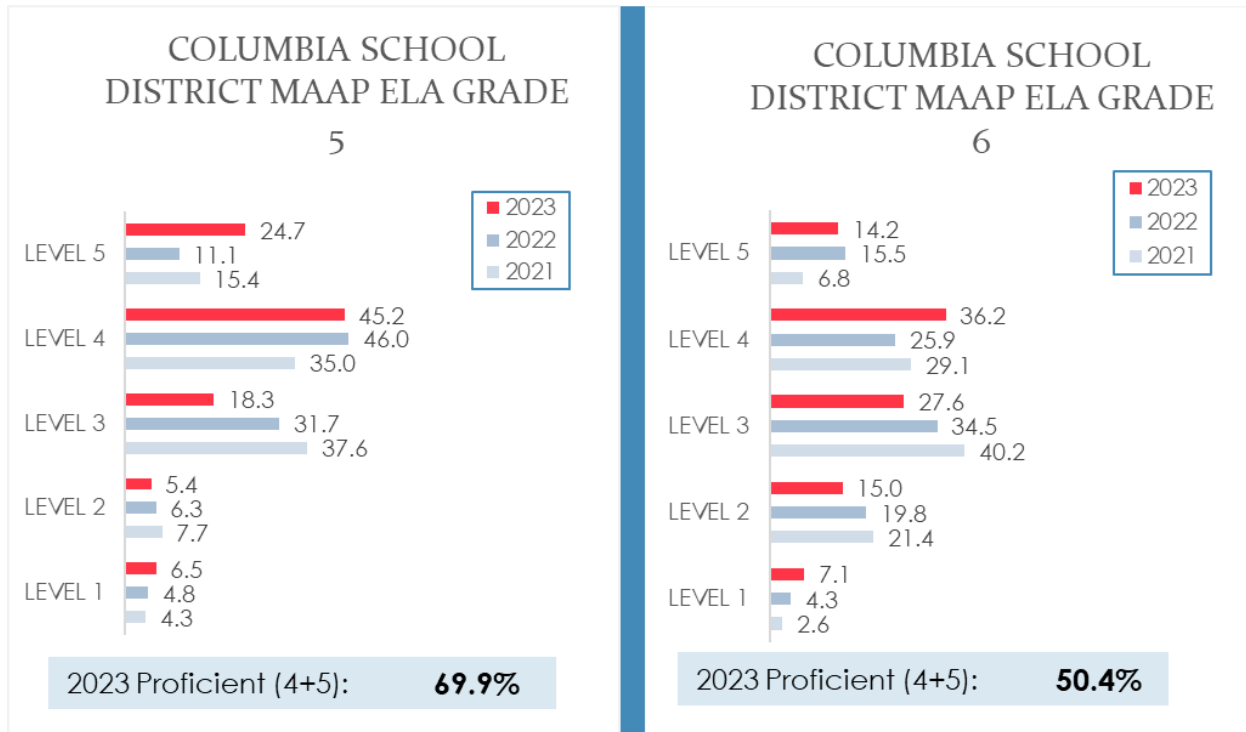


Figure 43: District MAAP Math Grades 5 and 6

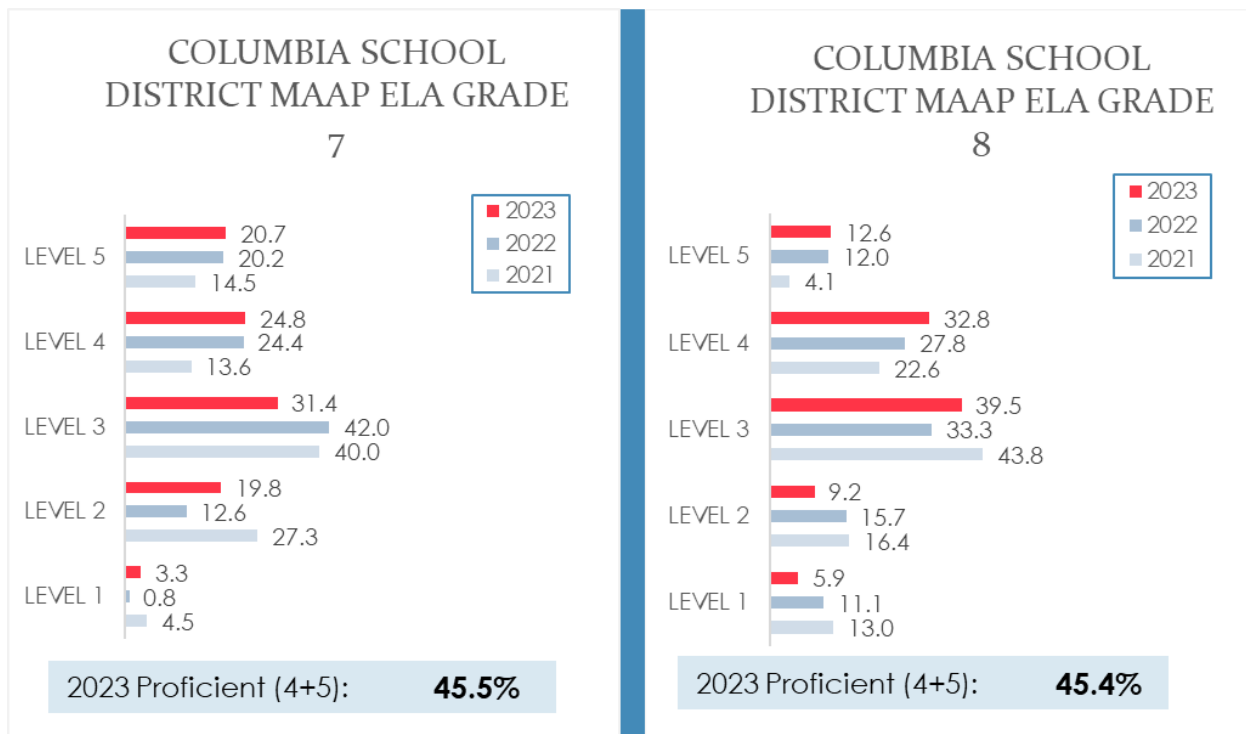


Figure 44: District MAAP Math Grades 7 and 8

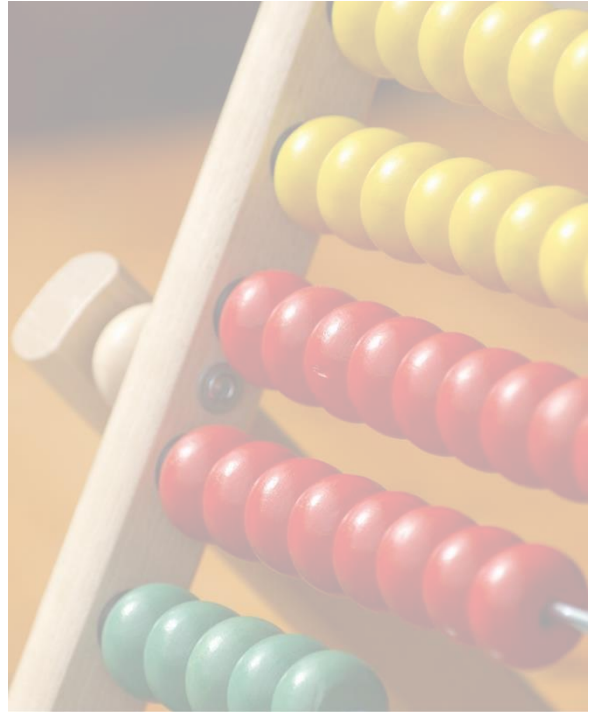
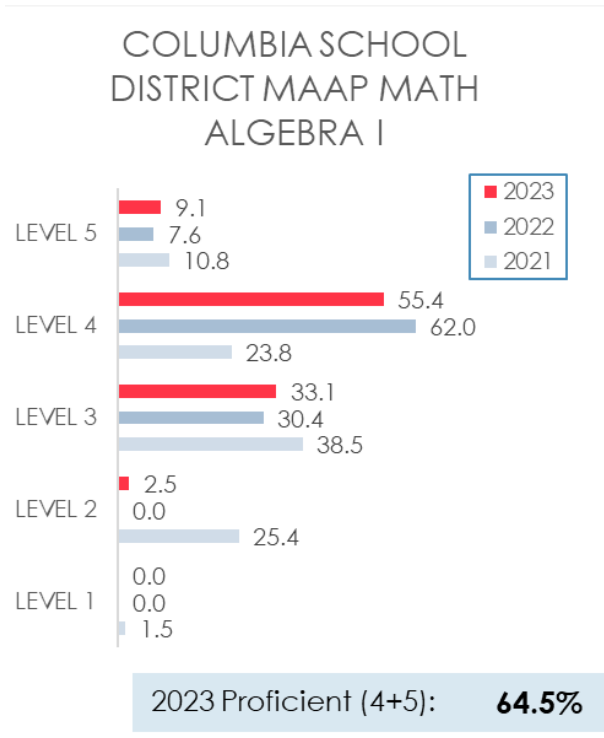


Figure 45: District MAAP Math Algebra I

MAAP-SCIENCE

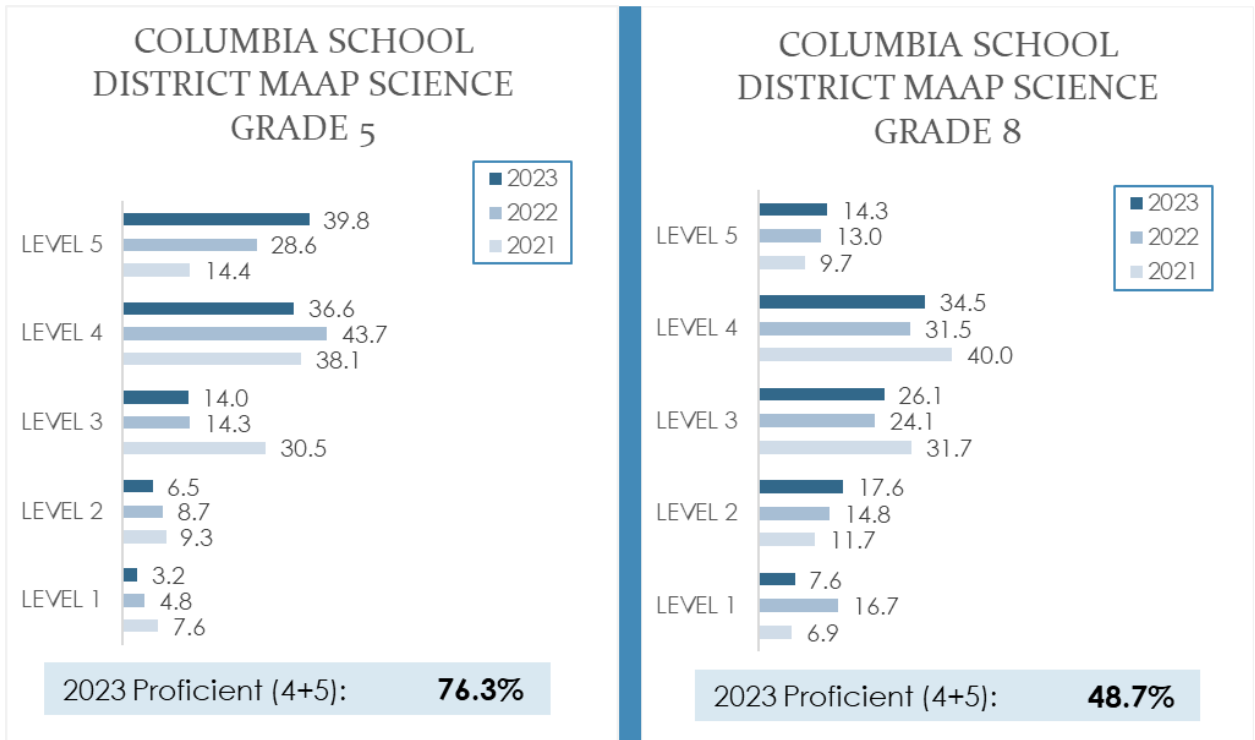


Figure 46: District MAAP-SCI Grades 5 and 8



Columbia School District Profile

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.

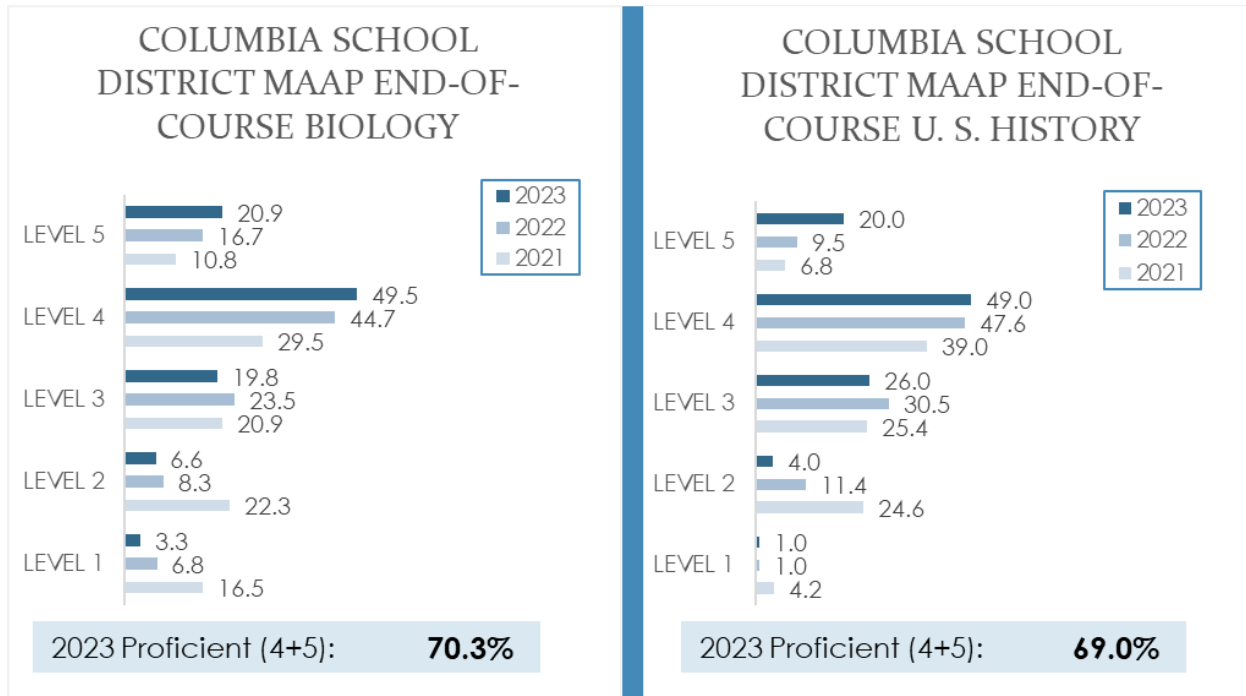


Figure 47: District MAAP-EOC Biology I and U. S. History

PROFICIENCY GAIN/LOSS OVER TIME

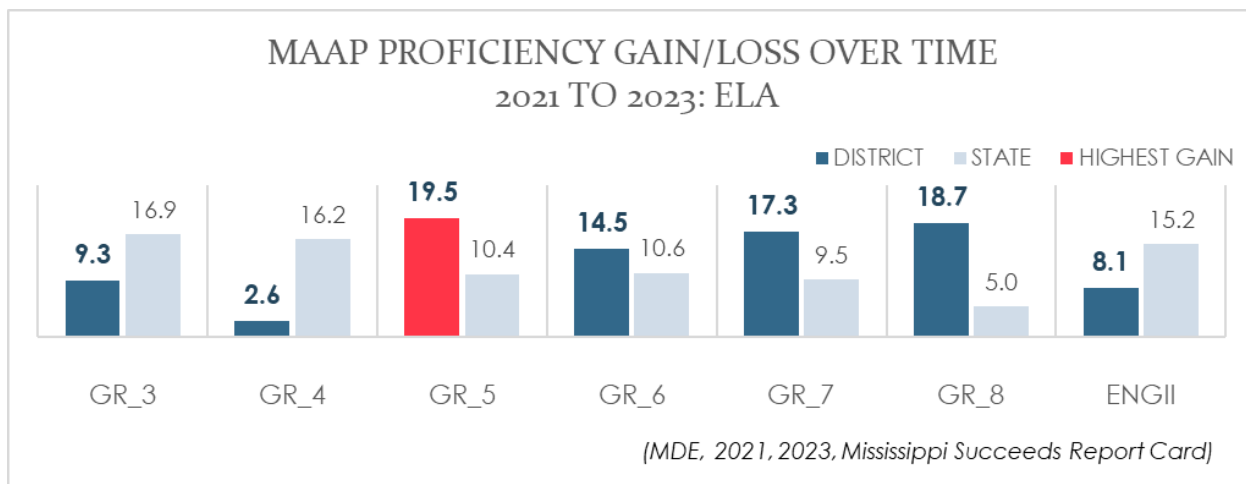


Figure 48: ELA Proficiency Gain/Loss Over Time

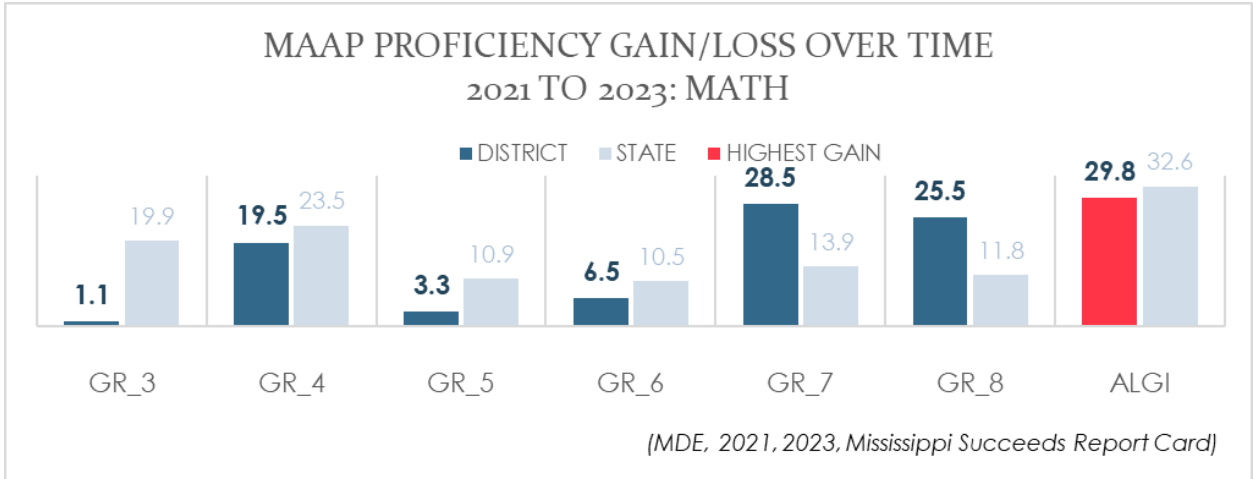


Figure 49: Math Proficiency Gain/Loss Over Time

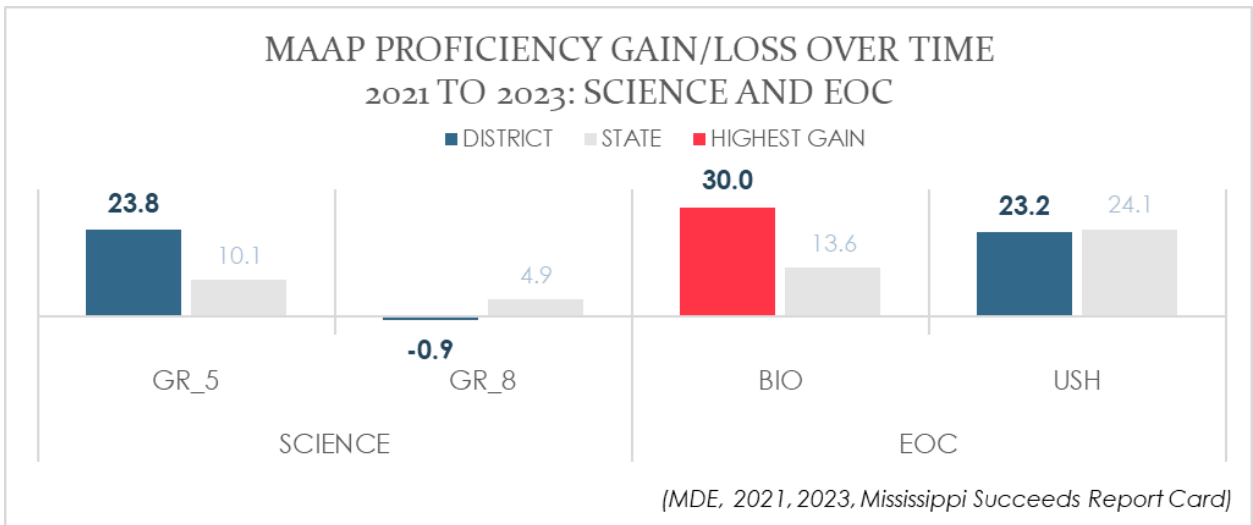


Figure 50: Science and EOC Proficiency Gain/Loss Over Time



Discipline

TAKEAWAY: Out-of-school-suspension (OSS) involved less than 5% of the student population; the majority of such actions involved students with disabilities. Reported incidents of violence were up slightly in 2023.

COLUMBIA SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤5	≤5	6.8	11.6	10.6		≤5	
GENDER	FEMALE				≤5	10.4	8.9			
	MALE		≤5	≤5	8.9	12.6	12.2		≤5	
RACE	ASIAN					≤5				
	BLACK OR AFRICAN AMERICAN			≤5	9.2	16.4	15.7		≤5	
	HISPANIC OR LATINO				5.9	≤5	8.8			
	NATIVE HAWAIIAN OR PACIFIC ISLANDER									
	TWO OR MORE RACES				≤5	9.3	10.5			
	WHITE		≤5		≤5	7.2	5.9			
DISABILITY	STUDENTS WITH DISABILITIES			≤5	9.8	16.0	17.3			
	STUDENTS WITHOUT DISABILITIES		≤5		6.0	10.4	8.9		≤5	
EL	LIMITED ENGLISH PROFICIENCY						≤5			
	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		11.6	10.6		≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	41.0	39.0		≤5			≤5	
GENDER	FEMALE	≤10	24.0	18.0		≤5			≤5	
	MALE	≤10	17.0	21.0		≤5			≤5	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN					≤5			≤5	
	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN	≤10	25.0	31.0		≤5			≤5	
	HISPANIC OR LATINO					≤5			≤5	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER					≤5			≤5	
	TWO OR MORE RACES		≤10	≤10		≤5			≤5	
	WHITE	≤10	13.0	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	31.0	29.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		41.0	39.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 51: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending for instructional support and administration has shown a slight increase since 2019, matching a \$4.5 million rise in total expenditures, including capitalized equipment. Notably, the district has experienced a commendable \$6.9 million surge in revenue since 2019. Although revenue remained steady from 2022 to 2023, with both years recording \$1.1 million, minor differences indicate possible nuances in financial performance during this period.

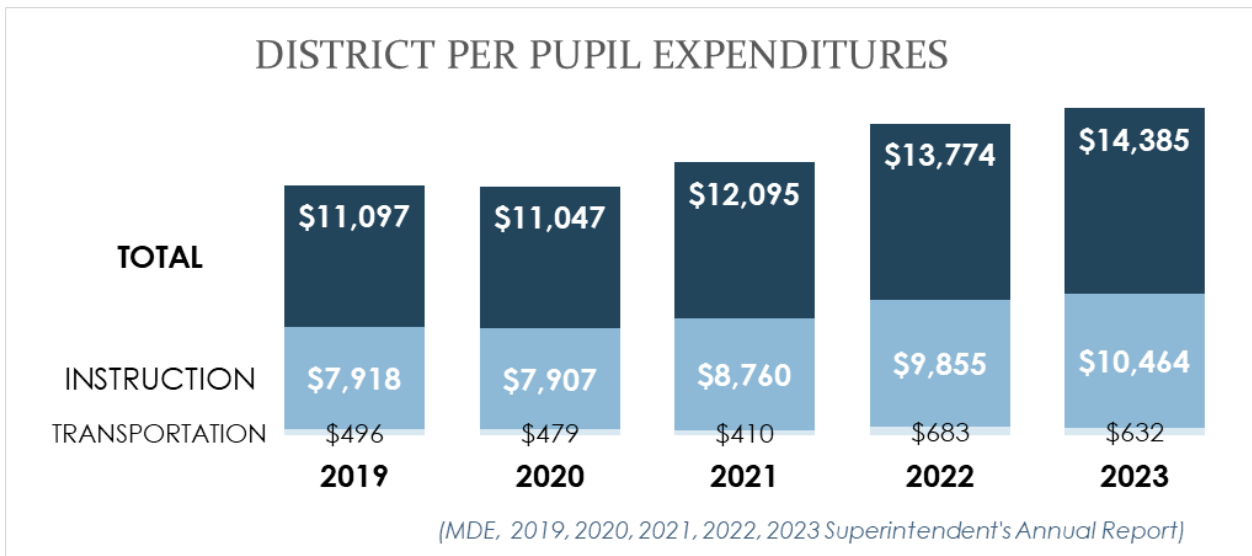


Figure 52: District Per Pupil Expenditures



Columbia School District Profile

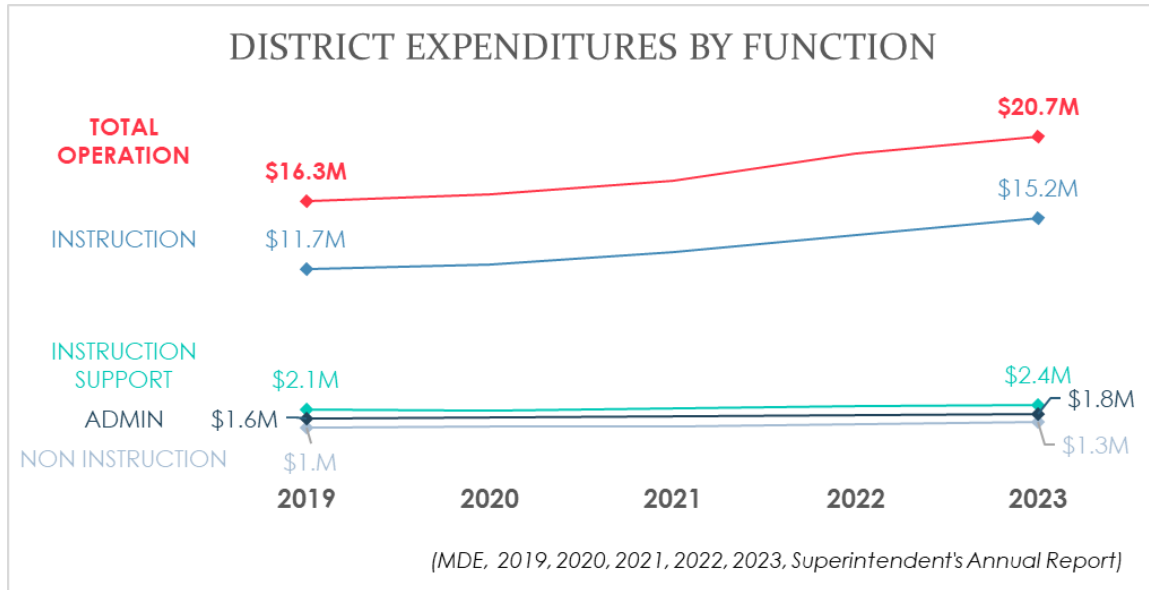


Figure 53: District Expenditures by Function

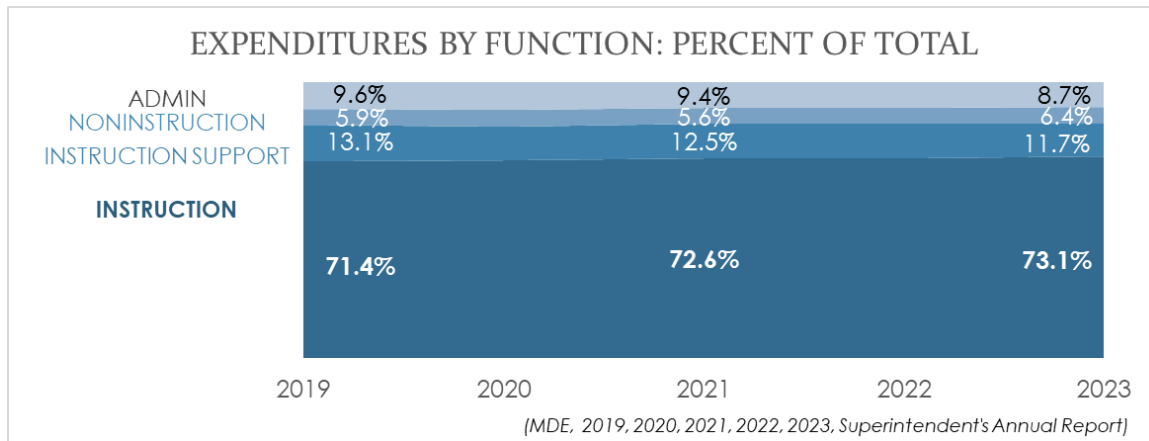


Figure 54: District Expenditures by Function: Percent of Total

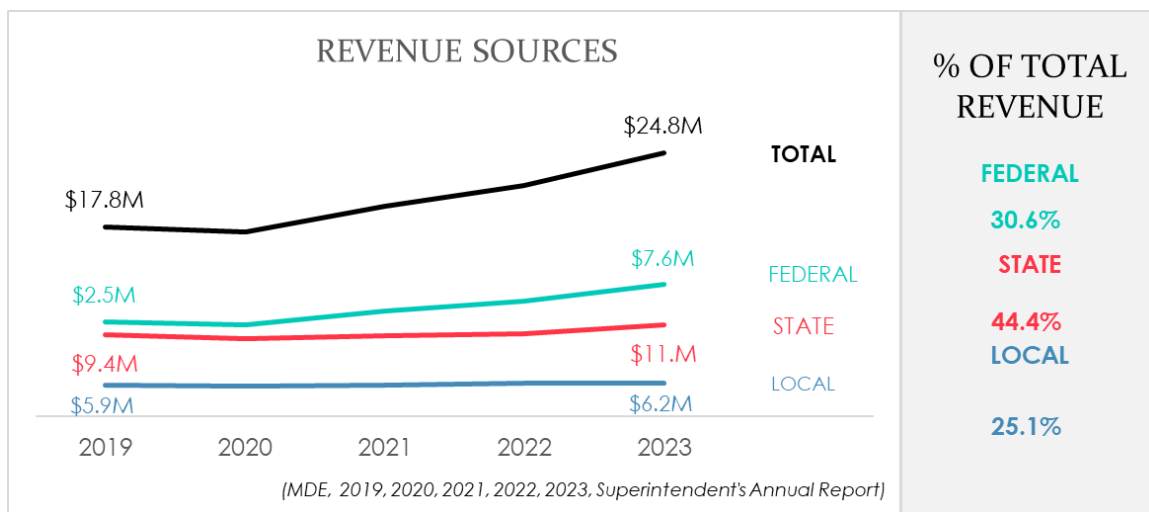


Figure 55: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
\$10.7M	\$9.6M	\$9.0M	\$1.1M	\$584.6K

Figure 56: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	2020	2021	2022	2023
TITLE I A	\$2.1M	\$811.7K	\$915.1K	\$907.0K	\$899.2K
TITLE II A	\$104.4K	\$105.1K	\$117.3K	\$104.9K	\$107.3K
TITLE IV A	\$58.8K	\$60.5K	\$60.8K	\$68.6K	\$70.3K
TITLE V B	\$31.1K	\$32.1K	\$31.0K	\$32.9K	\$43.7K
ESSER 1		\$652.7K	\$654.1K		
ESSER 2			\$3.0M		

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 57: District Federal Title Programs Funding Allocation

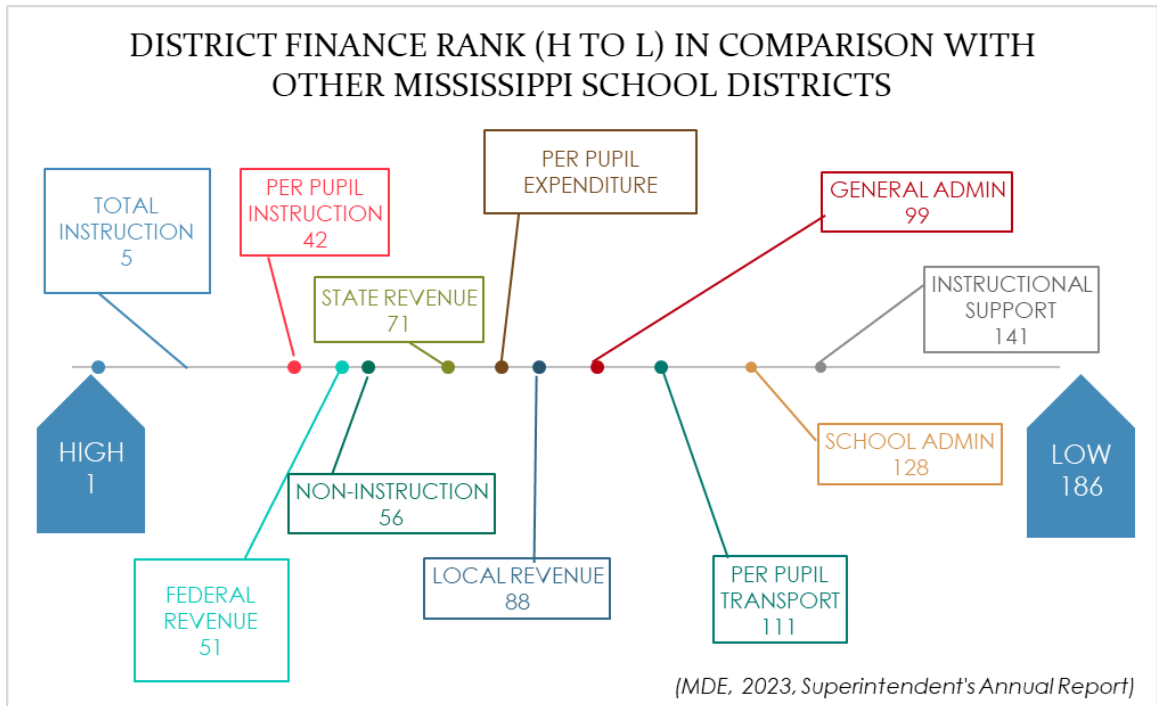


Figure 58: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: Although the percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has declined slightly since 2021. The per-pupil ratio has decreased to 12.5. Average teacher salaries have increased, as have administrative salaries. Average salaries for guidance counselors and librarians have decreased slightly.

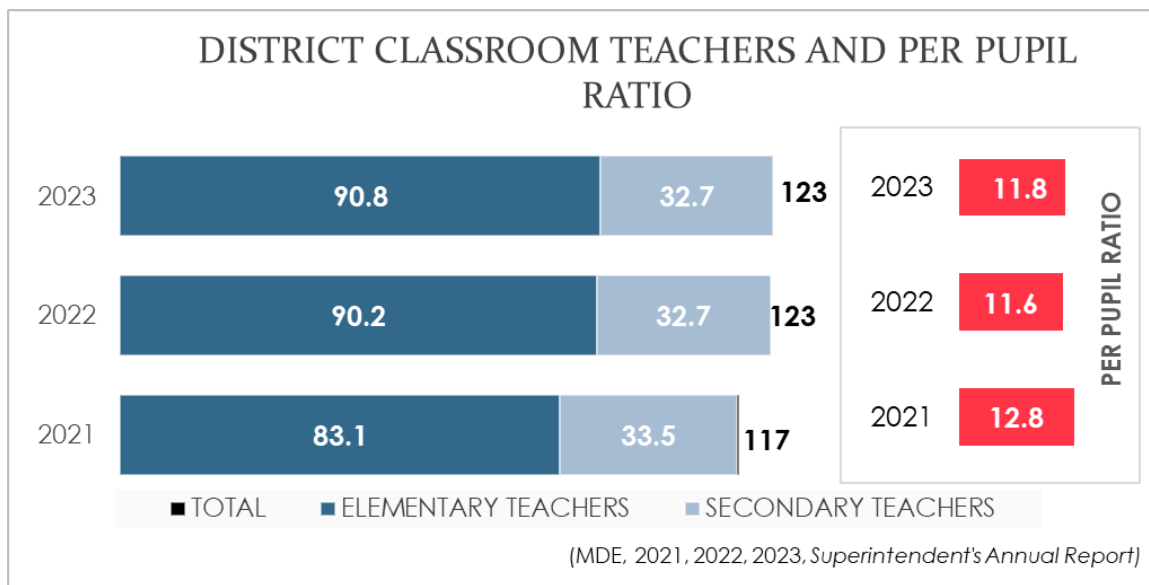


Figure 59: District Classroom Teachers and Per Pupil Ratio

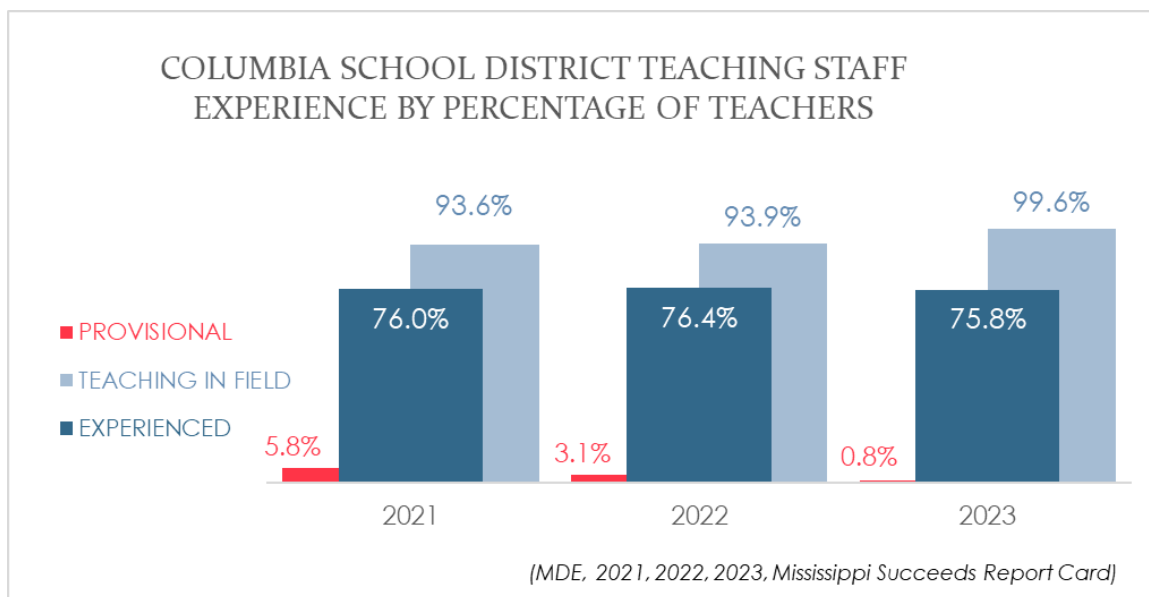


Figure 60: District Teaching Staff Experience by Percentage of Teachers

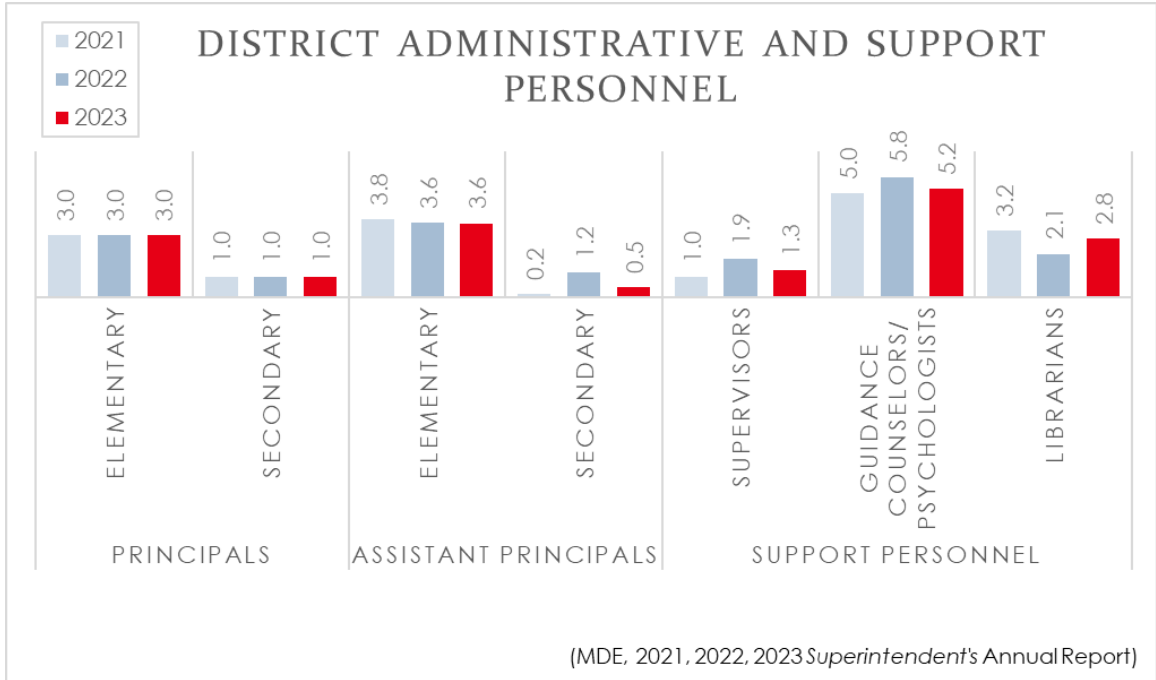


Figure 61: District Administrative and Support Personnel

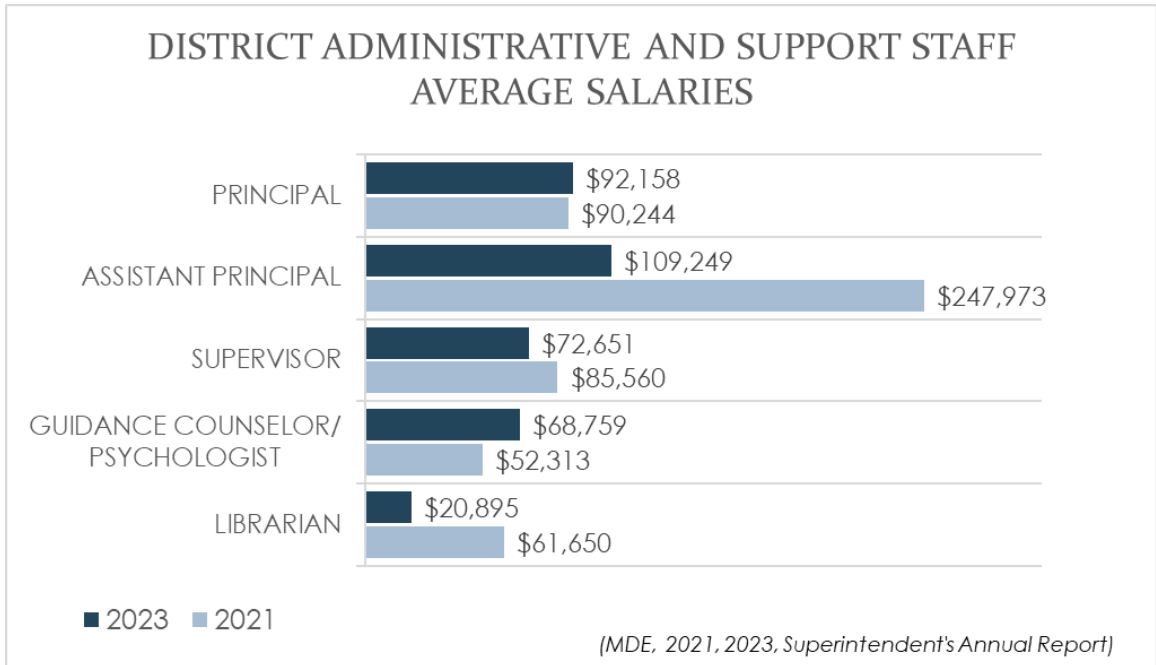


Figure 62: District Administrative and Support Staff Average Salaries

Note: An anomaly exists in the reported salaries of Assistant Principals within the 2021 dataset provided by the Mississippi Department of Education (MDE). This discrepancy may potentially affect the precision of the data presented above. As a reference for further clarification, the MDE Reported Administrative Salaries dataset can be accessed via the provided link:

https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/2021-AnnRep/2020-2021_inst-personnel-numbers_and_average_salaries.xlsx



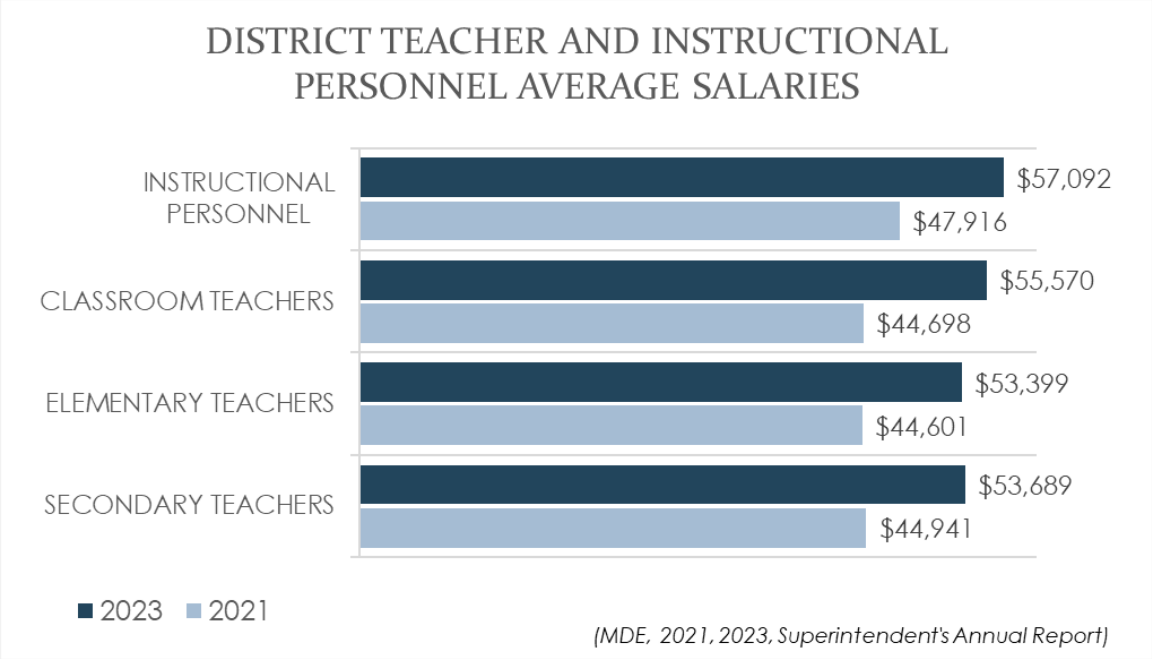


Figure 63: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

ONE THOUSAND THREE HUNDRED SIXTY-SEVEN (1,367) respondents from three stakeholder groups and four schools responded to the Comprehensive Needs Assessment Survey in 2024. 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.

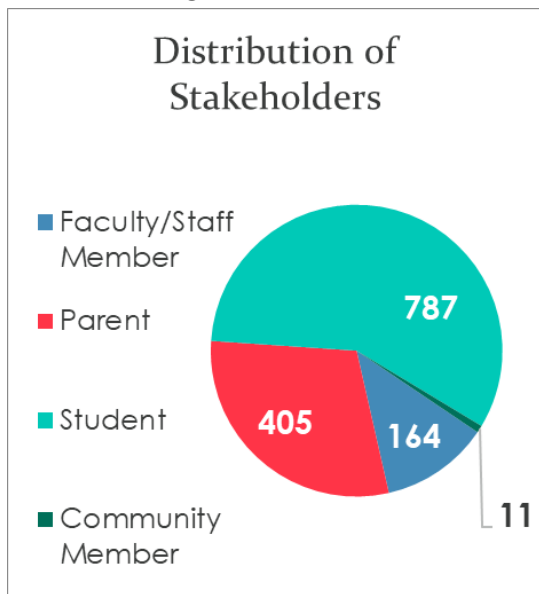
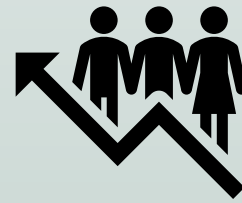


Figure 64: Distribution of Stakeholders



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.



Columbia School District Profile

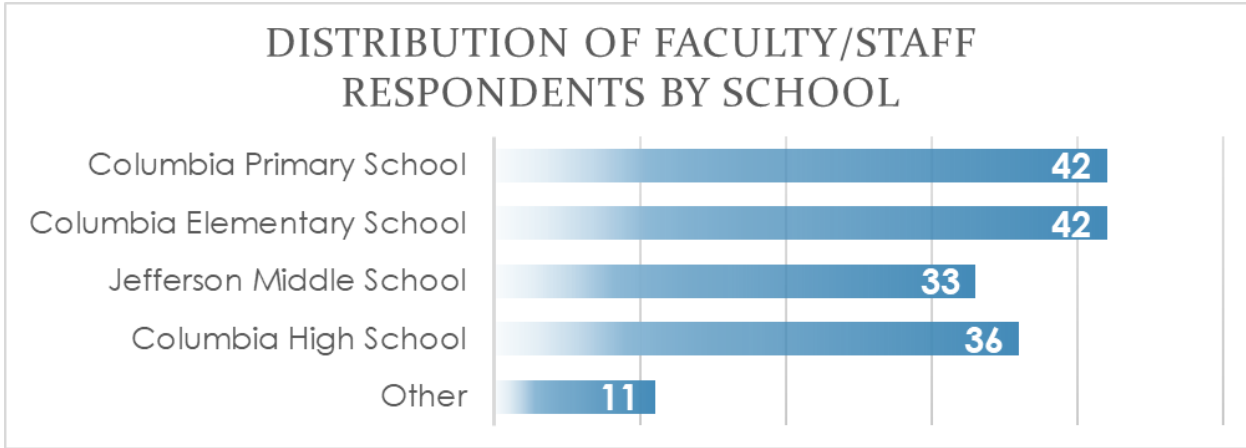


Figure 65: Distribution of Faculty/Staff Respondents by School

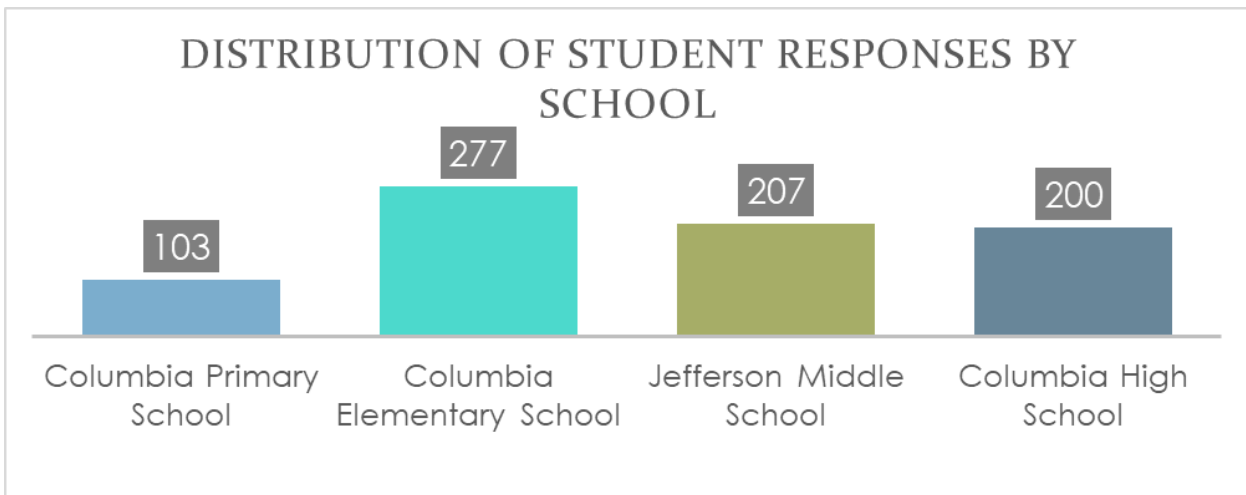


Figure 66: Distribution of Student Respondents by School

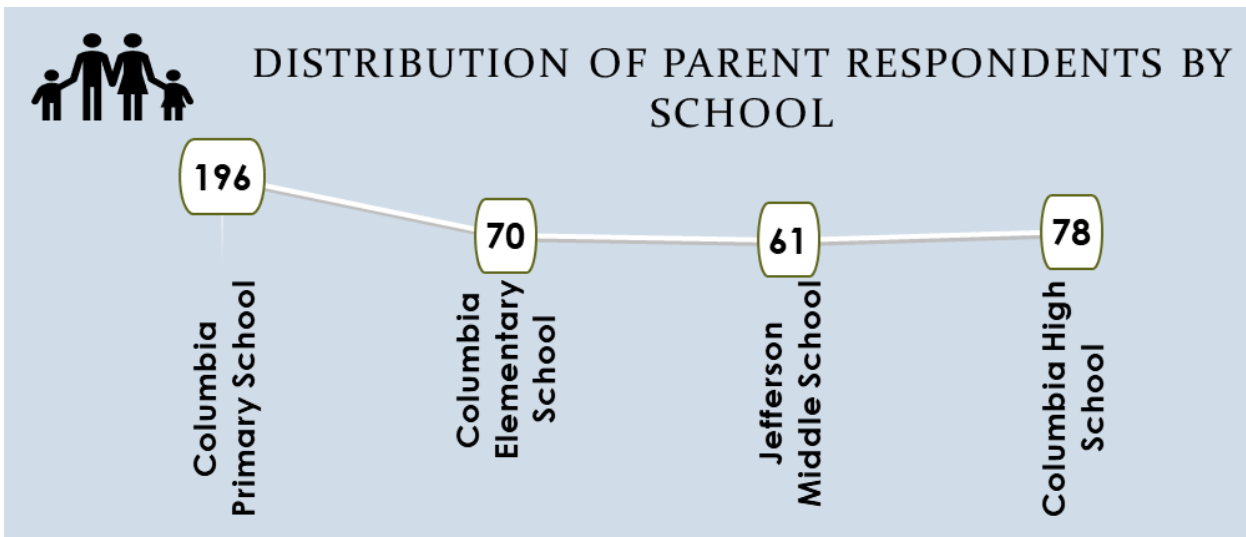


Figure 67: Distribution of Parent Respondents by School

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 in delivering instruction.

	Count	Percentage
Strongly Agree	578	42.3%
Agree	664	48.6%
Disagree	59	4.3%
Strongly Disagree	34	2.5%
Not Applicable or No Information	32	2.3%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	396	29.0%
Agree	522	38.2%
Disagree	192	14.0%
Strongly Disagree	86	6.3%
Not Applicable or No Information	171	12.5%

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

	Count	Percentage
Strongly Agree	479	35.0%
Agree	585	42.8%
Disagree	102	7.5%
Strongly Disagree	40	2.9%
Not Applicable or No Information	161	11.8%

Columbia School District Profile

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	453	33.1%
Agree	606	44.3%
Disagree	100	7.3%
Strongly Disagree	47	3.4%
Not Applicable or No Information	161	11.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	559	40.9%
Agree	652	47.7%
Disagree	86	6.3%
Strongly Disagree	24	1.8%
Not Applicable or No Information	46	3.4%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	525	38.4%
Agree	651	47.6%
Disagree	75	5.5%
Strongly Disagree	33	2.4%
Not Applicable or No Information	83	6.1%

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

	Count	Percentage
Strongly Agree	510	37.3%
Agree	643	47.0%
Disagree	116	8.5%
Strongly Disagree	69	5.0%
Not Applicable or No Information	29	2.1%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	547	40.0%
Agree	691	50.5%
Disagree	79	5.8%
Strongly Disagree	26	1.9%
Not Applicable or No Information	24	1.8%

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	556	40.7%
Agree	712	52.1%
Disagree	55	4.0%
Strongly Disagree	26	1.9%
Not Applicable or No Information	18	1.3%

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

	Count	Percentage
Strongly Agree	420	30.7%
Agree	621	45.4%
Disagree	203	14.9%
Strongly Disagree	94	6.9%
Not Applicable or No Information	29	2.1%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	540	39.5%
Agree	626	45.8%
Disagree	50	3.7%
Strongly Disagree	29	2.1%
Not Applicable or No Information	122	8.9%

Columbia School District Profile

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	576	42.1%
Agree	497	36.4%
Disagree	86	6.3%
Strongly Disagree	53	3.9%
Not Applicable or No Information	155	11.3%



(Mississippi Department of Education, 2022)

Summary of District Strengths and Challenges

One thousand three hundred sixty-seven (1,367) stakeholders from four schools responded to the 2024 Columbia School District Comprehensive Needs Assessment survey online. Students comprise 57.6% of the total. Faculty/staff members represent 28.3% of the adult response, with parents accounting for 69.8%. Community members make up 1.9% of the adult response and less than 1% of the total.

Columbia School District is a successful district focused on teaching and learning. District enrollment has decreased 1.3% since 2020. The district increased to an “A” accountability rating. The district experienced a 2.2% change in average daily attendance between 2022 and 2023, and chronic absence dropped slightly to 23.1%. The district's graduation rate decreased slightly to 95.2%; the dropout rate increased slightly to 2.9%. However, the district graduation rate remains well above the state average and the district drop out rate remains well below the state average.

In response to statements on the comprehensive needs survey about federal programs, stakeholders have provided feedback regarding the effectiveness of teachers in delivering instruction. Approximately 90.9% of respondents either strongly agree or agree that teachers in their school (district) are effective in delivering instruction. Additionally, stakeholders have shared perspectives on the role of school nurses in improving student attendance, with approximately 67.2% either strongly agreeing or agreeing that school nurses contribute to this improvement. Furthermore, stakeholders have provided insights into the impact of before-school and/or after-school programs on students' social skills, academic achievement, and behavior, with approximately 77.8% either strongly agreeing or agreeing that these programs are beneficial.

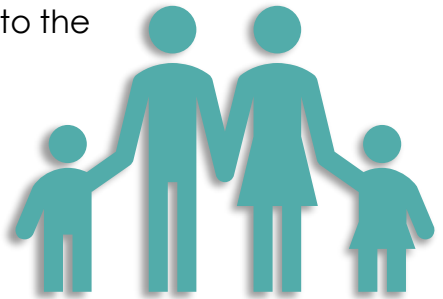
Stakeholders have provided feedback on the school climate and culture, indicating perceptions of safety and resources. Approximately 90.5% either strongly agree or agree that the school (district) provides students and teachers with a safe and orderly environment for learning. Moreover, approximately 92.8% either strongly agree or agree that students have access to a variety of resources to support their learning.

SECTION 2

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. Four hundred five (405) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; and School Climate and Culture*. A summary of open-ended question answers is included in each school's parent section.



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	210	51.9%
Agree	160	39.5%
Disagree	23	5.7%
Strongly Disagree	5	1.2%
Not Applicable or No Information	7	1.7%

Columbia School District Parent Survey

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	163	40.2%
Agree	161	39.8%
Disagree	23	5.7%
Strongly Disagree	12	3.0%
Not Applicable or No Information	46	11.4%

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

	Count	Percentage
Strongly Agree	175	43.2%
Agree	152	37.5%
Disagree	16	4.0%
Strongly Disagree	8	2.0%
Not Applicable or No Information	54	13.3%

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)	178	44.0%
Improving access to foreign language instruction, arts, and music education	132	32.6%
Supporting college and career counseling	176	43.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	232	57.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	124	30.6%

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	158	39.0%
Providing school-based mental health services and counseling	201	49.6%

Columbia School District Parent Survey

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

	Count	Percentage
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	101	24.9%
Establishing or improving dropout prevention	95	23.5%
Supporting re-entry programs and transition services for Justice-involved youth	59	14.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	140	34.6%
Implementing systems and practices to prevent bullying and harassment	205	50.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	159	39.3%
Establishing community partnerships	99	24.4%

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	208	51.4%
Building technological capacity and infrastructure	125	30.9%
Carrying out innovative blended learning projects	118	29.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	183	45.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	154	38.0%

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

	Count	Percentage
Social and Emotional Learning	144	35.6%
Computer Classes	120	29.6%
Conflict Resolution	89	22.0%
Drug/Alcohol Awareness/Prevention	88	21.7%

Columbia School District Parent Survey

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

	Count	Percentage
English as a Second Language	39	9.6%
Health Classes	92	22.7%
Literacy Classes	69	17.0%
Math Classes	106	26.2%
Parent-to-School Relationships	132	32.6%
Parent/Child Communication	142	35.1%
Preparing for College	152	37.5%
Parenting Workshops	81	20.0%
Social Media Classes	59	14.6%
Stress/Anger Management	127	31.4%
Understanding College- and Career-Ready Standards	139	34.3%

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

	Count	Percentage
Babysitting/childcare at parent meetings	71	17.5%
District and/or school newsletters	134	33.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	147	36.3%
Resource materials for parental training	92	22.7%
Training for parents to work with other parents on becoming involved in the schools	132	32.6%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	71	17.5%
Home/School folders	149	36.8%
Home/School Planners	166	41.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	150	37.0%
Agree	163	40.2%
Disagree	28	6.9%
Strongly Disagree	7	1.7%
Not Applicable or No Information	57	14.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	175	43.2%
Agree	187	46.2%
Disagree	31	7.7%
Strongly Disagree	8	2.0%
Not Applicable or No Information	4	1.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	179	44.2%
Agree	187	46.2%
Disagree	31	7.7%
Strongly Disagree	7	1.7%
Not Applicable or No Information	1	0.2%

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

	Count	Percentage
Strongly Agree	185	45.7%
Agree	192	47.4%
Disagree	19	4.7%
Strongly Disagree	6	1.5%
Not Applicable or No Information	3	0.7%

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

	Count	Percentage
Strongly Agree	152	37.5%
Agree	206	50.9%
Disagree	29	7.2%
Strongly Disagree	8	2.0%
Not Applicable or No Information	10	2.5%



Columbia School District Parent Survey

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

	Count	Percentage
Strongly Agree	171	42.2%
Agree	197	48.6%
Disagree	21	5.2%
Strongly Disagree	7	1.7%
Not Applicable or No Information	9	2.2%

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

	Count	Percentage
Parent/teacher conference	186	45.9%
Checked my child's grades/assignments online	285	70.4%
Been in contact with my child's teacher	332	82.0%
Received a newsletter from the district, school, or teacher	211	52.1%
Worked with a committee or group on school or district policies	39	9.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	55	13.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	277	68.4%
Volunteered at my child's school	97	24.0%

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

	Count	Percentage
Yes	296	73.1%
No	109	26.9%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	189	46.7%
Agree	201	49.6%
Disagree	11	2.7%
Strongly Disagree	3	0.7%
Not Applicable or No Information	1	0.2%

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	180	44.4%
Agree	211	52.1%
Disagree	10	2.5%
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	200	49.4%
Agree	185	45.7%
Disagree	17	4.2%
Strongly Disagree	3	0.7%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	182	44.9%
Agree	177	43.7%
Disagree	5	1.2%
Strongly Disagree	4	1.0%
Not Applicable or No Information	37	9.1%



Columbia School District Parent Survey

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	243	60.0%
Agree	123	30.4%
Disagree	8	2.0%
Strongly Disagree	4	1.0%
Not Applicable or No Information	27	6.7%



SECTION 3

Columbia School District Student Survey

Introduction

STUDENTS from across Columbia School District were asked to respond to questions about the schools they attend. Seven hundred eighty-seven (787) students responded to the survey.

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



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	288	36.6%
Agree	415	52.7%
Disagree	36	4.6%
Strongly Disagree	27	3.4%
Not Applicable or No Information	21	2.7%

Columbia School District Student Survey

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	163	20.7%
Agree	284	36.1%
Disagree	155	19.7%
Strongly Disagree	70	8.9%
Not Applicable or No Information	115	14.6%

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

	Count	Percentage
Strongly Agree	227	28.8%
Agree	349	44.3%
Disagree	77	9.8%
Strongly Disagree	32	4.1%
Not Applicable or No Information	102	13.0%

CURRICULUM AND INSTRUCTION

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	299	38.0%
Agree	422	53.6%
Disagree	39	5.0%
Strongly Disagree	14	1.8%
Not Applicable or No Information	13	1.7%

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

	Count	Percentage
Strongly Agree	249	31.6%
Agree	433	55.0%
Disagree	57	7.2%
Strongly Disagree	21	2.7%
Not Applicable or No Information	27	3.4%

Columbia School District Student Survey

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

	Count	Percentage
Strongly Agree	256	32.5%
Agree	341	43.3%
Disagree	53	6.7%
Strongly Disagree	36	4.6%
Not Applicable or No Information	101	12.8%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	352	44.7%
Agree	349	44.3%
Disagree	45	5.7%
Strongly Disagree	26	3.3%
Not Applicable or No Information	15	1.9%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	255	32.4%
Agree	395	50.2%
Disagree	79	10.0%
Strongly Disagree	33	4.2%
Not Applicable or No Information	25	3.2%

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

	Count	Percentage
Strongly Agree	244	31.0%
Agree	383	48.7%
Disagree	57	7.2%
Strongly Disagree	38	4.8%
Not Applicable or No Information	65	8.3%

Columbia School District Student Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	283	36.0%
Agree	398	50.6%
Disagree	50	6.4%
Strongly Disagree	16	2.0%
Not Applicable or No Information	40	5.1%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	262	33.3%
Agree	386	49.0%
Disagree	37	4.7%
Strongly Disagree	24	3.0%
Not Applicable or No Information	78	9.9%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	238	30.2%
Agree	370	47.0%
Disagree	93	11.8%
Strongly Disagree	61	7.8%
Not Applicable or No Information	25	3.2%

SCHOOL CLIMATE AND CULTURE

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	279	35.5%
Agree	404	51.3%
Disagree	60	7.6%
Strongly Disagree	22	2.8%
Not Applicable or No Information	22	2.8%

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	276	35.1%
Agree	429	54.5%
Disagree	44	5.6%
Strongly Disagree	23	2.9%
Not Applicable or No Information	15	1.9%

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

	Count	Percentage
Strongly Agree	165	21.0%
Agree	343	43.6%
Disagree	166	21.1%
Strongly Disagree	85	10.8%
Not Applicable or No Information	28	3.6%

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

	Count	Percentage
Strongly Agree	285	36.2%
Agree	379	48.2%
Disagree	44	5.6%
Strongly Disagree	24	3.0%
Not Applicable or No Information	55	7.0%

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

	Count	Percentage
Strongly Agree	247	31.4%
Agree	350	44.5%
Disagree	92	11.7%
Strongly Disagree	44	5.6%
Not Applicable or No Information	54	6.9%



Columbia School District Student Survey

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	247	31.4%
Agree	390	49.6%
Disagree	44	5.6%
Strongly Disagree	22	2.8%
Not Applicable or No Information	84	10.7%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	220	28.0%
Agree	330	41.9%
Disagree	78	9.9%
Strongly Disagree	49	6.2%
Not Applicable or No Information	110	14.0%



SECTION 4

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-four (164) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	76	46.3%
Agree	83	50.6%
Disagree	0	0.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.4%

Columbia School District Faculty/Staff Survey

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	65	39.6%
Agree	75	45.7%
Disagree	13	7.9%
Strongly Disagree	3	1.8%
Not Applicable or No Information	8	4.9%

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

	Count	Percentage
Strongly Agree	72	43.9%
Agree	79	48.2%
Disagree	8	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	3.0%

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

	Count	Percentage
Strongly Agree	64	39.0%
Agree	66	40.2%
Disagree	3	1.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	30	18.3%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	51.8%	35.4%	0.0%	0.6%	12.2%
Closing the achievement gap between diverse groups of students.	43.3%	43.9%	1.8%	0.6%	10.4%
Successful classroom management.	48.8%	39.6%	1.2%	0.0%	10.4%
Teaching special needs students.	42.7%	41.5%	3.0%	0.0%	12.8%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	30.5%	34.1%	9.1%	1.2%	25.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	43	26.2%
Agree	98	59.8%
Disagree	18	11.0%
Strongly Disagree	3	1.8%
Not Applicable or No Information	2	1.2%

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

	Count	Percentage
Strongly Agree	54	32.9%
Agree	76	46.3%
Disagree	3	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	31	18.9%

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

	Count	Percentage
Strongly Agree	56	34.1%
Agree	93	56.7%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
Not Applicable or No Information	7	4.3%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	76	46.3%
Utilize technology such as class websites, blogs, and videos	110	67.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	66	40.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	101	61.6%



Columbia School District Faculty/Staff Survey

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	104	63.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	70	42.7%
Use bilingual handouts and cues	45	27.4%
Use visual displays, portable white boards, and posters when giving instructions	101	61.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	68	41.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	98	59.8%
Agree	62	37.8%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	81	49.4%
Agree	74	45.1%
Disagree	5	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.4%

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

	Count	Percentage
Strongly Agree	85	51.8%
Agree	73	44.5%
Disagree	4	2.4%
Strongly Disagree	1	0.6%
Not Applicable or No Information	1	0.6%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	75	45.7%
Agree	81	49.4%
Disagree	8	4.9%
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	95	57.9%
Agree	68	41.5%
Disagree	1	0.6%
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	51	31.1%
Agree	87	53.0%
Disagree	20	12.2%
Strongly Disagree	5	3.0%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	35	21.3%
Agree	91	55.5%
Disagree	31	18.9%
Strongly Disagree	4	2.4%
Not Applicable or No Information	3	1.8%



Columbia School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	94	57.3%
Agree	57	34.8%
Disagree	6	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	4.3%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	108	65.9%
Agree	52	31.7%
Disagree	1	0.6%
Strongly Disagree	2	1.2%
Not Applicable or No Information	1	0.6%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	110	67.1%
Agree	37	22.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	10.4%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

Columbia School District Faculty/Staff Survey

Rank your top ten choices for professional development topics.

	Rank
Teaching and understanding students in poverty	#10
Response to Intervention (RTI/MTSS)	#11
Writing strategies	#12
Developing quality assessments	#13
Culture sensitivity	#14
Depth of Knowledge	#15
Interpreting and analyzing student data	#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	39	23.8%
Agree	92	56.1%
Disagree	20	12.2%
Strongly Disagree	5	3.0%
Not Applicable or No Information	8	4.9%

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

	Count	Percentage
Strongly Agree	33	20.1%
Agree	85	51.8%
Disagree	16	9.8%
Strongly Disagree	2	1.2%
Not Applicable or No Information	28	17.1%



SECTION 5

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. Eleven (11) community members responded to the survey.



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

Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	6	54.5%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

Columbia School District Community Survey

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	5	45.5%
Agree	2	18.2%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	2	18.2%

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

	Count	Percentage
Strongly Agree	5	45.5%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	4	36.4%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	5	45.5%
Disagree	3	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Columbia School District Community Survey

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
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	4	36.4%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

I understand the mission of the school in our community.

	Count	Percentage
Strongly Agree	4	36.4%
Agree	3	27.3%
Disagree	3	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%



Columbia School District Community Survey

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	4	36.4%
Disagree	1	9.1%
Strongly Disagree	3	27.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

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	45.5%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

Columbia School District Community Survey

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	6	54.5%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Columbia School District Community Survey

GENERAL OPINION

Note: In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and how federal funding should be utilized to address district needs. Those responses are summarized below.

COMMUNITY MEMBERS from Columbia School District reported various concerns and suggestions for improvement in response to open-ended questions from the comprehensive needs assessment survey. They highlighted the need for additional resources at CES, including more space, staff, and support for special needs students. Suggestions included constructing extra buildings with classrooms and addressing mistreatment of students by some teachers. There was also a call to hire more locals for administrative positions to prevent talented administrators from leaving for neighboring districts. Respondents emphasized the importance of listening to students and parents, providing more one-on-one support for slower learners, and fostering inclusivity to prevent any students from feeling left out. Regarding the allocation of federal funds to address identified needs, community members expressed a desire for resources to benefit students in any way possible. Suggestions included implementing anti-bullying programs, improving middle school campuses, and ensuring equitable attention for all students, rather than favoring certain groups. Despite the identified areas for improvement, respondents also recognized several strengths within the district. CES was praised for its variety of after-school learning options, efficient fundraising efforts, and facility upgrades. However, concerns were raised about the decline in morale at Jefferson Middle School under new leadership, suggesting a need for improvement in this area. Additionally, community members valued the involvement of parents and grandparents but highlighted the importance of addressing issues such as exclusion within the school community.



"Alone we can do so little; together we can do so much." - Helen Keller

-Hellen Keller

SECTION 6

Columbia Primary School

Introduction

COLUMBIA PRIMARY SCHOOL is located at 913 West Avenue in Columbia, Mississippi. In January of 2024, it served four hundred thirty-three (433) students, prekindergarten through second grade (PK-2). Columbia Primary School, under the leadership of Principal Dr. Jay Rayborn, has maintained an "A" Level accountability status, signifying its commitment to educational excellence. Dedicated to nurturing the educational journeys of the district's youngest students, the school emphasizes collaboration among staff to ensure optimal instruction. The school's mission, "Developing Readers on the Road to Success," highlights its focus on literacy as the foundation of education. With a belief in the potential of every student, Columbia Primary School encourages parental involvement in fostering a love for reading, suggesting daily reading sessions with children. Through consistent communication, parents are kept informed of their child's



progress and provided opportunities to support academic growth. Columbia Primary School's online platform serves as a central hub for information and resources, facilitating active engagement between the school, parents, and the community. Principal Dr. Jay Rayborn leads a team of dedicated educators, supported by engaged parents and motivated students, on a collective journey toward success.

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						
	2020	2021	2022	2023	2024	TREND
ALL	418	434	453	466	433	
PK	*	60	62	67	63	
PK_SPED	*					
K	142	122	129	138	118	
GR_1	116	144	130	121	134	
GR_2	95	108	132	140	118	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 68: Columbia Primary School Enrollment

COLUMBIA PRIMARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	418	434	453	466	433	
GENDER	FEMALE	190	188	189	201	192	
	MALE	228	246	264	265	241	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN			*	*	*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	178	192	196	206	180	
	HISPANIC OR LATINO	*	*	10	*	*	
	TWO OR MORE RACES	*	*	11	15	18	
	WHITE	216	219	234	235	228	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 69: Columbia Primary School Enrollment by Demographic Group



Attendance

AVERAGE DAILY ATTENDANCE

COLUMBIA PRIMARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	358.6	377.3	369.8
K	114.8	122.3	124.8
GR_1	140.2	127.4	112.6
GR_2	103.6	127.6	132.4

Figure 70: Columbia Primary School Average Daily Attendance

CHRONIC ABSENCE

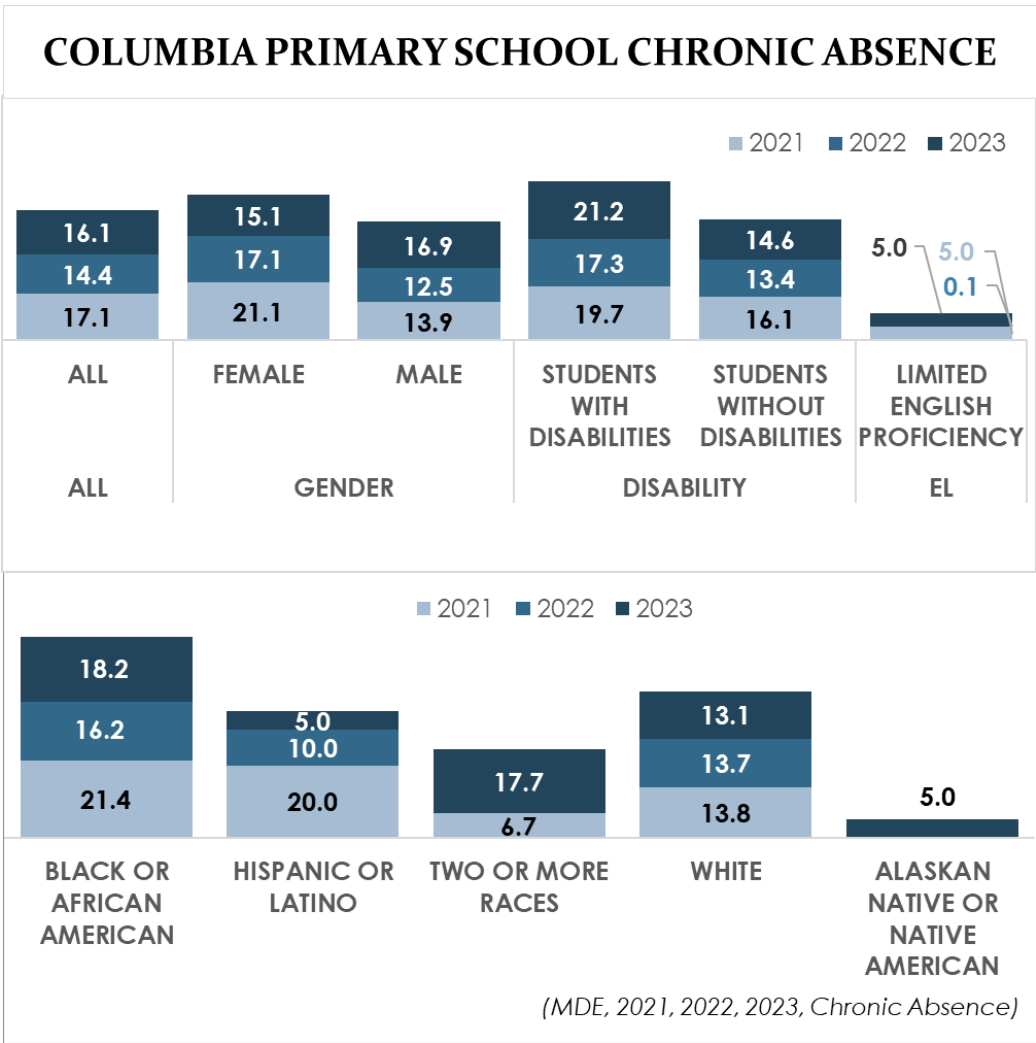


Figure 71: Columbia Primary School Chronic Absence by Demographic Group



Accountability

ACCOUNTABILITY MEASURES

COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY RATING



(MDE, 2021, 2022, 2023, Accountability)

Figure 72: Columbia Primary School Accountability Rating

COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 73: Columbia Primary School Accountability: Reading

COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



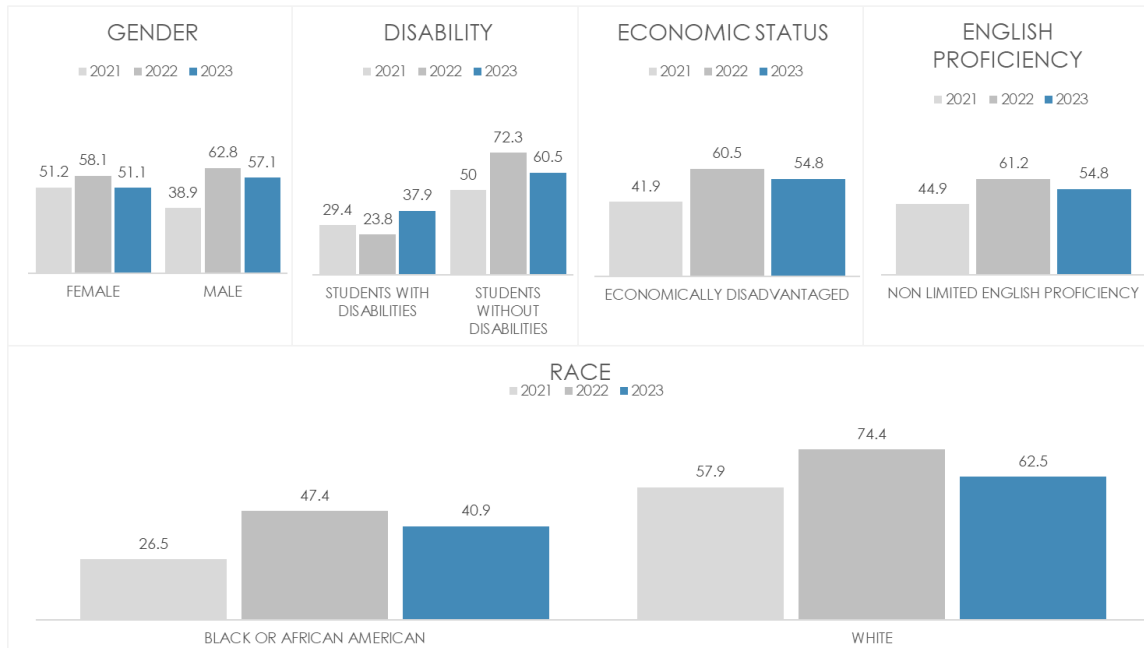
(MDE, 2021, 2022, 2023, Accountability)

Figure 74: Columbia Primary School Accountability: Math



PROFICIENCY BY DEMOGRAPHIC GROUP

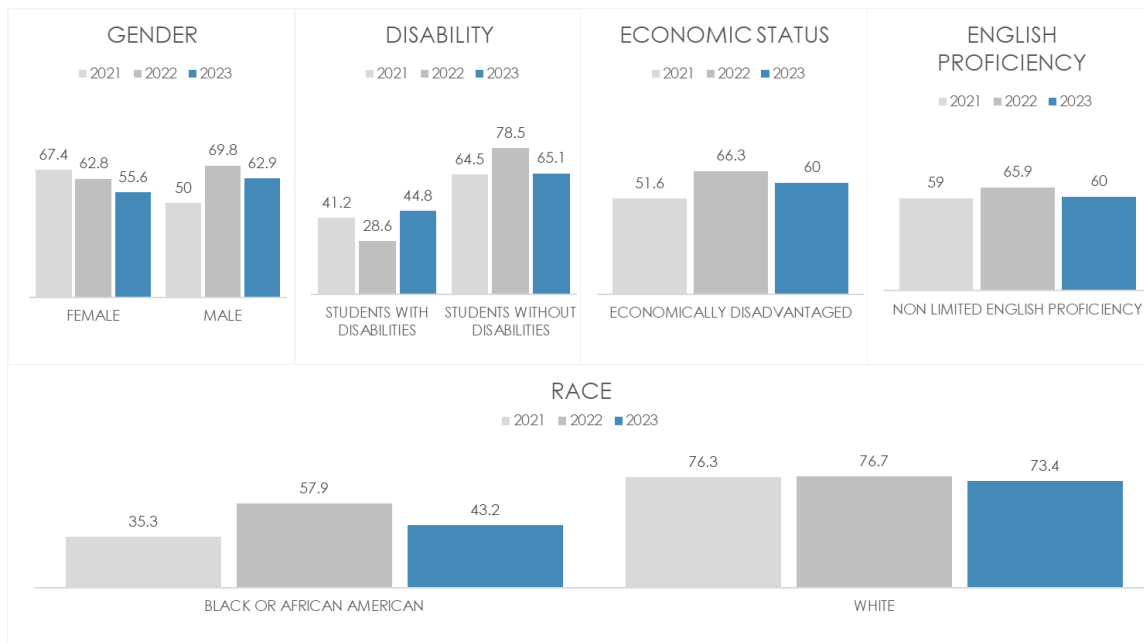
COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP:
READING



(MDE, 2021, 2022, 2023, Accountability)

Figure 75: Columbia Primary School Reading Proficiency by Demographic Group

COLUMBIA PRIMARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP:
MATH



(MDE, 2021, 2022, 2023, Accountability)

Figure 76: Columbia Primary School Math Proficiency by Demographic Group

Assessment

KINDERGARTEN READINESS

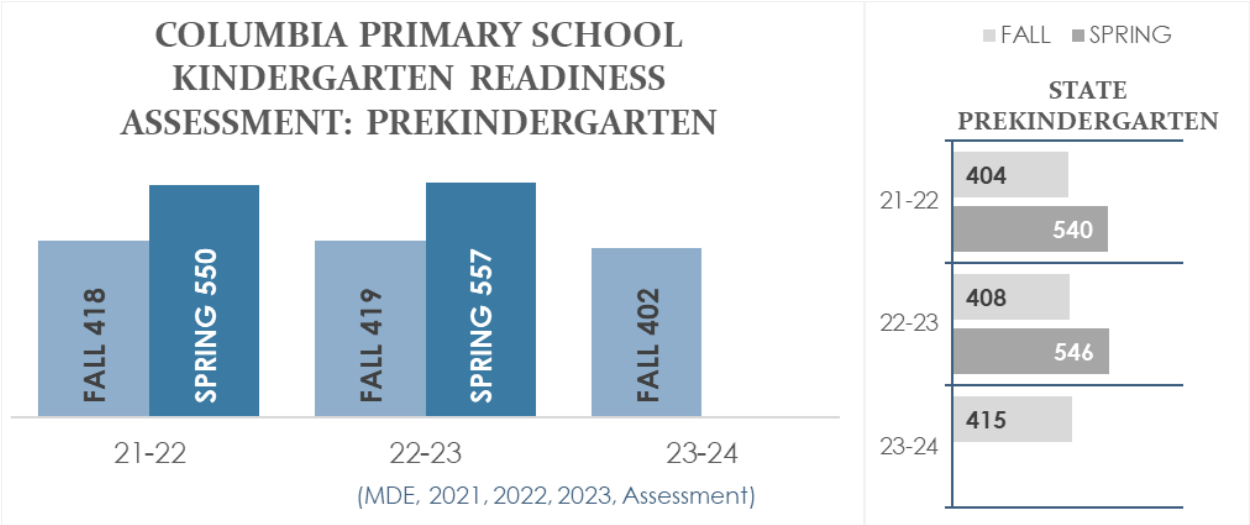


Figure 77: Columbia Primary School Kindergarten Readiness Assessment: Prekindergarten

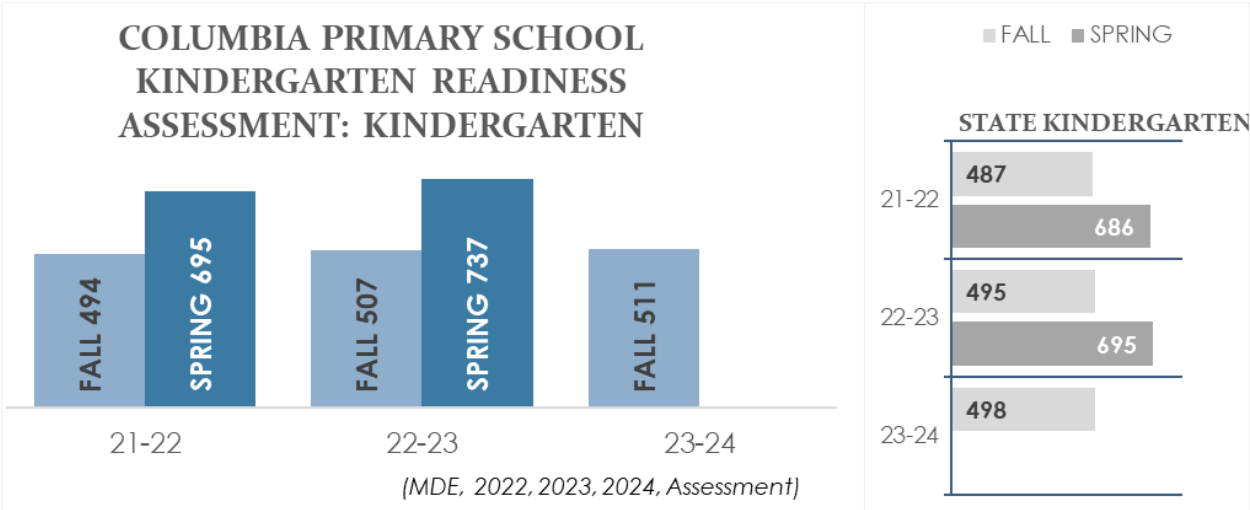


Figure 78: Columbia Primary School Kindergarten Readiness Assessment: Kindergarten



Personnel

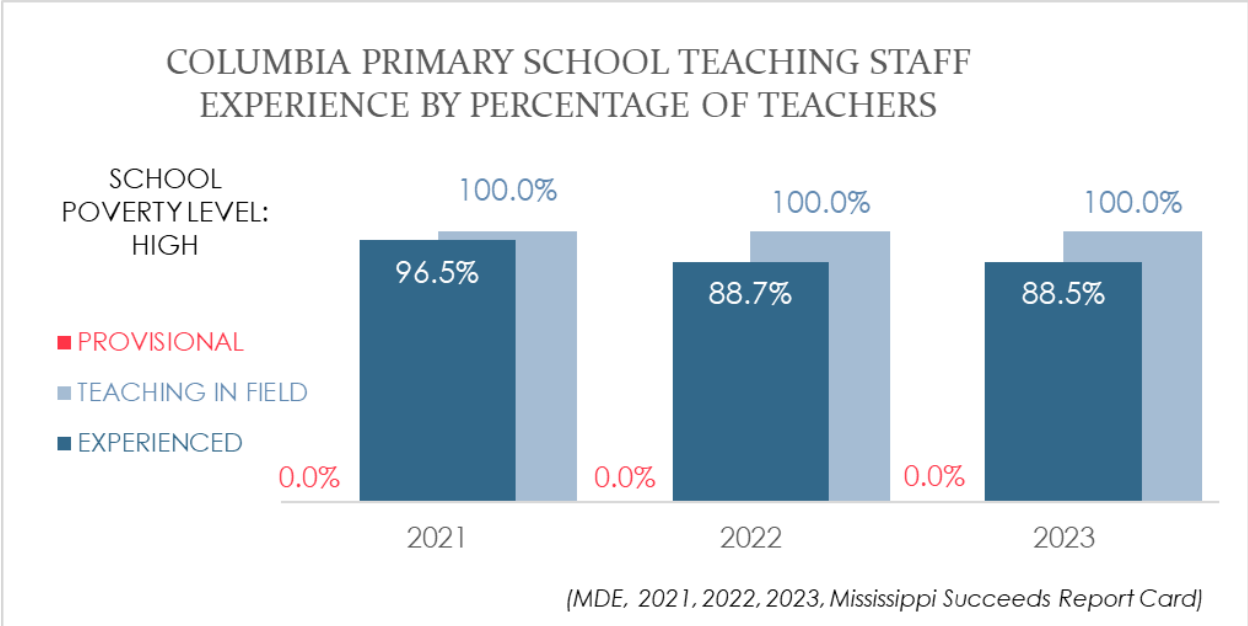


Figure 79: Columbia Primary School Teaching Staff Experience by Percentage of Teachers



Discipline

COLUMBIA PRIMARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤5	≤5	≤5	≤5	≤5			
GENDER	FEMALE				≤5	≤5	≤5			
	MALE		≤5	≤5	5.5	≤5	5.1			
RACE	BLACK OR AFRICAN AMERICAN			≤5	≤5	≤5	≤5			
	HISPANIC OR LATINO				≤10		≤5			
	TWO OR MORE RACES						7.7			
	WHITE		≤5		≤5	≤5	≤5			
DISABILITY	STUDENTS WITH DISABILITIES			≤5	≤5	≤5	5.7			
	STUDENTS WITHOUT DISABILITIES		≤5		≤5	≤5	≤5			
EL	LIMITED ENGLISH PROFICIENCY						≤5			
	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		≤5	≤5			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤10			≤5			≤5	
GENDER	FEMALE		≤10			≤5			≤5	
	MALE		≤10			≤5			≤5	
RACE	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN		≤10			≤5			≤5	
	HISPANIC OR LATINO					≤5			≤5	
	TWO OR MORE RACES					≤5			≤5	
	WHITE		≤10			≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10			≤5			≤5	
	STUDENTS WITHOUT DISABILITIES		≤10			≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		≤10			≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 80: 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; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-two (42) faculty and staff members, one hundred ninety-six (196) parents, and one hundred three (103) students responded to the survey.

Columbia Primary School Faculty/Staff Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective in delivering instruction.		
	Count	Percentage
Strongly Agree	24	57.1%
Agree	18	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance.		
	Count	Percentage
Strongly Agree	19	45.2%
Agree	21	50.0%
Disagree	2	4.8%
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	13	31.0%
Agree	27	64.3%
Disagree	2	4.8%
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	18	42.9%
Agree	19	45.2%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.5%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	73.8%	23.8%	0.0%	0.0%	2.4%
Closing the achievement gap between diverse groups of students.	66.7%	31.0%	0.0%	0.0%	2.4%
Successful classroom management.	64.3%	33.3%	0.0%	0.0%	2.4%
Teaching special needs students.	54.8%	35.7%	4.8%	0.0%	4.8%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	42.9%	23.8%	4.8%	0.0%	28.6%



Columbia Primary School

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	9	21.4%
Agree	27	64.3%
Disagree	5	11.9%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	26.2%
Agree	22	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	21.4%

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

	Count	Percentage
Strongly Agree	14	33.3%
Agree	26	61.9%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	28	66.7%
Utilize technology such as class websites, blogs, and videos	32	76.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	14	33.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	27	64.3%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	30	71.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	22	52.4%
Use bilingual handouts and cues	10	23.8%
Use visual displays, portable white boards, and posters when giving instructions	31	73.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	20	47.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	29	69.0%
Agree	12	28.6%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	26	61.9%
Agree	15	35.7%
Disagree	1	2.4%
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	22	52.4%
Agree	20	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Columbia Primary School

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	19	45.2%
Agree	22	52.4%
Disagree	1	2.4%
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	28	66.7%
Agree	14	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	31.0%
Agree	27	64.3%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

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

	Count	Percentage
Strongly Agree	13	31.0%
Agree	23	54.8%
Disagree	6	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	25	59.5%
Agree	14	33.3%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	31	73.8%
Agree	11	26.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	39	92.9%
Agree	3	7.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
My specific content area	#2
Reading for at risk students	#3
Social and emotional learning	#4
Differentiated Instruction	#5
Successful inclusion strategies	#6
Using technology to enhance instruction	#7
Response to Intervention (RTI/MTSS)	#8
Conflict resolution	#9



Columbia Primary School

Rank your top ten choices for professional development topics.

	Rank
Developing quality assessments	#10
Writing strategies	#11
Depth of Knowledge	#12
Interpreting and analyzing student data	#13
English Learners (ELs)	#14
Teaching and understanding students in poverty	#15
Teaching and understanding homeless students	#16
Culture sensitivity	#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	6	14.3%
Agree	29	69.0%
Disagree	2	4.8%
Strongly Disagree	3	7.1%
Not Applicable or No Information	2	4.8%

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

	Count	Percentage
Strongly Agree	5	11.9%
Agree	24	57.1%
Disagree	4	9.5%
Strongly Disagree	1	2.4%
Not Applicable or No Information	8	19.0%

GENERAL OPINION

Note: In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and how federal funding should be utilized to address district needs. Those responses are summarized below.

FACULTY AND STAFF from Columbia Primary School highlighted several strengths within the school and district. They commended the administration for effective communication, support, and accountability, as well as the

implementation of comprehensive literacy programs for students needing reading interventions. The positive school culture, inclusive environment, and dedication to student success were also noted. Additionally, the community involvement, multicultural activities, and efforts to provide a safe and inviting learning environment were recognized as strengths. However, areas for improvement were identified as well. Faculty and staff suggested enhancing professional development opportunities, particularly for non-certified staff, and increasing staffing in areas such as special education, behavioral support, and nursing. Concerns were raised about the need for facility upgrades, including more and better-maintained bathrooms, updated flooring, and improved security measures. Additionally, there were calls for better discipline options and increased support for students with learning disabilities or special needs, including earlier intervention and more resources. Regarding the allocation of federal funds, suggestions included hiring additional staff for remediation and enrichment programs, providing professional development opportunities, and upgrading facilities. Calls were made for more support staff, such as teacher assistants and behavior specialists, as well as improvements in areas like curriculum, technology training, and healthcare services.

Columbia Primary School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	84	81.6%
Agree	12	11.7%
Disagree	3	2.9%
Strongly Disagree	2	1.9%
Not Applicable or No Information	2	1.9%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	55	53.4%
Agree	27	26.2%
Disagree	12	11.7%
Strongly Disagree	5	4.9%
Not Applicable or No Information	4	3.9%



Columbia Primary School

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

	Count	Percentage
Strongly Agree	48	46.6%
Agree	30	29.1%
Disagree	8	7.8%
Strongly Disagree	4	3.9%
Not Applicable or No Information	13	12.6%

CURRICULUM AND INSTRUCTION

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	68	66.0%
Agree	31	30.1%
Disagree	1	1.0%
Strongly Disagree	2	1.9%
Not Applicable or No Information	1	1.0%

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

	Count	Percentage
Strongly Agree	55	53.4%
Agree	38	36.9%
Disagree	4	3.9%
Strongly Disagree	4	3.9%
Not Applicable or No Information	2	1.9%

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

	Count	Percentage
Strongly Agree	47	45.6%
Agree	23	22.3%
Disagree	8	7.8%
Strongly Disagree	9	8.7%
Not Applicable or No Information	16	15.5%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	68	66.0%
Agree	27	26.2%
Disagree	2	1.9%
Strongly Disagree	5	4.9%
Not Applicable or No Information	1	1.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	59	57.3%
Agree	31	30.1%
Disagree	5	4.9%
Strongly Disagree	3	2.9%
Not Applicable or No Information	5	4.9%

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

	Count	Percentage
Strongly Agree	50	48.5%
Agree	38	36.9%
Disagree	1	1.0%
Strongly Disagree	7	6.8%
Not Applicable or No Information	7	6.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	71	68.9%
Agree	23	22.3%
Disagree	2	1.9%
Strongly Disagree	3	2.9%
Not Applicable or No Information	4	3.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	68	66.0%
Agree	32	31.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.9%



Columbia Primary School

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

	Count	Percentage
Strongly Agree	65	63.1%
Agree	25	24.3%
Disagree	4	3.9%
Strongly Disagree	5	4.9%
Not Applicable or No Information	4	3.9%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	71	68.9%
Agree	25	24.3%
Disagree	4	3.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	1.9%

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	67	65.0%
Agree	31	30.1%
Disagree	3	2.9%
Strongly Disagree	1	1.0%
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	46	44.7%
Agree	35	34.0%
Disagree	12	11.7%
Strongly Disagree	8	7.8%
Not Applicable or No Information	2	1.9%

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

	Count	Percentage
Strongly Agree	60	58.3%
Agree	33	32.0%
Disagree	3	2.9%
Strongly Disagree	4	3.9%
Not Applicable or No Information	3	2.9%

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

	Count	Percentage
Strongly Agree	53	51.5%
Agree	19	18.4%
Disagree	3	2.9%
Strongly Disagree	4	3.9%
Not Applicable or No Information	24	23.3%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	63	61.2%
Agree	30	29.1%
Disagree	3	2.9%
Strongly Disagree	4	3.9%
Not Applicable or No Information	3	2.9%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	53	51.5%
Agree	29	28.2%
Disagree	12	11.7%
Strongly Disagree	4	3.9%
Not Applicable or No Information	5	4.9%



Columbia Primary School

GENERAL OPINION

Note: In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and how federal funding should be utilized to address district needs. Those responses are summarized below.

STUDENTS from Columbia Primary School expressed appreciation for various aspects of their school experience, including activities, recess, lunchtime, and their relationships with teachers. They highlighted the cleanliness of the school, the opportunities for learning in a fun environment, and the caring atmosphere created by teachers and staff. Additionally, students enjoyed participating in activities like PE, art, and library time. However, they also suggested areas for improvement, such as the need for a gym, larger bathrooms, and more recess time. Some students requested specific activities like playing football or having more free time. Remodeling the bathrooms was a common suggestion, along with requests for better food options and additional playground equipment. Some students also expressed a desire for class pets or upgraded technology. Regarding the allocation of federal funds, students suggested purchasing items like gym equipment, VR headsets, or class pets. They also mentioned providing more resources for teachers, such as new desks and chairs, and supporting initiatives to address food insecurity among students. Overall, students emphasized the importance of creating a more engaging and comfortable learning environment through the use of federal funds.

Columbia Primary School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	127	64.8%
Agree	59	30.1%
Disagree	6	3.1%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.5%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	86	43.9%
Agree	78	39.8%
Disagree	9	4.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	11.2%

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

	Count	Percentage
Strongly Agree	93	47.4%
Agree	62	31.6%
Disagree	7	3.6%
Strongly Disagree	3	1.5%
Not Applicable or No Information	31	15.8%

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)	80	40.8%
Improving access to foreign language instruction, arts, and music education	64	32.7%
Supporting college and career counseling	70	35.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	114	58.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	58	29.6%

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	78	39.8%
Providing school-based mental health services and counseling	92	46.9%



Columbia Primary School

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

	Count	Percentage
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	37	18.9%
Establishing or improving dropout prevention	53	27.0%
Supporting re-entry programs and transition services for Justice-involved youth	26	13.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	65	33.2%
Implementing systems and practices to prevent bullying and harassment	103	52.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	84	42.9%
Establishing community partnerships	49	25.0%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	105	53.6%
Building technological capacity and infrastructure	47	24.0%
Carrying out innovative blended learning projects	51	26.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	89	45.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	72	36.7%

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

	Count	Percentage
Social and Emotional Learning	75	38.3%
Computer Classes	52	26.5%
Conflict Resolution	43	21.9%
Drug/Alcohol Awareness/Prevention	37	18.9%

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

	Count	Percentage
English as a Second Language	19	9.7%
Health Classes	44	22.4%
Literacy Classes	38	19.4%
Math Classes	52	26.5%
Parent-to-School Relationships	67	34.2%
Parent/Child Communication	82	41.8%
Preparing for College	63	32.1%
Parenting Workshops	43	21.9%
Social Media Classes	24	12.2%
Stress/Anger Management	58	29.6%
Understanding College- and Career-Ready Standards	54	27.6%

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

	Count	Percentage
Babysitting/childcare at parent meetings	44	22.4%
District and/or school newsletters	60	30.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	69	35.2%
Resource materials for parental training	55	28.1%
Training for parents to work with other parents on becoming involved in the schools	66	33.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	31	15.8%
Home/School folders	81	41.3%
Home/School Planners	75	38.3%



Columbia Primary School

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	89	45.4%
Agree	73	37.2%
Disagree	8	4.1%
Strongly Disagree	3	1.5%
Not Applicable or No Information	23	11.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	109	55.6%
Agree	77	39.3%
Disagree	6	3.1%
Strongly Disagree	2	1.0%
Not Applicable or No Information	2	1.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	106	54.1%
Agree	80	40.8%
Disagree	7	3.6%
Strongly Disagree	3	1.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	119	60.7%
Agree	69	35.2%
Disagree	6	3.1%
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	103	52.6%
Agree	80	40.8%
Disagree	7	3.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	4	2.0%

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

	Count	Percentage
Strongly Agree	106	54.1%
Agree	81	41.3%
Disagree	3	1.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	5	2.6%

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

	Count	Percentage
Parent/teacher conference	104	53.1%
Checked my child's grades/assignments online	124	63.3%
Been in contact with my child's teacher	175	89.3%
Received a newsletter from the district, school, or teacher	130	66.3%
Worked with a committee or group on school or district policies	23	11.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	33	16.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	140	71.4%
Volunteered at my child's school	52	26.5%

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

	Count	Percentage
Yes	145	74.0%
No	51	26.0%



Columbia Primary School

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	113	57.7%
Agree	80	40.8%
Disagree	2	1.0%
Strongly Disagree	1	0.5%
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	108	55.1%
Agree	87	44.4%
Disagree	1	0.5%
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	118	60.2%
Agree	74	37.8%
Disagree	3	1.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	97	49.5%
Agree	74	37.8%
Disagree	2	1.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	11.2%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	138	70.4%
Agree	44	22.4%
Disagree	3	1.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	9	4.6%

GENERAL OPINION

Note: In response to four open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, what changes should be implemented to the Parent and Family Engagement Plan, and how federal funding should be utilized to address district needs. Those responses are summarized below.

PARENTS from Columbia Primary School provided feedback on various aspects of the school's performance and areas for improvement. They appreciated the welcoming and clean environment, the quality of teachers, and the communication between the school and parents. Some parents also highlighted the school's efforts in caring for students and providing a supportive atmosphere. However, there were concerns raised about bullying, social media communication, and the need for better management of certain programs like pre-K. Safety, teacher training, and special education services were also areas identified for improvement. Regarding the Parent and Family Engagement Plan and the spending of Title I Parent and Family Engagement funds, parents expressed a desire for more in-person communication, support for parents in understanding curriculum and homework, and investment in technology and equipment to enhance learning. Some parents also emphasized the importance of practical life skills education and support for special needs children.



SECTION 7

Columbia Elementary School

Introduction

COLUMBIA ELEMENTARY SCHOOL is located at 401 Mary Street in Columbia, Mississippi. In January of 2024, it served three hundred sixty-nine (369) students, third through fifth grade (3-5). Columbia Elementary School (CES) continues to uphold its reputation for academic excellence, achieving an "A" Level accountability status for the 2022-2023 school year. Guided by Principal Dr. Leslie Smith, CES maintains a safe and nurturing learning environment conducive to student success. The school's online welcome message emphasizes the importance of community involvement in advancing its educational mission. Recognizing the pivotal role of stakeholders, including parents and guardians, CES encourages active participation to support the school's vision for continuous improvement. The motto, "Where the Wildcats Are, Every Student Matters, and Every Moment Counts," underscores the commitment to inclusivity and the significance of each student's journey. With a focus on quality education and the



development of responsible citizens, CES invites parents and guardians to join in shaping the educational experience. Together, they strive to maintain CES's proud tradition of academic excellence and foster a sense of community pride. CES takes pride in providing students with a strong foundation for future success and cherishes the relationships forged within the school community.

Enrollment

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

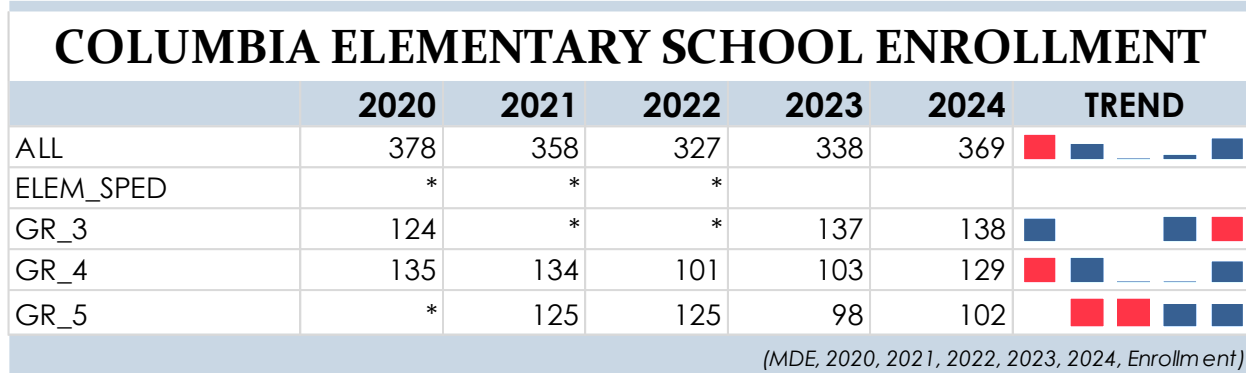


Figure 81: Columbia Elementary School Enrollment

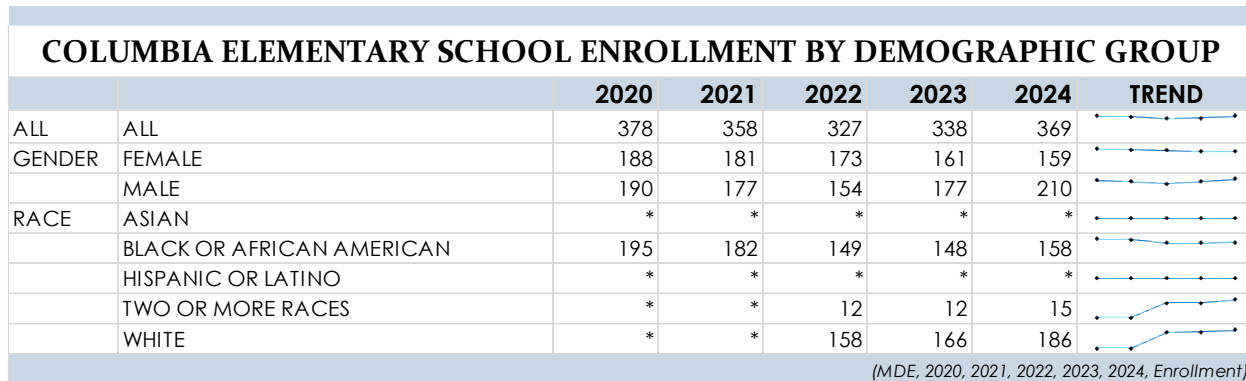


Figure 82: Columbia Elementary School Enrollment by Demographic Group



Attendance

AVERAGE DAILY ATTENDANCE

COLUMBIA ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	339.7	308.9	315.3
ELEM_SPED	1.0	0.9	0.0
GR_3	96.0	94.4	127.9
GR_4	125.4	94.5	96.7
GR_5	117.4	119.1	90.7

Figure 83: Columbia Elementary School Average Daily Attendance

CHRONIC ABSENCE

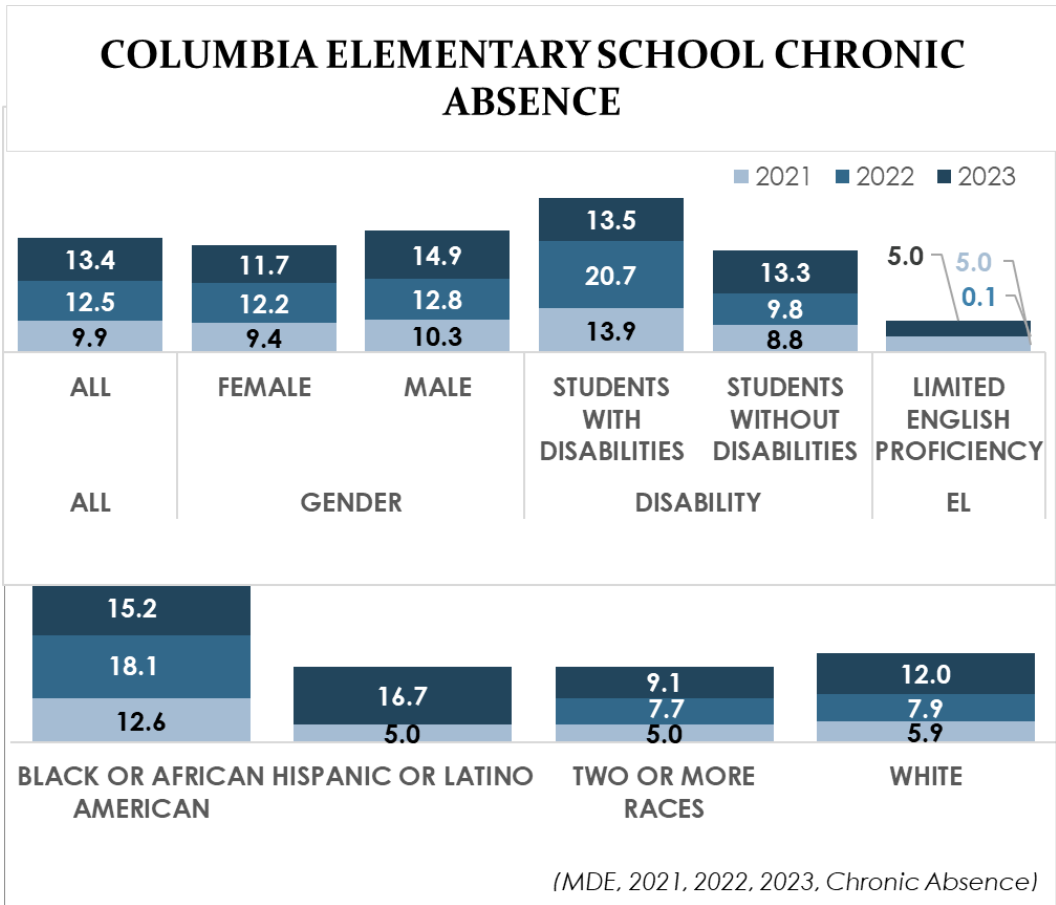


Figure 84: Columbia Elementary School Chronic Absence by Demographic Group



Accountability

ACCOUNTABILITY MEASURES

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY RATING



(MDE, 2021, 2022, 2023, Accountability)

Figure 85: Columbia Elementary School Accountability Rating

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 86: Columbia Elementary School Accountability: Reading

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 87: Columbia Elementary School Accountability: Math

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

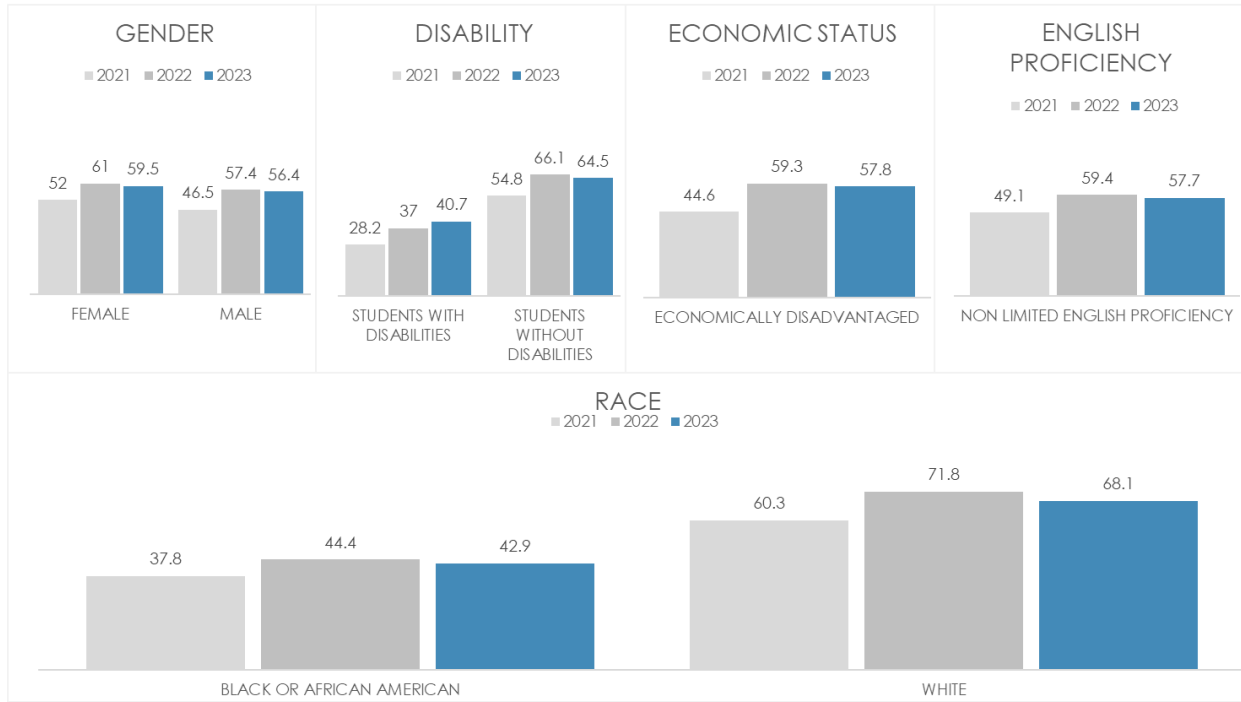
Figure 88: Columbia Elementary School Accountability: Science



Columbia Elementary School

PROFICIENCY BY DEMOGRAPHIC GROUP

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING

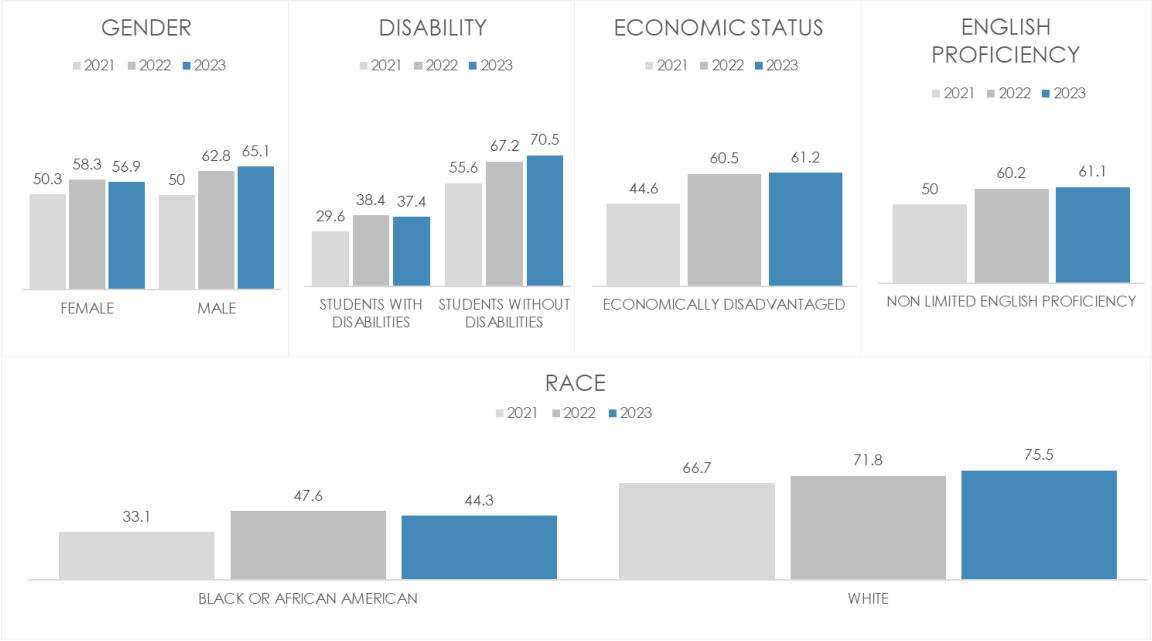


(MDE, 2021, 2022, 2023, Accountability)

Figure 89: Columbia Elementary School Reading Proficiency by Demographic Group



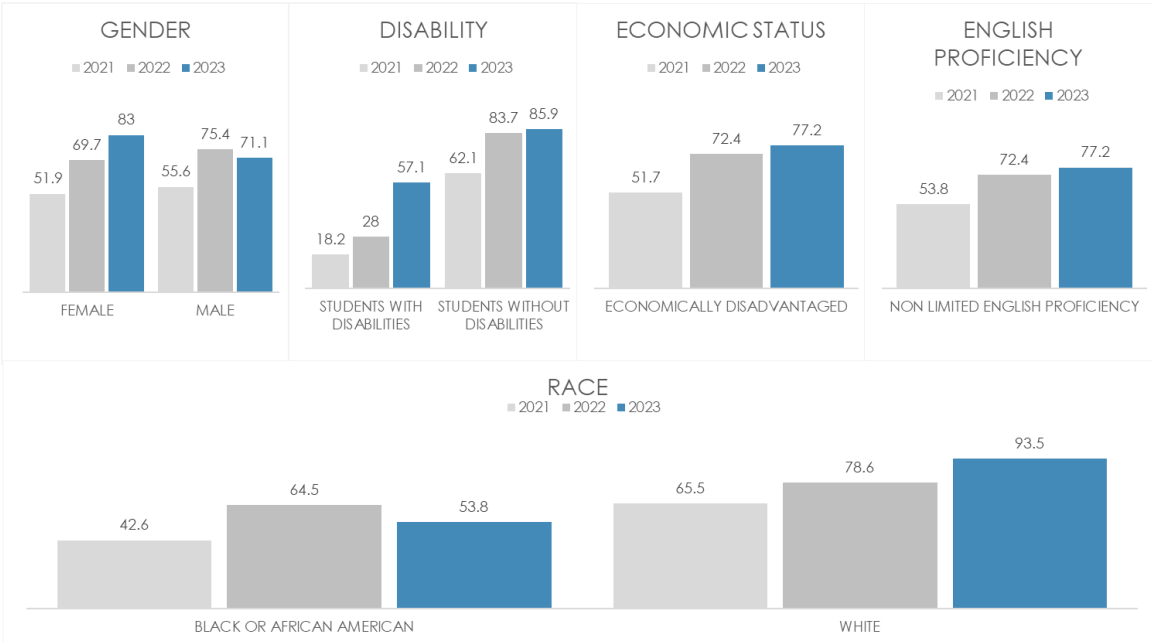
COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP:
MATH



(MDE, 2021, 2022, 2023, Accountability)

Figure 90: Columbia Elementary School Math Proficiency by Demographic Group

COLUMBIA ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP:
SCIENCE



(MDE, 2021, 2022, 2023, Accountability)

Figure 91: Columbia Elementary School Science Proficiency by Demographic Group



SCHOOL IMPROVEMENT

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.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

COLUMBIA ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2019	2022	2023
78.2	76.2	87.7

Figure 92: Columbia Elementary School Initial Third-Grade Reading Assessment Pass Rate



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)
 MAAP ELA

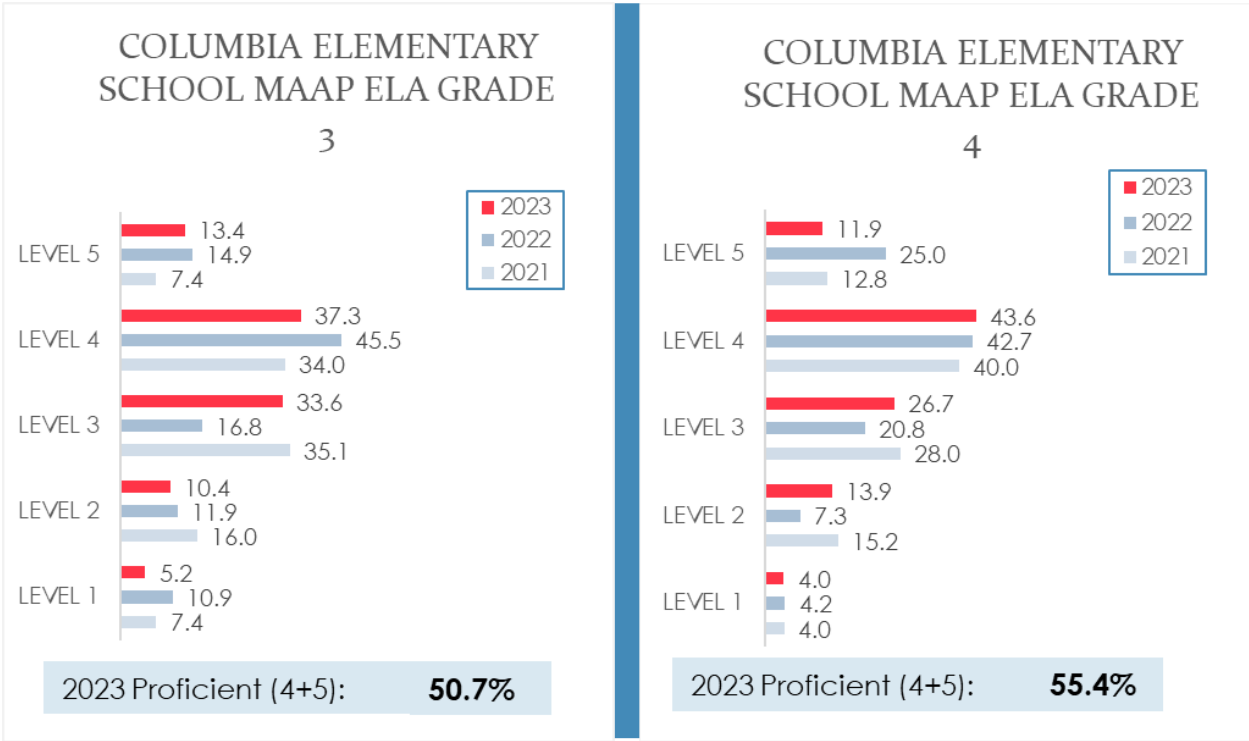


Figure 93: Columbia Elementary School MAAP ELA Grades 3 and 4

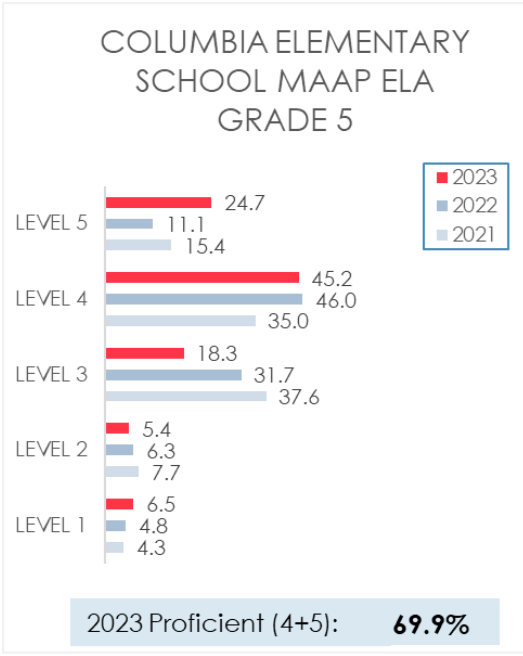


Figure 94: Columbia Elementary School MAAP ELA Grade 5



MAAP MATH

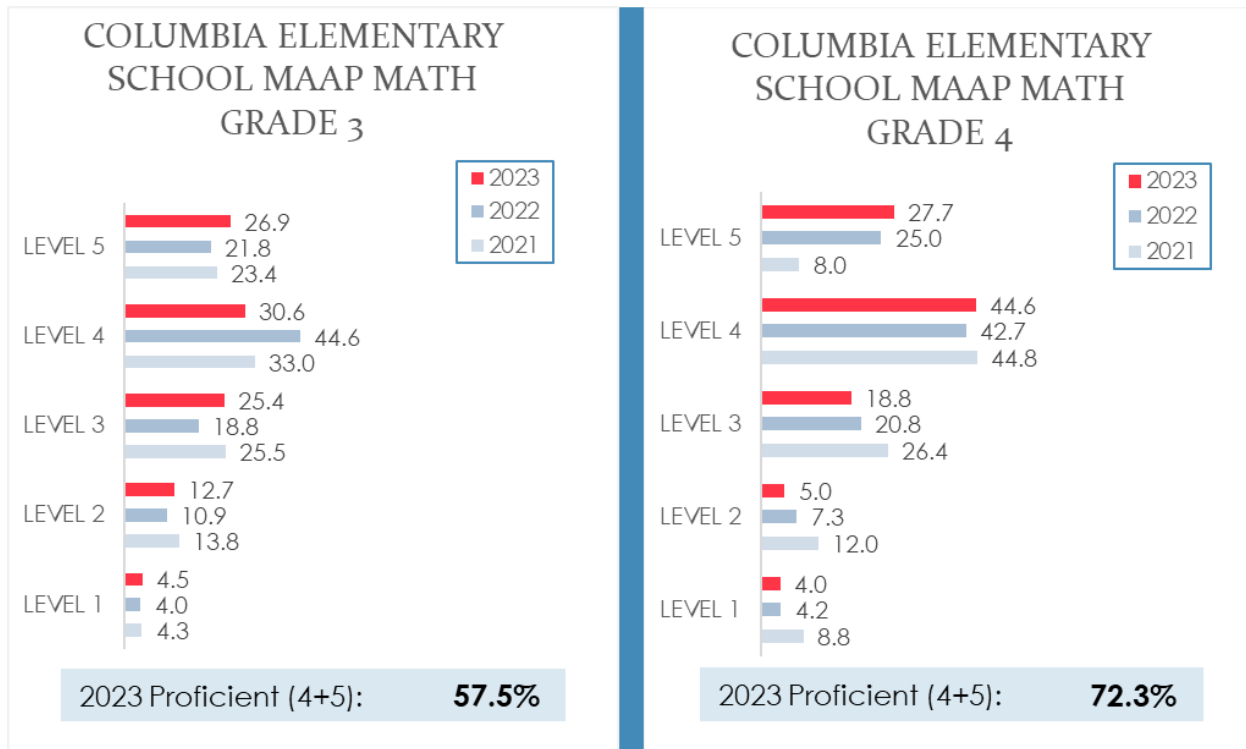


Figure 95: Columbia Elementary School MAAP Math Grades 3 and 4

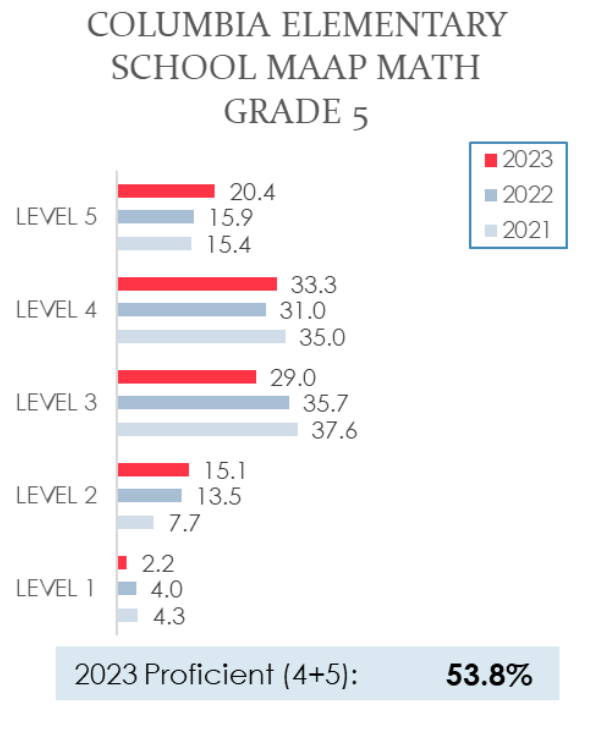


Figure 96: Columbia Elementary School MAAP Math Grade 5

MAAP SCIENCE

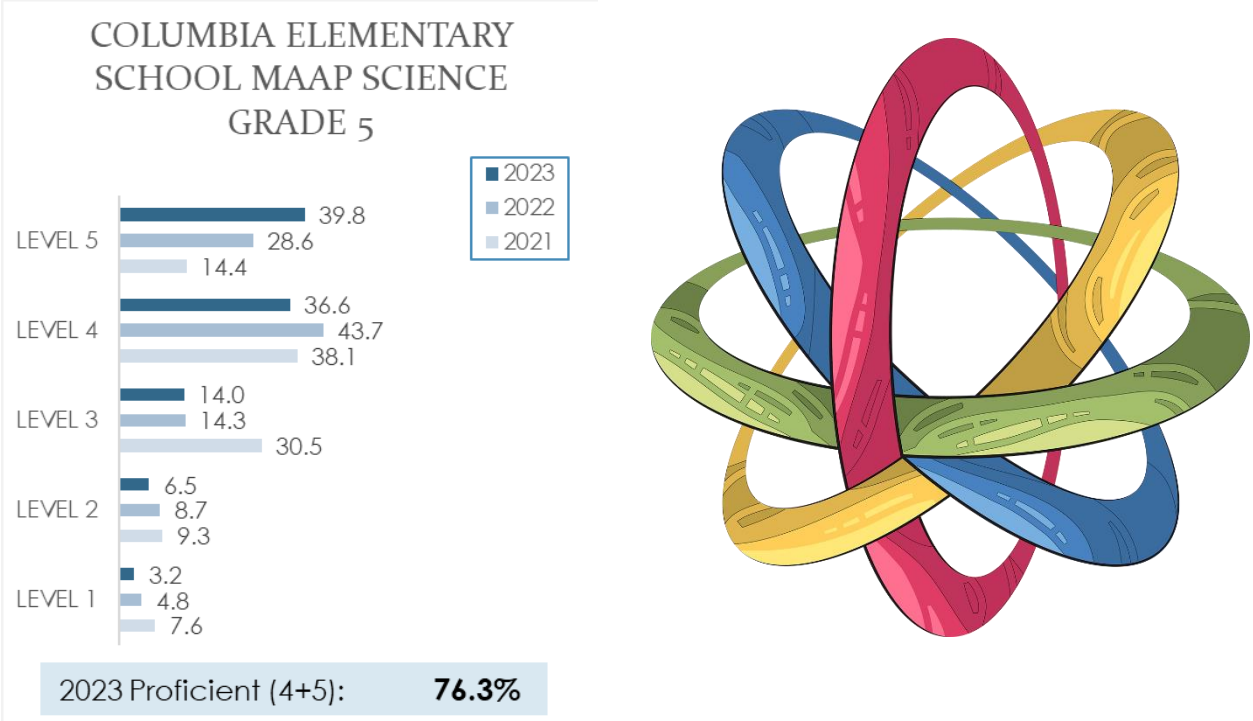


Figure 97: Columbia Elementary School MAAP Science Grade 5

Personnel

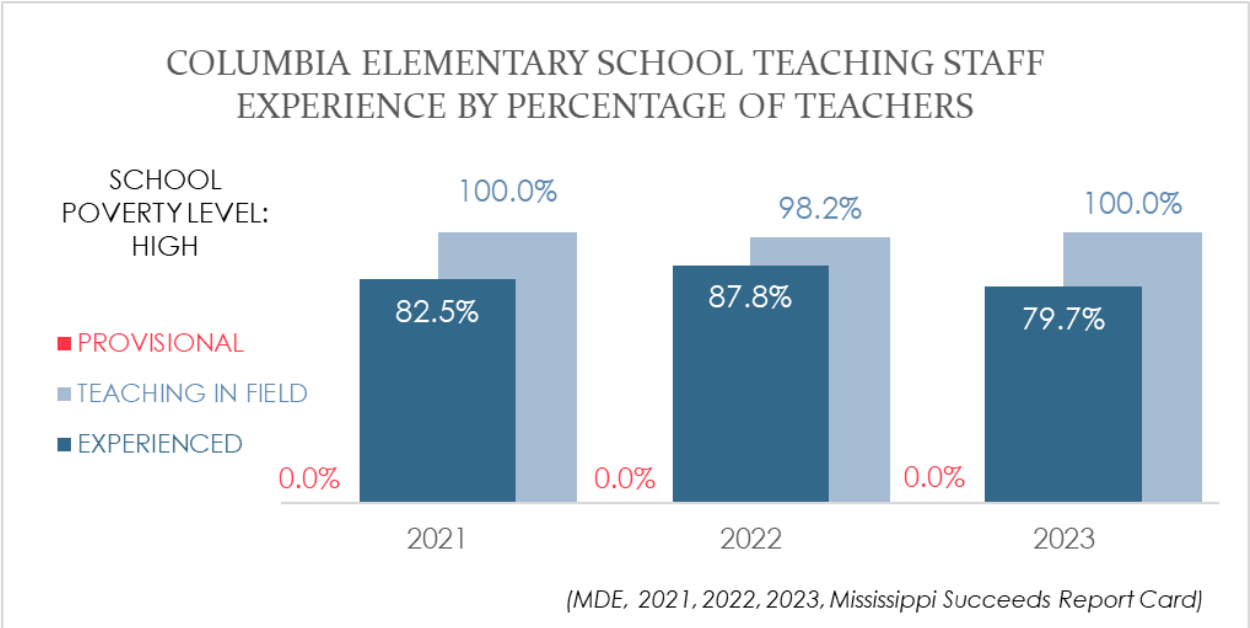


Figure 98: Columbia Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

COLUMBIA ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				10.3	14.8	6.6			
GENDER	FEMALE				5.0	8.8	≤5			
	MALE				15.5	21.6	9.8			
RACE	BLACK OR AFRICAN AMERICAN				16.8	23.8	10.6			
	HISPANIC OR LATINO									
	TWO OR MORE RACES					7.7				
	WHITE				≤5	7.0	≤5			
DISABILITY	STUDENTS WITH DISABILITIES				15.6	22.0	8.6			
	STUDENTS WITHOUT DISABILITIES				8.8	12.6	5.8			
EL	LIMITED ENGLISH PROFICIENCY									
	NON LIMITED ENGLISH PROFICIENCY					14.9	6.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL					≤5			≤5	
GENDER	FEMALE					≤5			≤5	
	MALE					≤5			≤5	
RACE	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN					≤5			≤5	
RACE	HISPANIC OR LATINO					≤5			≤5	
	TWO OR MORE RACES					≤5			≤5	
	WHITE					≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES					≤5			≤5	
	STUDENTS WITHOUT DISABILITIES					≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY					≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 99: 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; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-two (42) faculty and staff members, seventy (70) parents, and two hundred seventy-seven (277) students responded to the survey.

Columbia Elementary School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	18	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	21	50.0%
Agree	19	45.2%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Columbia Elementary School

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

	Count	Percentage
Strongly Agree	19	45.2%
Agree	21	50.0%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

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

	Count	Percentage
Strongly Agree	22	52.4%
Agree	13	31.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	16.7%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	54.8%	35.7%	0.0%	0.0%	9.5%
Closing the achievement gap between diverse groups of students.	42.9%	42.9%	4.8%	0.0%	9.5%
Successful classroom management.	50.0%	38.1%	2.4%	0.0%	9.5%
Teaching special needs students.	40.5%	42.9%	4.8%	0.0%	11.9%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	26.2%	31.0%	16.7%	2.4%	23.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	11	26.2%
Agree	21	50.0%
Disagree	8	19.0%
Strongly Disagree	2	4.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	17	40.5%
Agree	19	45.2%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.9%

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

	Count	Percentage
Strongly Agree	18	42.9%
Agree	22	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	17	40.5%
Utilize technology such as class websites, blogs, and videos	26	61.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	14	33.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	25	59.5%



Columbia Elementary School

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	26	61.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	20	47.6%
Use bilingual handouts and cues	12	28.6%
Use visual displays, portable white boards, and posters when giving instructions	28	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	27	64.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	24	57.1%
Agree	17	40.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	45.2%
Agree	22	52.4%
Disagree	1	2.4%
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	17	40.5%
Agree	23	54.8%
Disagree	2	4.8%
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	19	45.2%
Agree	18	42.9%
Disagree	5	11.9%
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	24	57.1%
Agree	18	42.9%
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	13	31.0%
Agree	19	45.2%
Disagree	9	21.4%
Strongly Disagree	1	2.4%
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	11.9%
Agree	23	54.8%
Disagree	11	26.2%
Strongly Disagree	3	7.1%
Not Applicable or No Information	0	0.0%

Columbia Elementary School

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

	Count	Percentage
Strongly Agree	16	38.1%
Agree	23	54.8%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	22	52.4%
Agree	20	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	20	47.6%
Agree	17	40.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.9%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Social and emotional learning	#1
Reading for at risk students	#2
Differentiated Instruction	#3
English Learners (ELs)	#4
Successful inclusion strategies	#5
Conflict resolution	#6
Teaching and understanding students in poverty	#7
Classroom Management	#8
Response to Intervention (RTI/MTSS)	#9

Rank your top ten choices for professional development topics.

	Rank
Using technology to enhance instruction	#10
My specific content area	#11
Writing strategies	#12
Culture sensitivity	#13
Interpreting and analyzing student data	#14
Depth of Knowledge	#15
Developing quality assessments	#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	9	21.4%
Agree	22	52.4%
Disagree	9	21.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

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

	Count	Percentage
Strongly Agree	10	23.8%
Agree	21	50.0%
Disagree	3	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	19.0%



Columbia Elementary School

GENERAL OPINION

In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and make suggestions for the usage of federal funds. Those responses are summarized below.

FACULTY/STAFF MEMBERS from Columbia Elementary School provided insights into the strengths and areas for improvement within the school and district. They appreciated the quality facilities, emphasis on sports and activities, recognition of staff and teacher efforts, and the supportive environment provided by the school district. Additionally, the dedication of teachers to meet students' academic and personal needs was highlighted, along with effective interventions and a positive school climate. However, concerns were raised regarding the need for more space, particularly for classrooms and special education services. Communication within the school and district, cleanliness and maintenance of facilities, and teacher compensation were identified as areas needing improvement. Some staff members also expressed a desire for more autonomy in decision-making processes and greater support for students with special needs. In terms of federal funds, staff members emphasized the need for resources to address these identified needs, including building expansions, hiring more staff, providing additional training, purchasing necessary equipment, and improving classroom environments. They highlighted the importance of smaller class sizes, more support staff, updated facilities, and incentives to motivate students.

Columbia Elementary School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	38	54.3%
Agree	24	34.3%
Disagree	4	5.7%
Strongly Disagree	2	2.9%
Not Applicable or No Information	2	2.9%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	30	42.9%
Agree	25	35.7%
Disagree	6	8.6%
Strongly Disagree	4	5.7%
Not Applicable or No Information	5	7.1%

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

	Count	Percentage
Strongly Agree	27	38.6%
Agree	29	41.4%
Disagree	4	5.7%
Strongly Disagree	2	2.9%
Not Applicable or No Information	8	11.4%

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)	30	42.9%
Improving access to foreign language instruction, arts, and music education	26	37.1%
Supporting college and career counseling	25	35.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	46	65.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	21	30.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	36	51.4%
Providing school-based mental health services and counseling	37	52.9%



Columbia Elementary School

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

	Count	Percentage
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	18	25.7%
Establishing or improving dropout prevention	13	18.6%
Supporting re-entry programs and transition services for Justice-involved youth	9	12.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	23	32.9%
Implementing systems and practices to prevent bullying and harassment	34	48.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	23	32.9%
Establishing community partnerships	15	21.4%

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	37	52.9%
Building technological capacity and infrastructure	30	42.9%
Carrying out innovative blended learning projects	23	32.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	34	48.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	21	30.0%

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

	Count	Percentage
Social and Emotional Learning	28	40.0%
Computer Classes	19	27.1%
Conflict Resolution	17	24.3%
Drug/Alcohol Awareness/Prevention	14	20.0%

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

	Count	Percentage
English as a Second Language	9	12.9%
Health Classes	18	25.7%
Literacy Classes	13	18.6%
Math Classes	19	27.1%
Parent-to-School Relationships	25	35.7%
Parent/Child Communication	23	32.9%
Preparing for College	19	27.1%
Parenting Workshops	14	20.0%
Social Media Classes	10	14.3%
Stress/Anger Management	22	31.4%
Understanding College- and Career-Ready Standards	17	24.3%

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

	Count	Percentage
Babysitting/childcare at parent meetings	15	21.4%
District and/or school newsletters	28	40.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	24	34.3%
Resource materials for parental training	15	21.4%
Training for parents to work with other parents on becoming involved in the schools	21	30.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	11	15.7%
Home/School folders	33	47.1%
Home/School Planners	34	48.6%



Columbia Elementary School

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	24	34.3%
Agree	30	42.9%
Disagree	6	8.6%
Strongly Disagree	1	1.4%
Not Applicable or No Information	9	12.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	30	42.9%
Agree	32	45.7%
Disagree	7	10.0%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	30	42.9%
Agree	30	42.9%
Disagree	9	12.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	26	37.1%
Agree	37	52.9%
Disagree	4	5.7%
Strongly Disagree	2	2.9%
Not Applicable or No Information	1	1.4%

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

	Count	Percentage
Strongly Agree	20	28.6%
Agree	41	58.6%
Disagree	5	7.1%
Strongly Disagree	1	1.4%
Not Applicable or No Information	3	4.3%

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

	Count	Percentage
Strongly Agree	28	40.0%
Agree	33	47.1%
Disagree	7	10.0%
Strongly Disagree	2	2.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	38	54.3%
Checked my child's grades/assignments online	54	77.1%
Been in contact with my child's teacher	57	81.4%
Received a newsletter from the district, school, or teacher	39	55.7%
Worked with a committee or group on school or district policies	9	12.9%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	13	18.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	45	64.3%
Volunteered at my child's school	18	25.7%

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

	Count	Percentage
Yes	55	78.6%
No	15	21.4%



Columbia Elementary School

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	32	45.7%
Agree	36	51.4%
Disagree	1	1.4%
Strongly Disagree	1	1.4%
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	30	42.9%
Agree	38	54.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%

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

	Count	Percentage
Strongly Agree	35	50.0%
Agree	31	44.3%
Disagree	3	4.3%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	32	45.7%
Agree	30	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	11.4%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	36	51.4%
Agree	24	34.3%
Disagree	1	1.4%
Strongly Disagree	1	1.4%
Not Applicable or No Information	8	11.4%

GENERAL OPINION

Note: In response to four open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, what changes should be implemented to the Parent and Family Engagement Plan, and how federal funding should be utilized to address district needs. Those responses are summarized below.

PARENT OF STUDENTS from Columbia Elementary School expressed appreciation for several aspects of the school and district, including effective communication, educational opportunities for children, and supportive staff members. They highlighted the positive interactions between parents and teachers, the provision of resources for students' learning, and the responsiveness of the special education team. However, concerns were raised regarding areas needing improvement. These included addressing bullying more effectively, providing better facilities such as a gymnasium, ensuring fair and ethical practices among staff members, managing academic rigor appropriately, and enhancing communication between teachers and parents. Suggestions for changes to the Parent and Family Engagement Plan included offering classes for parents to assist with homework, providing more advanced notice for school activities, and improving communication about themed days and fundraisers. Parents also emphasized the need for a gymnasium and additional space within the school. Regarding the use of federal funds, parents prioritized the construction of a gymnasium, additional space for the school, and quicker support for students with Individualized Education Programs (IEPs) or 504 plans. Some also suggested investing in teacher support and interventions for struggling students in math.



Columbia Elementary School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	128	46.2%
Agree	119	43.0%
Disagree	14	5.1%
Strongly Disagree	3	1.1%
Not Applicable or No Information	13	4.7%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	66	23.8%
Agree	100	36.1%
Disagree	57	20.6%
Strongly Disagree	22	7.9%
Not Applicable or No Information	32	11.6%

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

	Count	Percentage
Strongly Agree	98	35.4%
Agree	109	39.4%
Disagree	23	8.3%
Strongly Disagree	11	4.0%
Not Applicable or No Information	36	13.0%

CURRICULUM AND INSTRUCTION

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	145	52.3%
Agree	116	41.9%
Disagree	8	2.9%
Strongly Disagree	5	1.8%
Not Applicable or No Information	3	1.1%

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

	Count	Percentage
Strongly Agree	113	40.8%
Agree	142	51.3%
Disagree	7	2.5%
Strongly Disagree	3	1.1%
Not Applicable or No Information	12	4.3%

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

	Count	Percentage
Strongly Agree	116	41.9%
Agree	104	37.5%
Disagree	13	4.7%
Strongly Disagree	8	2.9%
Not Applicable or No Information	36	13.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	163	58.8%
Agree	90	32.5%
Disagree	13	4.7%
Strongly Disagree	6	2.2%
Not Applicable or No Information	5	1.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	112	40.4%
Agree	132	47.7%
Disagree	16	5.8%
Strongly Disagree	9	3.2%
Not Applicable or No Information	8	2.9%

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

	Count	Percentage
Strongly Agree	108	39.0%
Agree	106	38.3%
Disagree	21	7.6%
Strongly Disagree	14	5.1%
Not Applicable or No Information	28	10.1%



Columbia Elementary School

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	140	50.5%
Agree	113	40.8%
Disagree	11	4.0%
Strongly Disagree	5	1.8%
Not Applicable or No Information	8	2.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	122	44.0%
Agree	114	41.2%
Disagree	11	4.0%
Strongly Disagree	7	2.5%
Not Applicable or No Information	23	8.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	105	37.9%
Agree	111	40.1%
Disagree	32	11.6%
Strongly Disagree	18	6.5%
Not Applicable or No Information	11	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	138	49.8%
Agree	108	39.0%
Disagree	16	5.8%
Strongly Disagree	7	2.5%
Not Applicable or No Information	8	2.9%

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	125	45.1%
Agree	129	46.6%
Disagree	9	3.2%
Strongly Disagree	6	2.2%
Not Applicable or No Information	8	2.9%

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

	Count	Percentage
Strongly Agree	72	26.0%
Agree	91	32.9%
Disagree	58	20.9%
Strongly Disagree	44	15.9%
Not Applicable or No Information	12	4.3%

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

	Count	Percentage
Strongly Agree	128	46.2%
Agree	99	35.7%
Disagree	15	5.4%
Strongly Disagree	8	2.9%
Not Applicable or No Information	27	9.7%

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

	Count	Percentage
Strongly Agree	108	39.0%
Agree	100	36.1%
Disagree	34	12.3%
Strongly Disagree	18	6.5%
Not Applicable or No Information	17	6.1%



Columbia Elementary School

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	107	38.6%
Agree	120	43.3%
Disagree	15	5.4%
Strongly Disagree	5	1.8%
Not Applicable or No Information	30	10.8%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	93	33.6%
Agree	91	32.9%
Disagree	37	13.4%
Strongly Disagree	24	8.7%
Not Applicable or No Information	32	11.6%



GENERAL OPINION

In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and make suggestions for the usage of federal funds . Those responses are summarized below.

STUDENTS from Columbia Elementary School provided a variety of feedback regarding what they believe their school or district does well and areas where improvements could be made. Many students expressed appreciation for their teachers, fun activities such as field trips, and the support they receive in their learning. They also mentioned feeling safe and valued at school. However, there were also several suggestions for improvement, including better food options, cleaner bathrooms and classrooms, additional teachers and classrooms to reduce class sizes, and more playground equipment. Some students also mentioned specific concerns such as uncomfortable chairs, short recess times, and issues with behavior on school buses. In terms of how federal funds could be spent to meet identified needs, students suggested various improvements such as new desks and chairs, better playground equipment, cleaner facilities, more teachers, and better food options. Some also mentioned desires for additional activities, such as field trips, and upgrades to technology resources.

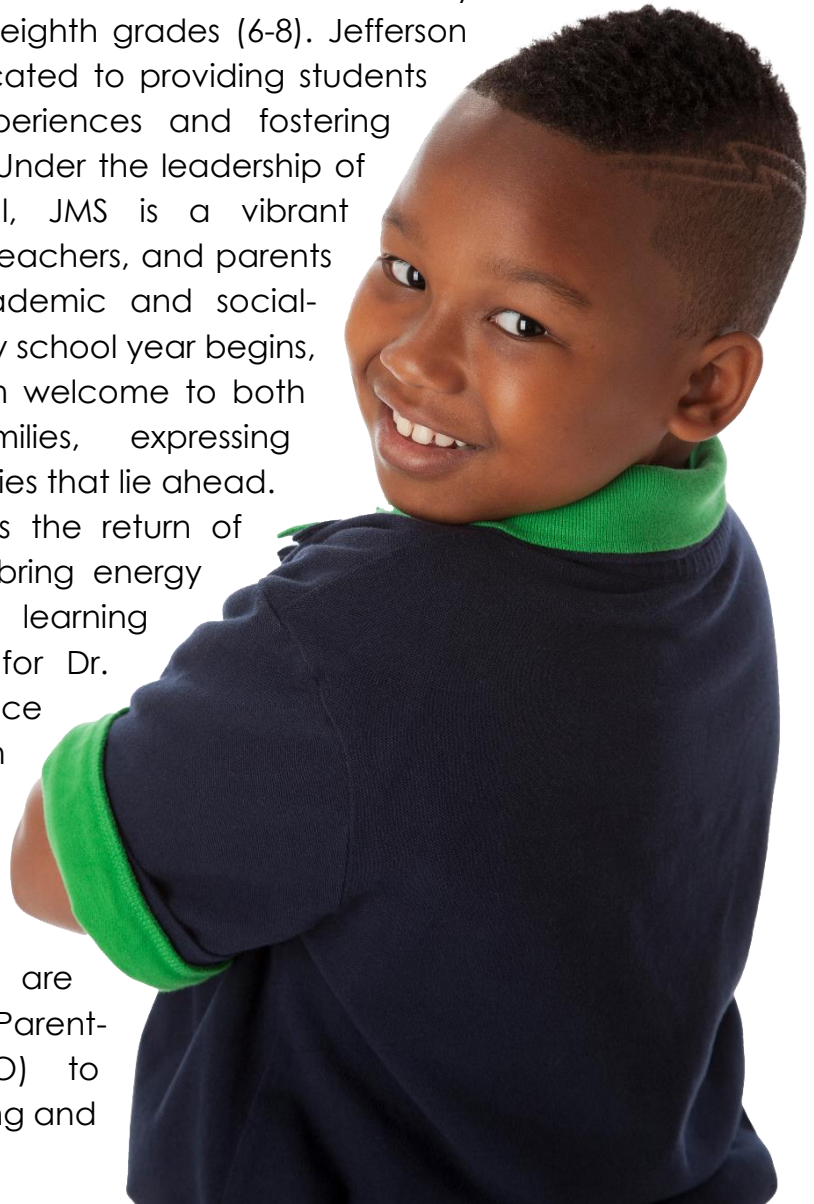


SECTION 8

Jefferson Middle School

Introduction

JEFFERSON MIDDLE SCHOOL is located at 611 Owens Street in Columbia, Mississippi. In January of 2024, it housed three hundred fifty-seven (357) students in six through eighth grades (6-8). Jefferson Middle School (JMS) is dedicated to providing students with enriching learning experiences and fostering strong parent engagement. Under the leadership of Principal Dr. Sara Bardwell, JMS is a vibrant community where students, teachers, and parents collaborate to support academic and social-emotional growth. As the new school year begins, Dr. Bardwell extends a warm welcome to both new and returning families, expressing excitement for the opportunities that lie ahead. The staff eagerly anticipates the return of students, knowing they will bring energy and enthusiasm to the learning environment. A key focus for Dr. Bardwell this year is to enhance parent engagement through various in-person meetings and events, such as Open House, Lunch with Loved Ones, and Parent Nights. Additionally, parents are encouraged to join the Parent-Teacher Organization (PTO) to further support student learning and enrichment.



Enrollment

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

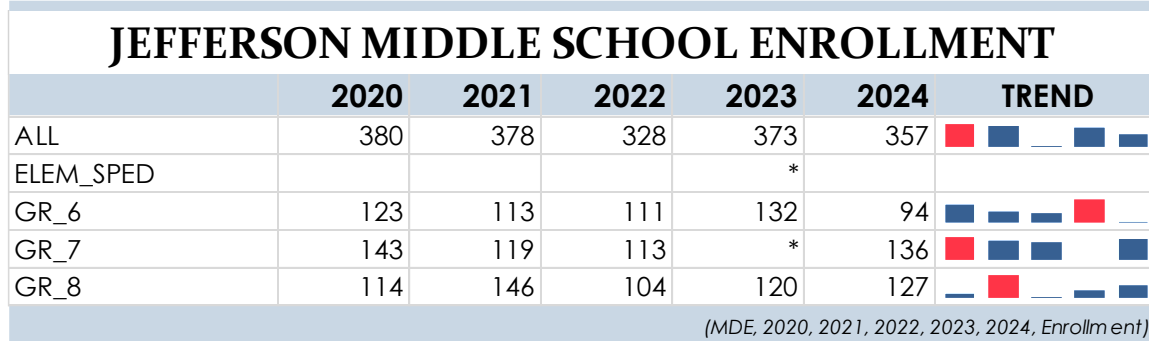


Figure 100: Jefferson Middle School Enrollment

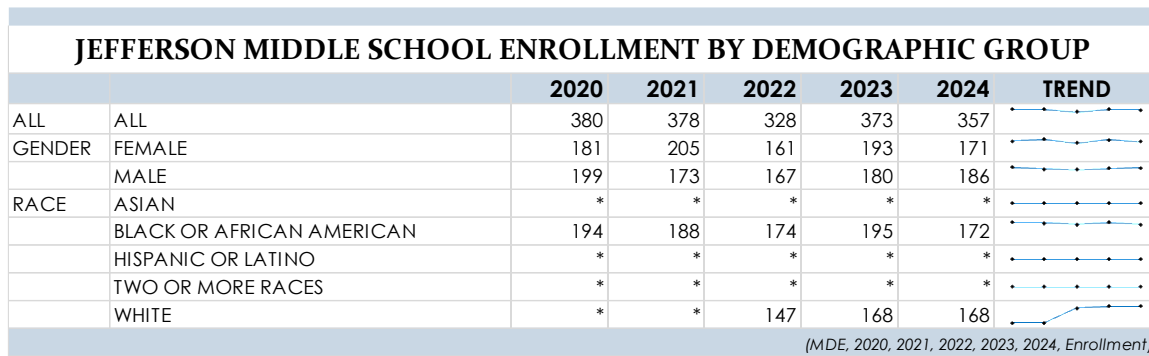


Figure 101: Jefferson Middle School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

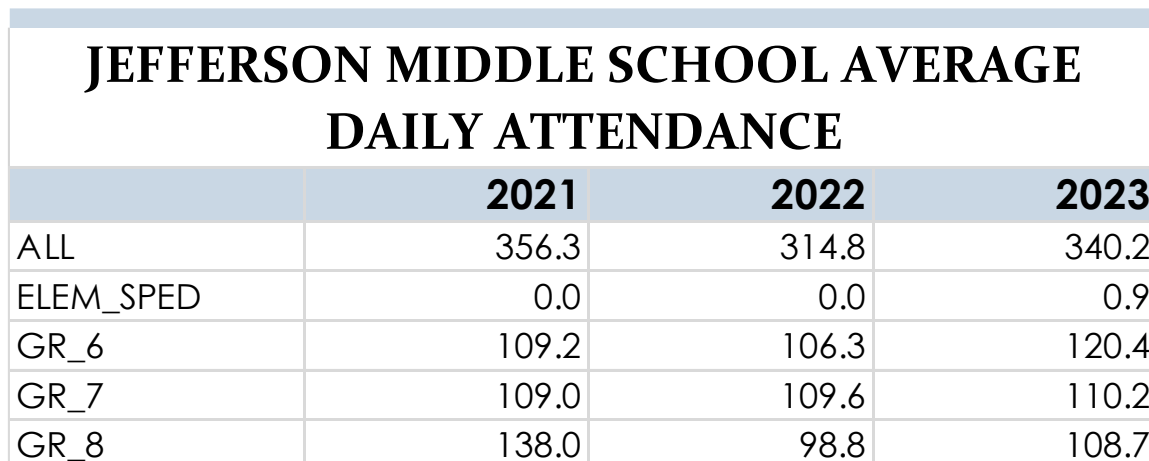


Figure 102: Jefferson Middle School Average Daily Attendance

CHRONIC ABSENCE

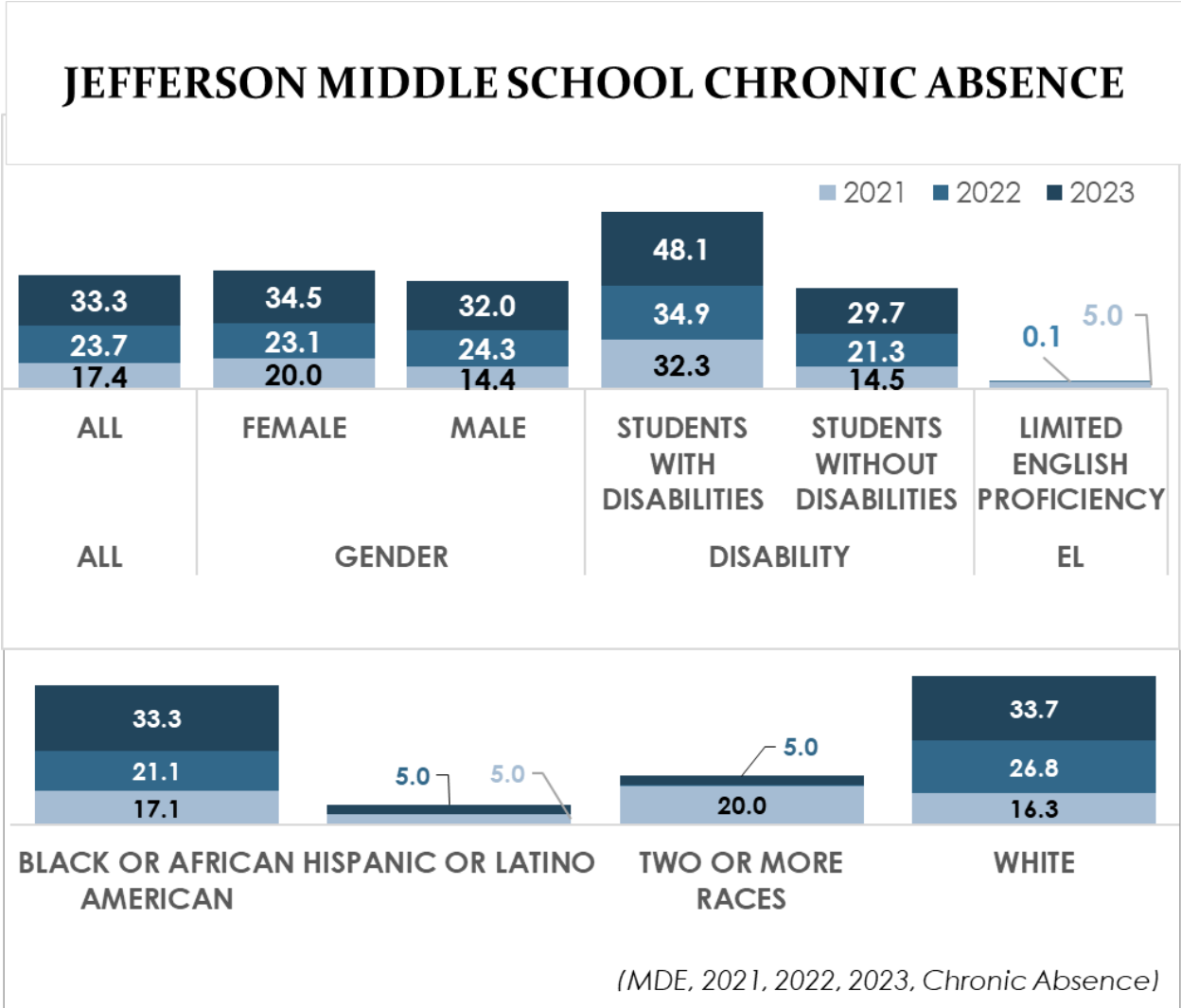


Figure 103: Jefferson Middle School Chronic Absence by Demographic Group



Accountability

ACCOUNTABILITY MEASURES

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY RATING

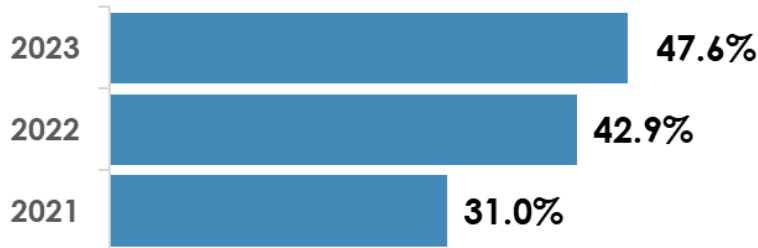


(MDE, 2021, 2022, 2023, Accountability)

Figure 104: Jefferson Middle School Accountability Rating

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE

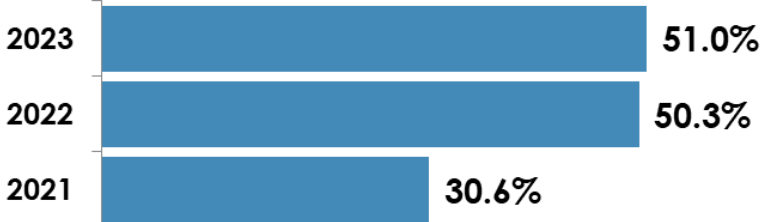


(MDE, 2021, 2022, 2023, Accountability)

Figure 105: Jefferson Middle School Accountability: Reading

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 106: Jefferson Middle School Accountability: Math

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



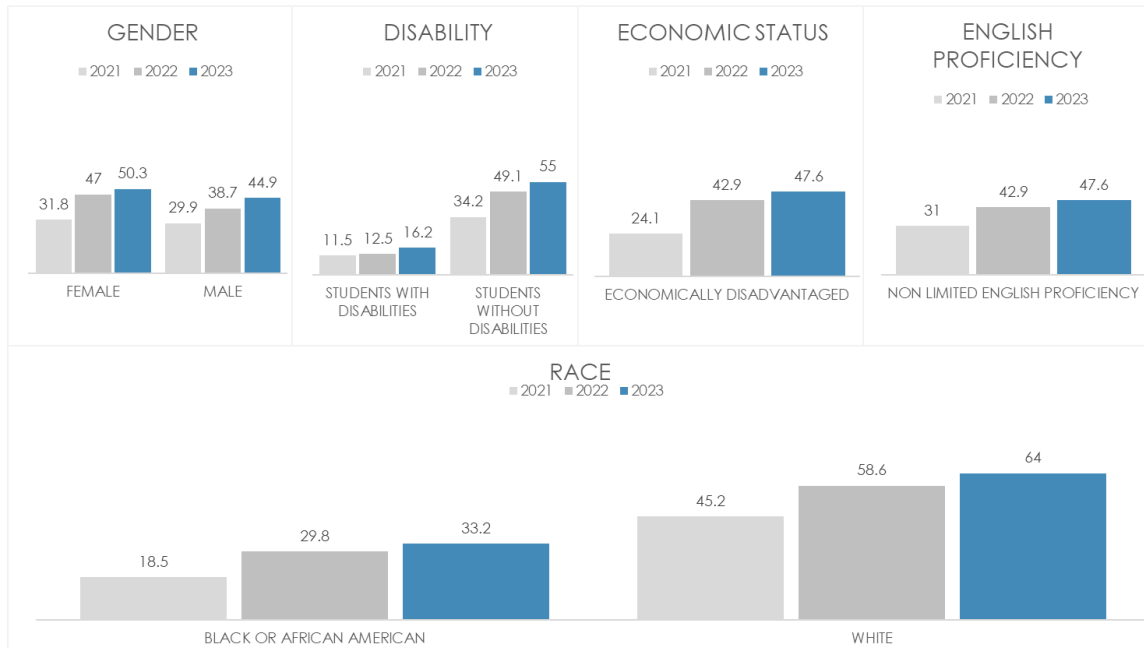
(MDE, 2021, 2022, 2023, Accountability)

Figure 107: Jefferson Middle School Accountability: Science



PROFICIENCY BY DEMOGRAPHIC GROUP

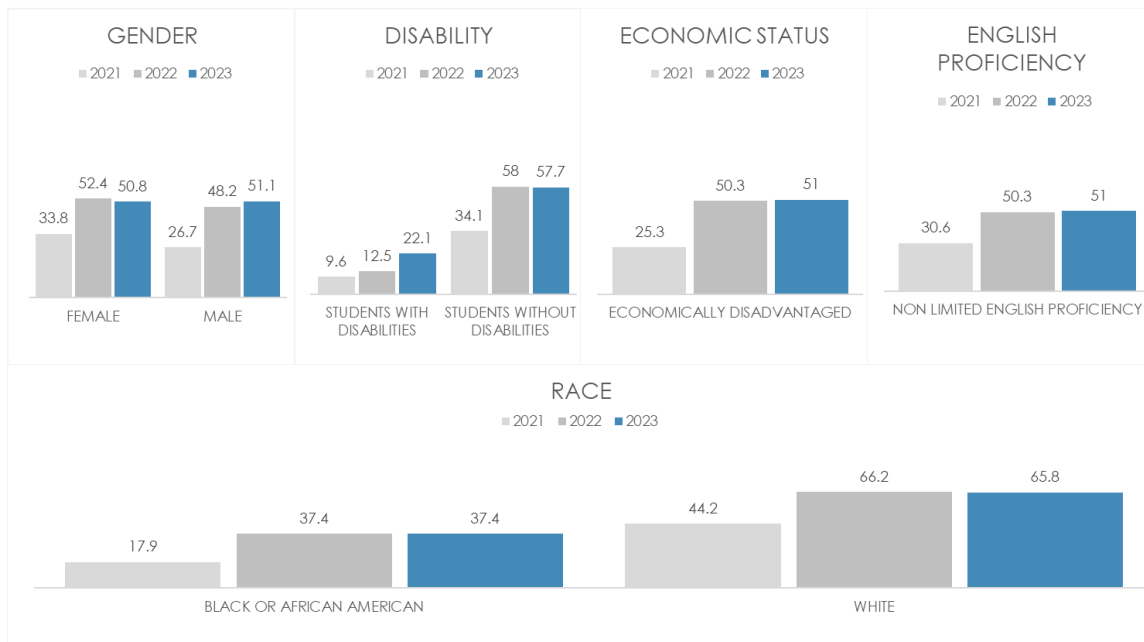
JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING



(MDE, 2021, 2022, 2023, Accountability)

Figure 108: Jefferson Middle School Accountability by Demographic Group: Reading

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH



(MDE, 2021, 2022, 2023, Accountability)

Figure 109: Jefferson Middle School Proficiency by Demographic Group: Math

JEFFERSON MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP:
SCIENCE

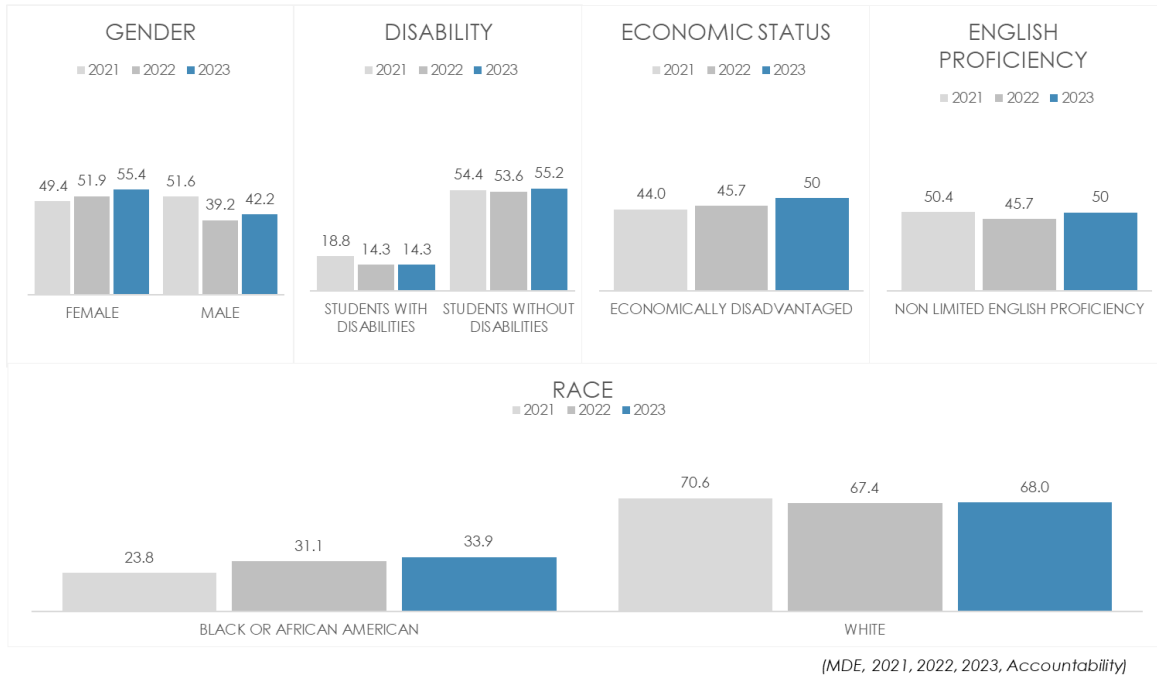


Figure 110: Jefferson Middle School Proficiency by Demographic Group: Science

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, 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

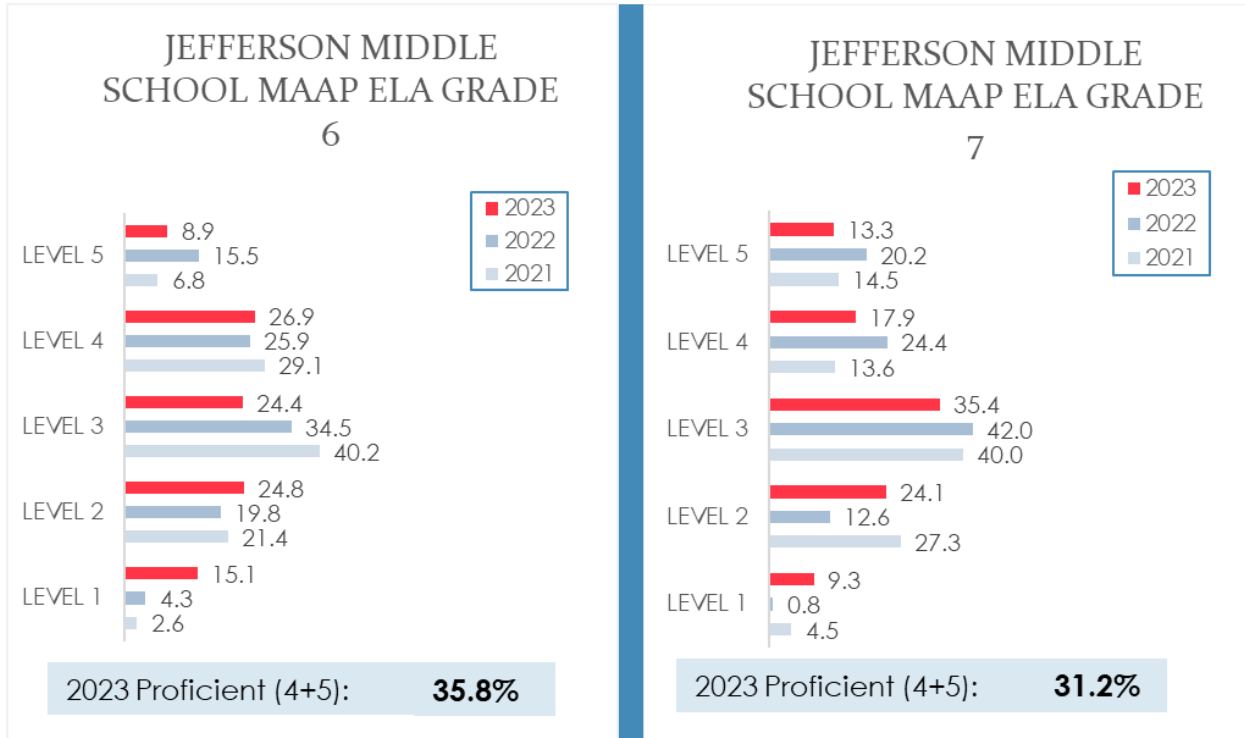


Figure 111: Jefferson Middle School MAAP ELA Grades 6 and 7



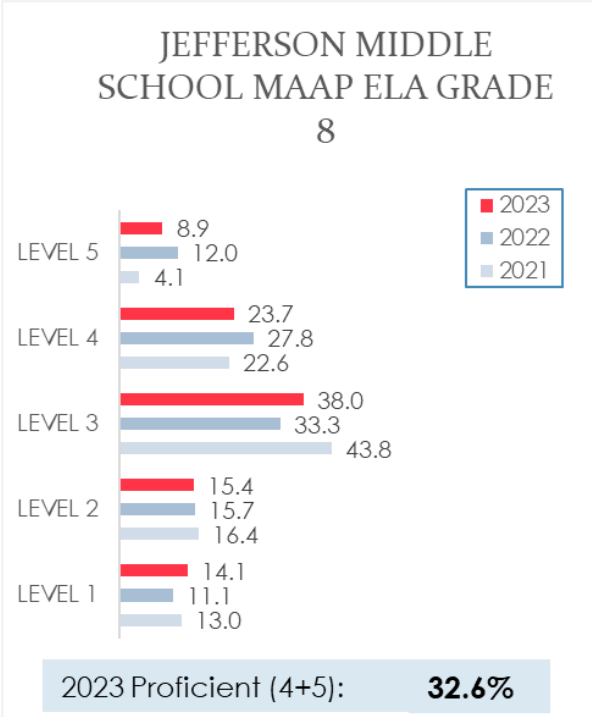


Figure 112: Jefferson Middle School MAAP ELA Grade 8

MAAP MATH

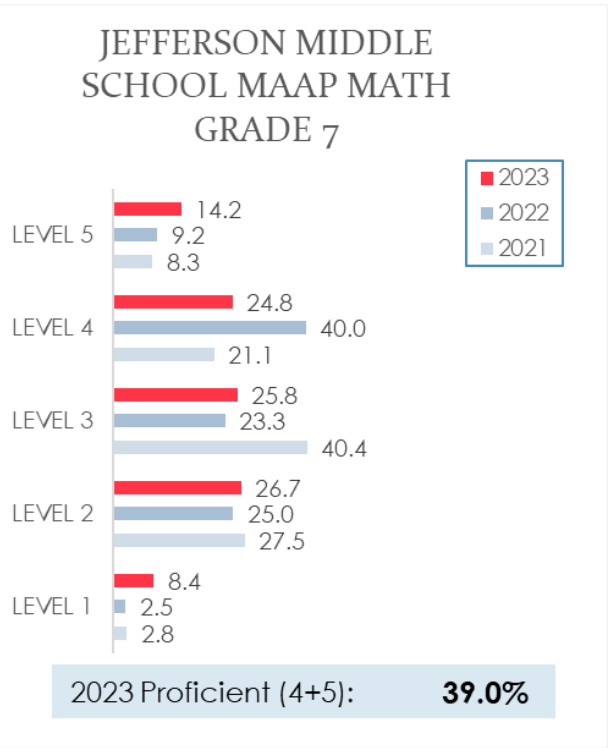
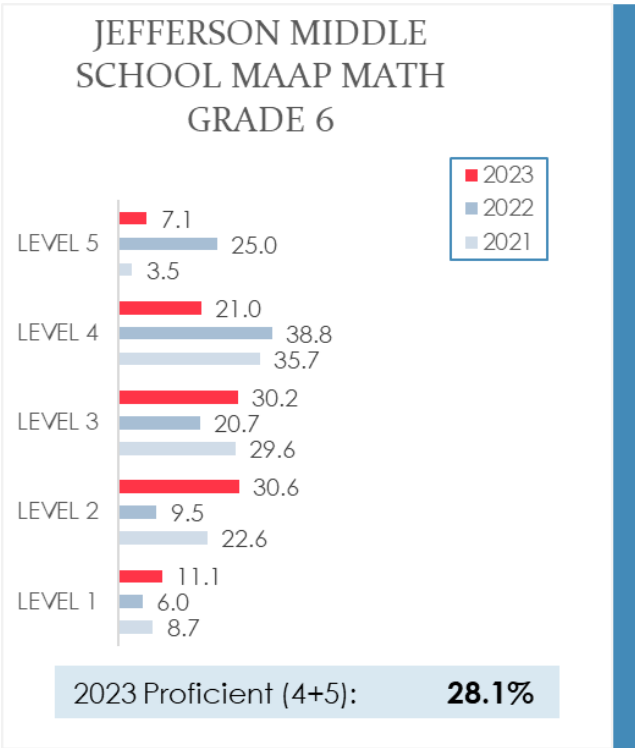


Figure 113: Jefferson Middle School MAAP Math Grades 6 and 7



Jefferson Middle School

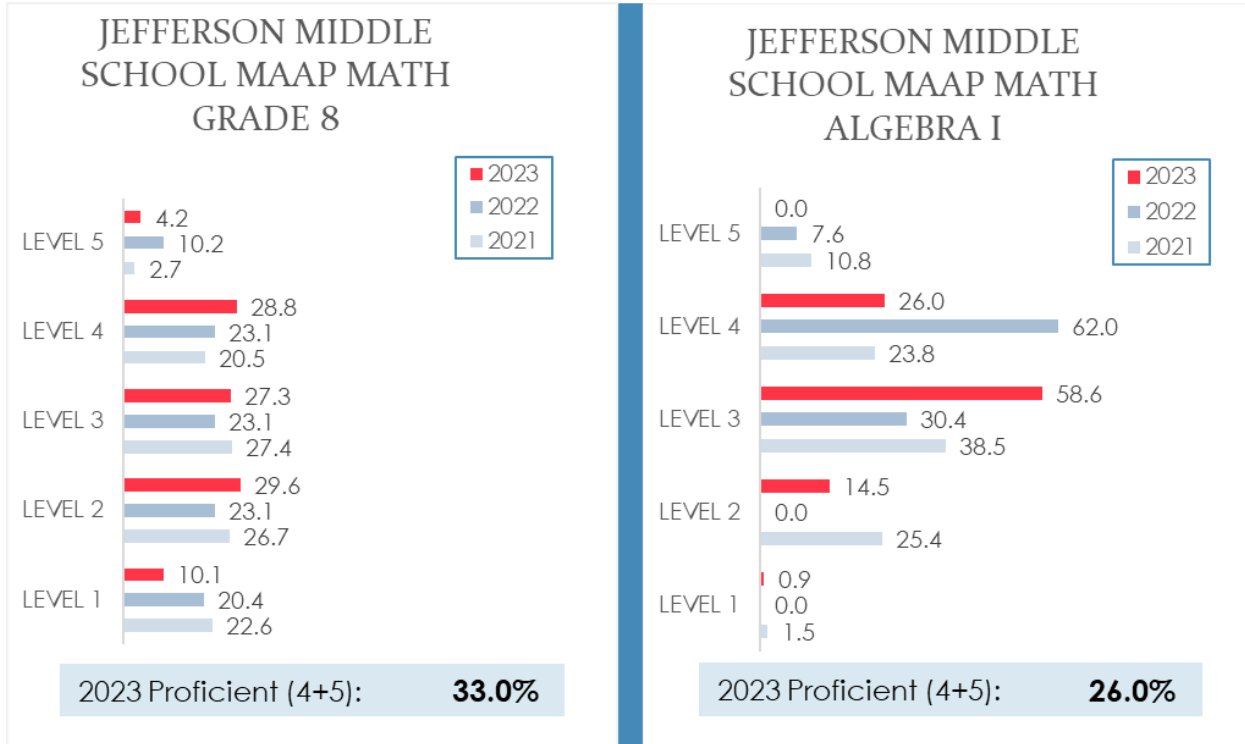


Figure 114: Jefferson Middle School MAAP Math Grade 8 and Algebra I

MAAP SCIENCE

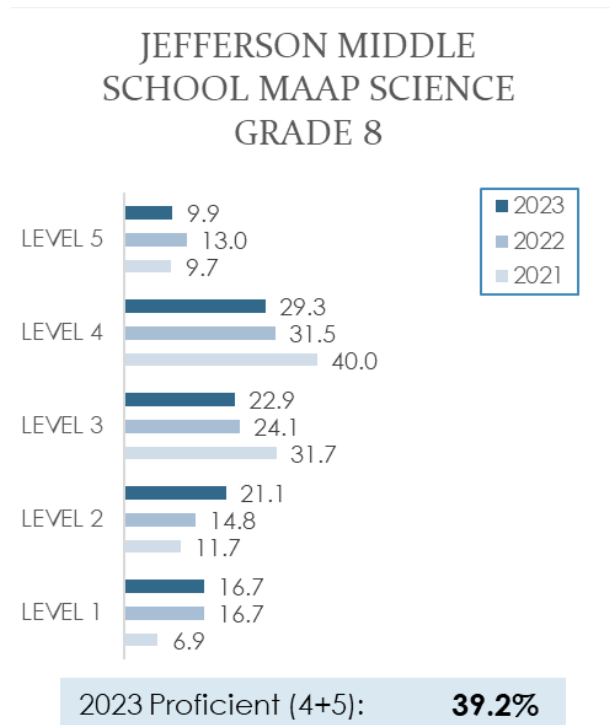


Figure 115: Jefferson Middle School MAAP Science Grade 8

Personnel

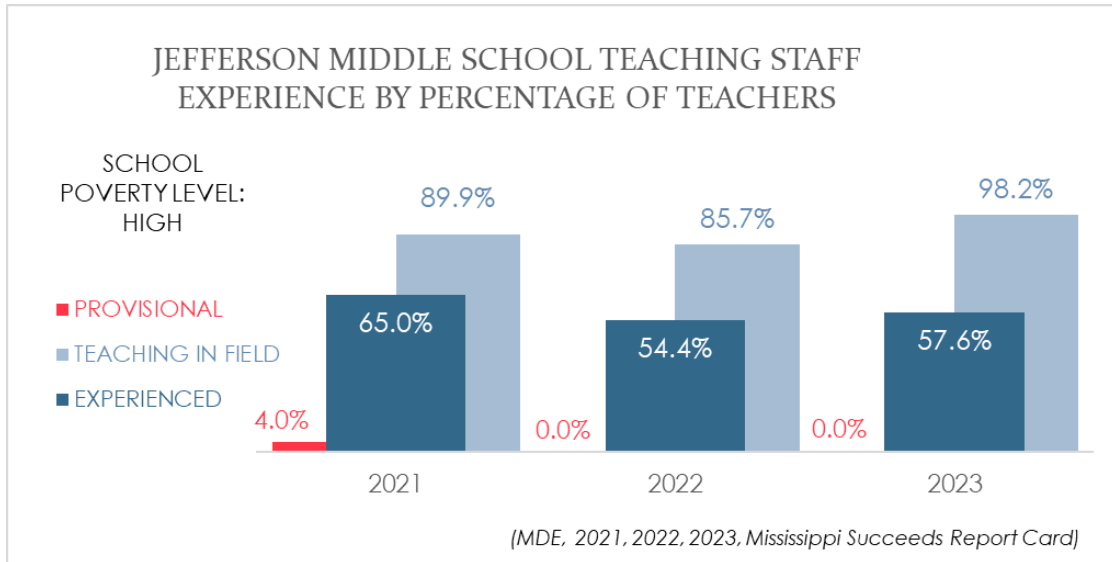


Figure 116: Jefferson Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

JEFFERSON MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				9.8	23.7	20.7			
GENDER	FEMALE				9.1	24.3	17.7			
	MALE				10.6	23.0	23.7			
RACE	ASIAN					≤5				
	BLACK OR AFRICAN AMERICAN				13.5	30.3	29.9			
	HISPANIC OR LATINO				≤5	≤5	≤5			
	TWO OR MORE RACES				≤10	≤5	≤5			
	WHITE				5.7	15.2	10.7			
DISABILITY	STUDENTS WITH DISABILITIES				8.3	24.6	34.7			
	STUDENTS WITHOUT DISABILITIES				10.1	23.5	17.3			
EL	LIMITED ENGLISH PROFICIENCY									
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	19.0	23.0		≤5			≤5	
GENDER	FEMALE	≤10	15.0	≤10		≤5			≤5	
	MALE		≤10	14.0		≤5			≤5	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN					≤5			≤5	
	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN	≤10	13.0	18.0		≤5			≤5	
	HISPANIC OR LATINO					≤5			≤5	
	TWO OR MORE RACES		≤10	≤10		≤5			≤5	
	WHITE		≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	18.0	18.0		≤5			≤5	
	LIMITED ENGLISH PROFICIENCY					≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 117: 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; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-three (33) faculty and staff members, sixty-one (61) parents, and two hundred seven (207) students responded to the survey.

Jefferson Middle School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	23	69.7%
Disagree	0	0.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	15	45.5%
Agree	13	39.4%
Disagree	3	9.1%
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	19	57.6%
Agree	12	36.4%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	13	39.4%
Agree	13	39.4%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.2%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	42.4%	45.5%	0.0%	3.0%	9.1%
Closing the achievement gap between diverse groups of students.	24.2%	63.6%	3.0%	3.0%	6.1%
Successful classroom management.	42.4%	48.5%	3.0%	0.0%	6.1%
Teaching special needs students.	36.4%	54.5%	0.0%	0.0%	9.1%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	30.3%	42.4%	9.1%	3.0%	15.2%



CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	25	75.8%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	36.4%
Agree	14	42.4%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.2%

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	13	39.4%
Utilize technology such as class websites, blogs, and videos	25	75.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	15	45.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	21	63.6%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	24	72.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	33.3%
Use bilingual handouts and cues	14	42.4%
Use visual displays, portable white boards, and posters when giving instructions	16	48.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	27.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	18	54.5%
Agree	15	45.5%
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	16	48.5%
Agree	14	42.4%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	14	42.4%
Agree	16	48.5%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%



SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	11	33.3%
Agree	21	63.6%
Disagree	1	3.0%
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	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	9	27.3%
Agree	14	42.4%
Disagree	7	21.2%
Strongly Disagree	3	9.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	18	54.5%
Disagree	9	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	18	54.5%
Agree	12	36.4%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	20	60.6%
Agree	10	30.3%
Disagree	1	3.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	19	57.6%
Agree	8	24.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	18.2%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
Successful inclusion strategies	#4
Using technology to enhance instruction	#5
Conflict resolution	#6
My specific content area	#7
English Learners (ELs)	#8
Culture sensitivity	#9



Rank your top ten choices for professional development topics.

	Rank
Response to Intervention (RTI/MTSS)	#10
Depth of Knowledge	#11
Social and emotional learning	#12
Writing strategies	#13
Teaching and understanding students in poverty	#14
Interpreting and analyzing student data	#15
Developing quality assessments	#16
Mississippi College and Career Readiness Standards	#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	10	30.3%
Agree	16	48.5%
Disagree	5	15.2%
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	7	21.2%
Agree	15	45.5%
Disagree	5	15.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	5	15.2%

GENERAL OPINION

In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and make suggestions for the usage of federal funds. Those responses are summarized below.

FACULTY/STAFF MEMBERS from Jefferson Middle School provided valuable feedback on how federal funds could be utilized to address identified needs, as well as commenting on the strengths and areas for improvement within the school or district. Regarding the allocation of federal funds, there were various suggestions, including providing hands-on learning resources, addressing safety issues around campus, hiring quality support personnel, offering professional development training for educators, providing essential supplies, investing in interventionists, and enhancing resources for English Language Learners and tier two students. In terms of what the school or district does well, faculty and staff highlighted analyzing data to inform instructional decisions, creating a positive atmosphere conducive to working and learning, setting high expectations for students, encouraging parental involvement, providing accessible leadership, emphasizing the importance of state testing and intervention programs, and supporting hardworking teachers. However, there were also areas identified for improvement, such as addressing physical maintenance issues, ensuring consistent discipline practices, developing new teachers, preventing overload on regular education teachers, hiring more maintenance staff and substitute teachers, increasing resources and support for Special Education programs, and upgrading technology devices.

Jefferson Middle School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	19	31.1%
Agree	33	54.1%
Disagree	6	9.8%
Strongly Disagree	1	1.6%
Not Applicable or No Information	2	3.3%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	22	36.1%
Agree	25	41.0%
Disagree	3	4.9%
Strongly Disagree	6	9.8%
Not Applicable or No Information	5	8.2%

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

	Count	Percentage
Strongly Agree	24	39.3%
Agree	30	49.2%
Disagree	3	4.9%
Strongly Disagree	2	3.3%
Not Applicable or No Information	2	3.3%



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)	28	45.9%
Improving access to foreign language instruction, arts, and music education	17	27.9%
Supporting college and career counseling	30	49.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	35	57.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	22	36.1%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	26	42.6%
Building technological capacity and infrastructure	18	29.5%
Carrying out innovative blended learning projects	19	31.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	34	55.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	25	41.0%

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

	Count	Percentage
Social and Emotional Learning	22	36.1%
Computer Classes	21	34.4%
Conflict Resolution	17	27.9%
Drug/Alcohol Awareness/Prevention	18	29.5%
English as a Second Language	6	9.8%
Health Classes	15	24.6%
Literacy Classes	9	14.8%



Jefferson Middle School

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

	Count	Percentage
Math Classes	18	29.5%
Parent-to-School Relationships	20	32.8%
Parent/Child Communication	19	31.1%
Preparing for College	27	44.3%
Parenting Workshops	12	19.7%
Social Media Classes	11	18.0%
Stress/Anger Management	20	32.8%
Understanding College- and Career-Ready Standards	29	47.5%

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

	Count	Percentage
Babysitting/childcare at parent meetings	6	9.8%
District and/or school newsletters	22	36.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	27	44.3%
Resource materials for parental training	14	23.0%
Training for parents to work with other parents on becoming involved in the schools	13	21.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	17	27.9%
Home/School folders	20	32.8%
Home/School Planners	31	50.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	19	31.1%
Agree	21	34.4%
Disagree	10	16.4%
Strongly Disagree	2	3.3%
Not Applicable or No Information	9	14.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	17	27.9%
Agree	31	50.8%
Disagree	10	16.4%
Strongly Disagree	3	4.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	31.1%
Agree	33	54.1%
Disagree	6	9.8%
Strongly Disagree	3	4.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	17	27.9%
Agree	34	55.7%
Disagree	7	11.5%
Strongly Disagree	2	3.3%
Not Applicable or No Information	1	1.6%

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

	Count	Percentage
Strongly Agree	14	23.0%
Agree	39	63.9%
Disagree	4	6.6%
Strongly Disagree	3	4.9%
Not Applicable or No Information	1	1.6%



Jefferson Middle School

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

	Count	Percentage
Strongly Agree	17	27.9%
Agree	37	60.7%
Disagree	4	6.6%
Strongly Disagree	2	3.3%
Not Applicable or No Information	1	1.6%

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

	Count	Percentage
Parent/teacher conference	22	36.1%
Checked my child's grades/assignments online	50	82.0%
Been in contact with my child's teacher	46	75.4%
Received a newsletter from the district, school, or teacher	19	31.1%
Worked with a committee or group on school or district policies	4	6.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	6.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	38	62.3%
Volunteered at my child's school	12	19.7%

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

	Count	Percentage
Yes	38	62.3%
No	23	37.7%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	20	32.8%
Agree	34	55.7%
Disagree	6	9.8%
Strongly Disagree	1	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	19	31.1%
Agree	38	62.3%
Disagree	3	4.9%
Strongly Disagree	1	1.6%
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	23	37.7%
Agree	33	54.1%
Disagree	4	6.6%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	18	29.5%
Agree	37	60.7%
Disagree	0	0.0%
Strongly Disagree	2	3.3%
Not Applicable or No Information	4	6.6%



Jefferson Middle School

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	28	45.9%
Agree	25	41.0%
Disagree	3	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.2%

GENERAL OPINION

Note: In response to four open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, what changes should be implemented to the Parent and Family Engagement Plan, and how federal funding should be utilized to address district needs. Those responses are summarized below.

PARENTS OF STUDENTS from Jefferson Middle School provided valuable insights on how federal funds could be utilized to meet identified needs, along with commenting on the strengths and areas for improvement within the school or district. In terms of allocating federal funds, parents suggested hiring more staff to support students with Individualized Education Programs (IEPs), updating school facilities such as the gym and heating/cooling systems, investing in programs for students in need, enhancing counseling services, providing resources for parent involvement and communication, and offering more extracurricular activities and tutoring opportunities. Regarding what the school or district does well, parents appreciated after-school tutoring, effective communication between parents and teachers, the diverse and supportive staff, the emphasis on student success and safety, and the provision of various opportunities for students, including sports and band programs. However, there were also suggestions for improvements, such as enhancing communication between teachers and parents, addressing issues with school uniforms, improving cafeteria food quality and diversity, providing more academic support for struggling students, increasing access to advanced placement classes, and enhancing counseling services and diversity in hiring practices. Parents also expressed their desires for changes to the Parent and Family Engagement Plan, including more accessible teachers, increased communication, additional tutoring programs, and improvements to enrollment

processes. Additionally, they provided feedback on improvements needed within the school or district, including better communication, addressing bullying concerns, providing more tutoring programs, improving access to resources, enhancing curriculum quality, and ensuring equitable treatment for all students.

Jefferson Middle School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	32	15.5%
Agree	139	67.1%
Disagree	15	7.2%
Strongly Disagree	16	7.7%
Not Applicable or No Information	5	2.4%

School nurses help improve student attendance.

	Count	Percentage
Strongly Agree	22	10.6%
Agree	83	40.1%
Disagree	44	21.3%
Strongly Disagree	21	10.1%
Not Applicable or No Information	37	17.9%

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

	Count	Percentage
Strongly Agree	39	18.8%
Agree	102	49.3%
Disagree	26	12.6%
Strongly Disagree	11	5.3%
Not Applicable or No Information	29	14.0%



CURRICULUM AND INSTRUCTION

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	42	20.3%
Agree	133	64.3%
Disagree	23	11.1%
Strongly Disagree	3	1.4%
Not Applicable or No Information	6	2.9%

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

	Count	Percentage
Strongly Agree	37	17.9%
Agree	121	58.5%
Disagree	32	15.5%
Strongly Disagree	9	4.3%
Not Applicable or No Information	8	3.9%

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

	Count	Percentage
Strongly Agree	53	25.6%
Agree	96	46.4%
Disagree	22	10.6%
Strongly Disagree	14	6.8%
Not Applicable or No Information	22	10.6%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	76	36.7%
Agree	99	47.8%
Disagree	18	8.7%
Strongly Disagree	9	4.3%
Not Applicable or No Information	5	2.4%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	40	19.3%
Agree	101	48.8%
Disagree	39	18.8%
Strongly Disagree	17	8.2%
Not Applicable or No Information	10	4.8%

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

	Count	Percentage
Strongly Agree	44	21.3%
Agree	106	51.2%
Disagree	27	13.0%
Strongly Disagree	11	5.3%
Not Applicable or No Information	19	9.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	33	15.9%
Agree	128	61.8%
Disagree	24	11.6%
Strongly Disagree	4	1.9%
Not Applicable or No Information	18	8.7%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	40	19.3%
Agree	111	53.6%
Disagree	13	6.3%
Strongly Disagree	12	5.8%
Not Applicable or No Information	31	15.0%

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

	Count	Percentage
Strongly Agree	35	16.9%
Agree	102	49.3%
Disagree	35	16.9%
Strongly Disagree	28	13.5%
Not Applicable or No Information	7	3.4%



SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	35	16.9%
Agree	131	63.3%
Disagree	24	11.6%
Strongly Disagree	10	4.8%
Not Applicable or No Information	7	3.4%

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	42	20.3%
Agree	130	62.8%
Disagree	19	9.2%
Strongly Disagree	12	5.8%
Not Applicable or No Information	4	1.9%

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

	Count	Percentage
Strongly Agree	20	9.7%
Agree	93	44.9%
Disagree	64	30.9%
Strongly Disagree	21	10.1%
Not Applicable or No Information	9	4.3%

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

	Count	Percentage
Strongly Agree	42	20.3%
Agree	125	60.4%
Disagree	15	7.2%
Strongly Disagree	9	4.3%
Not Applicable or No Information	16	7.7%

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

	Count	Percentage
Strongly Agree	43	20.8%
Agree	102	49.3%
Disagree	38	18.4%
Strongly Disagree	17	8.2%
Not Applicable or No Information	7	3.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	38	18.4%
Agree	113	54.6%
Disagree	19	9.2%
Strongly Disagree	10	4.8%
Not Applicable or No Information	27	13.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	39	18.8%
Agree	86	41.5%
Disagree	24	11.6%
Strongly Disagree	17	8.2%
Not Applicable or No Information	41	19.8%



GENERAL OPINION

Note: In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and how federal funding should be utilized to address district needs. Those responses are summarized below.

STUDENTS from Jefferson Middle School shared diverse perspectives on how federal funds could be utilized to meet identified needs, as well as their opinions on the strengths and areas for improvement within the school or district. Regarding the allocation of federal funds, students expressed desires for improvements such as better food quality, upgraded gym equipment, cleaner bathrooms, more engaging teaching methods, higher teacher salaries, and enhancements to school facilities and equipment. Some students also suggested specific areas for improvement, including filling holes on the playground, upgrading classrooms, providing better lunchroom tables, and addressing various infrastructure issues. In terms of what the school or district does well, students highlighted aspects such as providing sports opportunities, maintaining strict rules for discipline and safety, offering enjoyable electives like art and physical education, organizing field trips, and delivering a good education overall. However, there were also areas where students felt improvements could be made, including addressing cleanliness issues, providing more breaks and free time, allowing greater flexibility with phones, and implementing fairer disciplinary practices. Regarding improvements needed within the school or district, students mentioned various suggestions such as better food options, cleaner facilities, addressing bullying and disciplinary issues, providing more activities and breaks, allowing greater freedom with dress code and phones, enhancing teaching methods, and improving infrastructure and equipment. Some students also expressed concerns about cleanliness, discipline, and fairness within the school environment, emphasizing the need for improvements in these areas.

SECTION 9

Columbia High School

Introduction

COLUMBIA HIGH SCHOOL is located at 1009 Broad Street in Columbia, Mississippi. In January of 2024, it housed four hundred seventy-one (471) students in ninth through twelfth grades (9-12). Columbia High School (CHS) is dedicated to fostering success in Academics, Arts, and Athletics, with a commitment to nurturing tomorrow's leaders. Led by Principal L.V. McNeal, CHS is a dynamic learning community where students are empowered to reach their full potential. The school's recent achievement of an A rating for the 2022-2023 school year reflects CHS's unwavering dedication to academic excellence and continuous improvement. Principal McNeal and the staff eagerly welcome both new and returning students, emphasizing their shared goal of achieving excellence in all aspects of school life. At CHS, the focus extends beyond academics to encompass extracurricular activities and the overall well-being of students. Principal McNeal emphasizes the importance of promoting a positive learning environment where students feel safe and supported in their academic growth. With a commitment to preparing students for success beyond high school, CHS prioritizes college and career readiness. Principal McNeal assures students that they will graduate well-prepared for their future endeavors, whether pursuing higher education or entering the workforce.



Enrollment

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

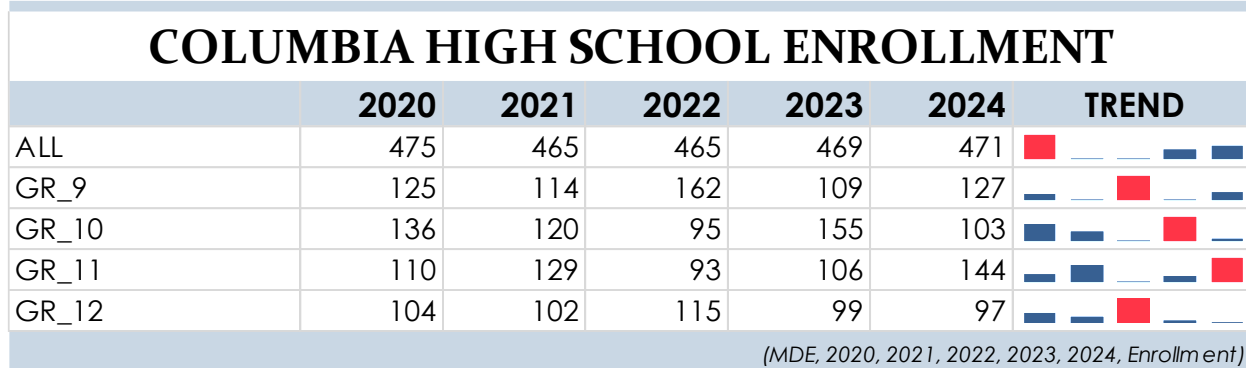


Figure 118: Columbia High School Enrollment

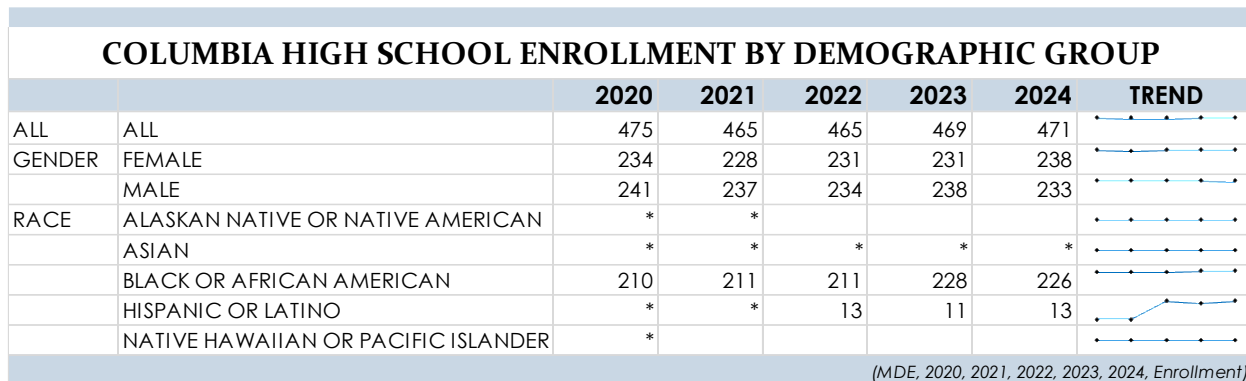


Figure 119: Columbia High School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

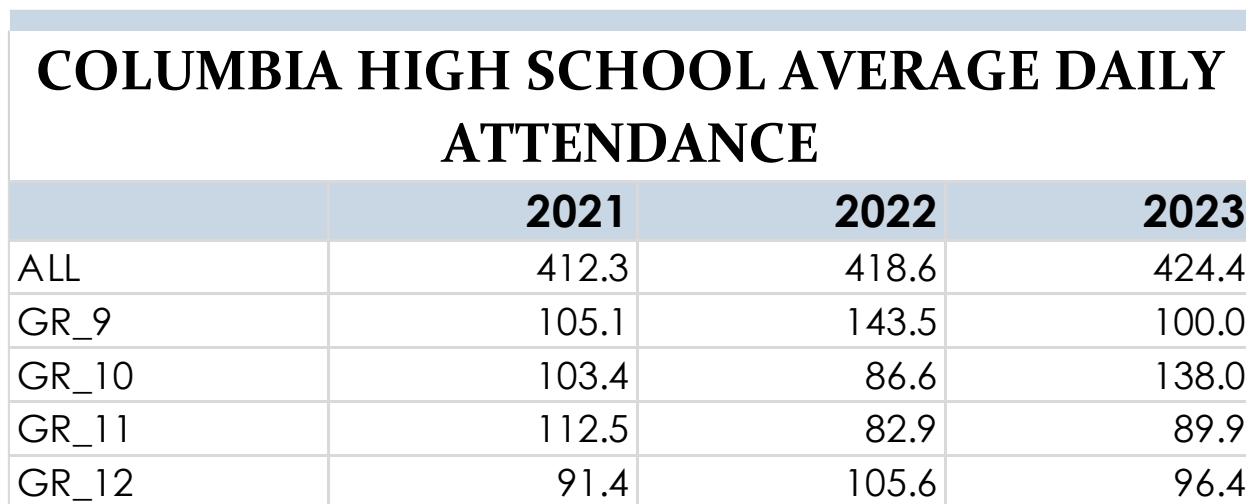


Figure 120: Columbia High School Average Daily Attendance

CHRONIC ABSENCE

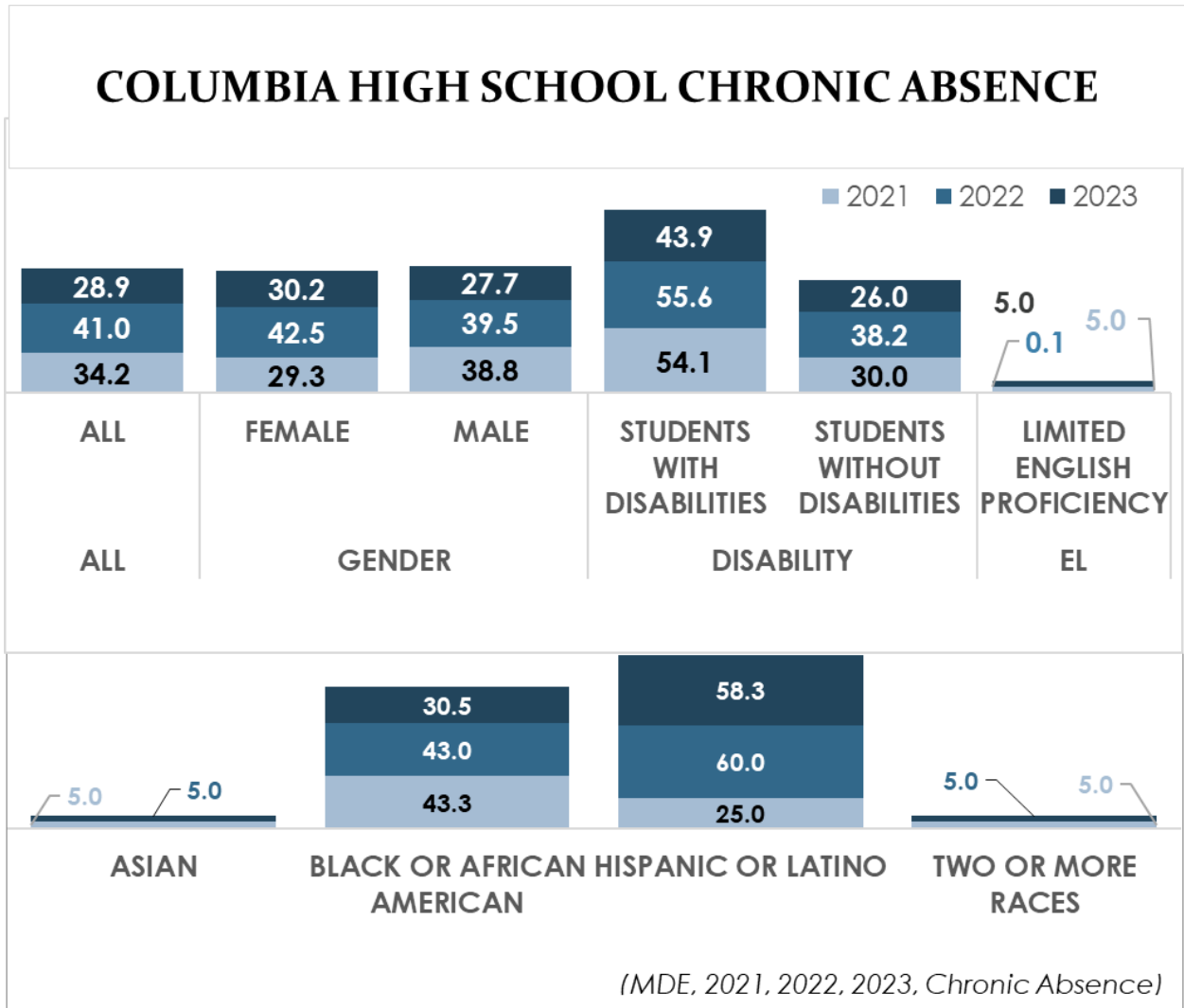


Figure 121: Columbia High School Chronic Absence



Accountability

ACCOUNTABILITY MEASURES

COLUMBIA HIGH SCHOOL ACCOUNTABILITY RATING



(MDE, 2021, 2022, 2023, Accountability)

Figure 122: Columbia High School Accountability Rating

COLUMBIA HIGH SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 123: Columbia High School Accountability: Reading

COLUMBIA HIGH SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT



READING % GROWTH



% READING GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 124: Columbia High School Accountability: Math

COLUMBIA HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



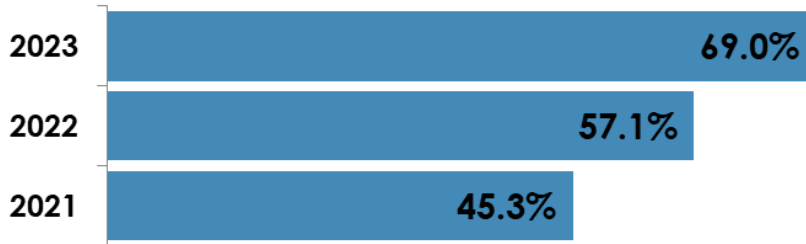
(MDE, 2021, 2022, 2023, Accountability)

Figure 125: Columbia High School Accountability: Science



COLUMBIA HIGH SCHOOL ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

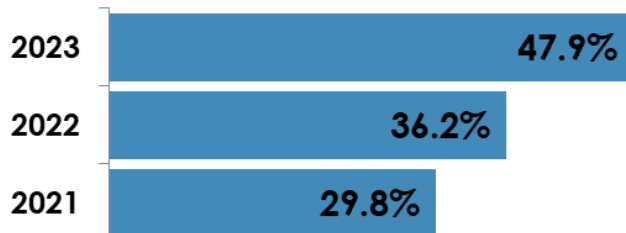


(MDE, 2021, 2022, 2023, Accountability)

Figure 126: Columbia High School Accountability: History

COLUMBIA HIGH SCHOOL ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION

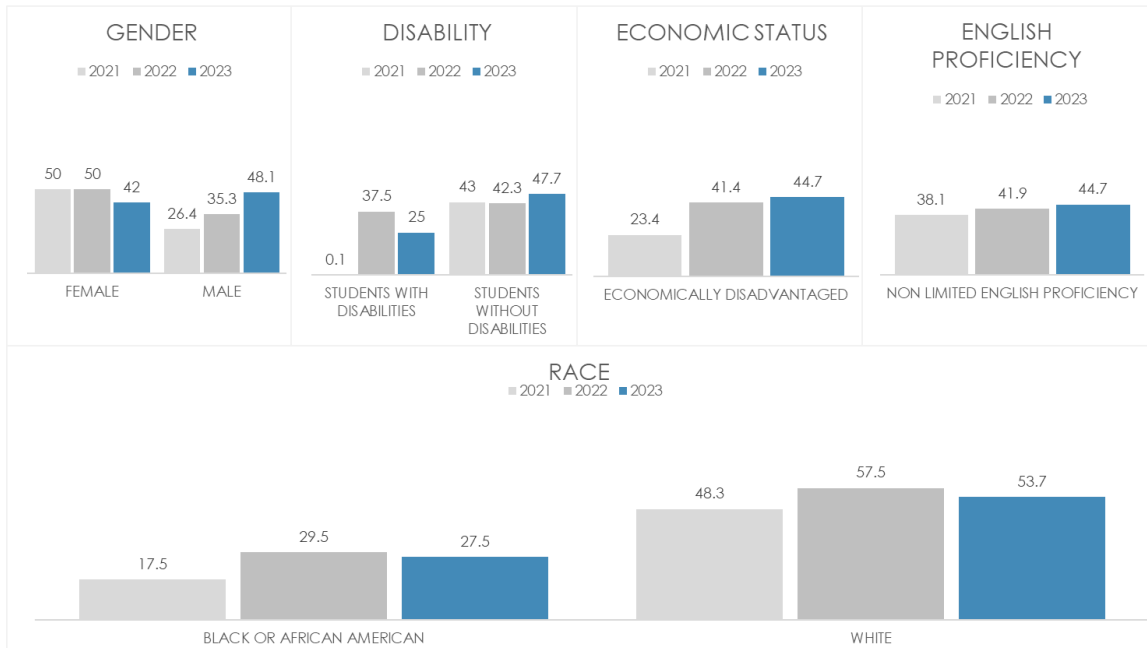


(MDE, 2021, 2022, 2023, Accountability)

Figure 127: Columbia High School Accountability: Advanced

PROFICIENCY BY DEMOGRAPHIC GROUP

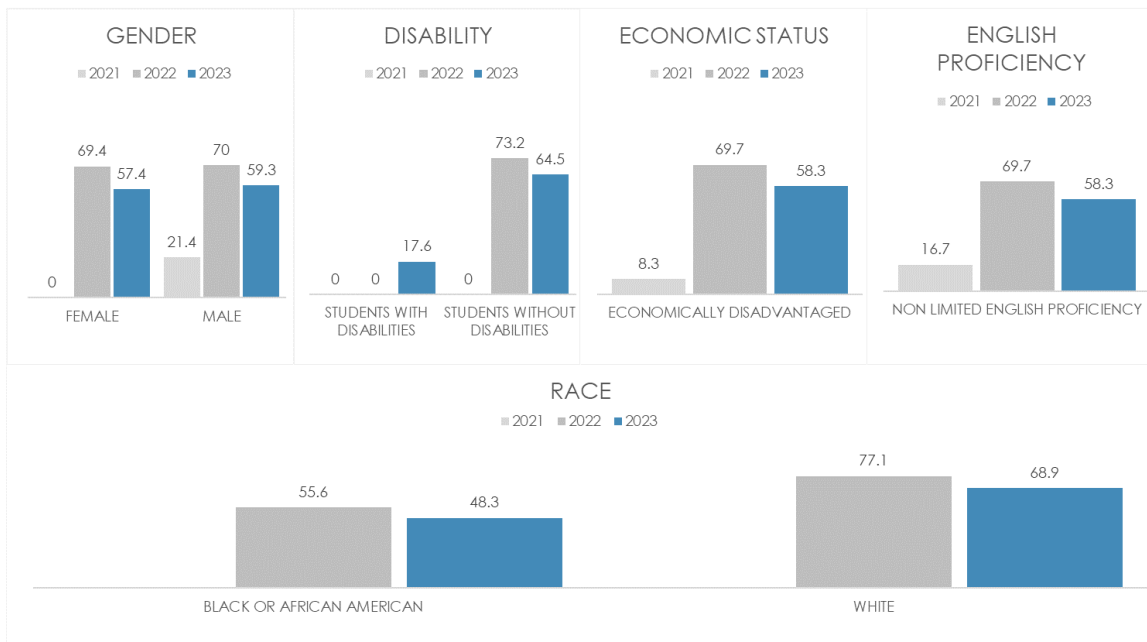
COLUMBIA HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING



(MDE, 2021, 2022, 2023, Accountability)

Figure 128: Columbia High School Proficiency by Demographic Group: Reading

COLUMBIA HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH



(MDE, 2021, 2022, 2023, Accountability)

Figure 129: Columbia High School Proficiency by Demographic Group: Math



COLUMBIA HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE

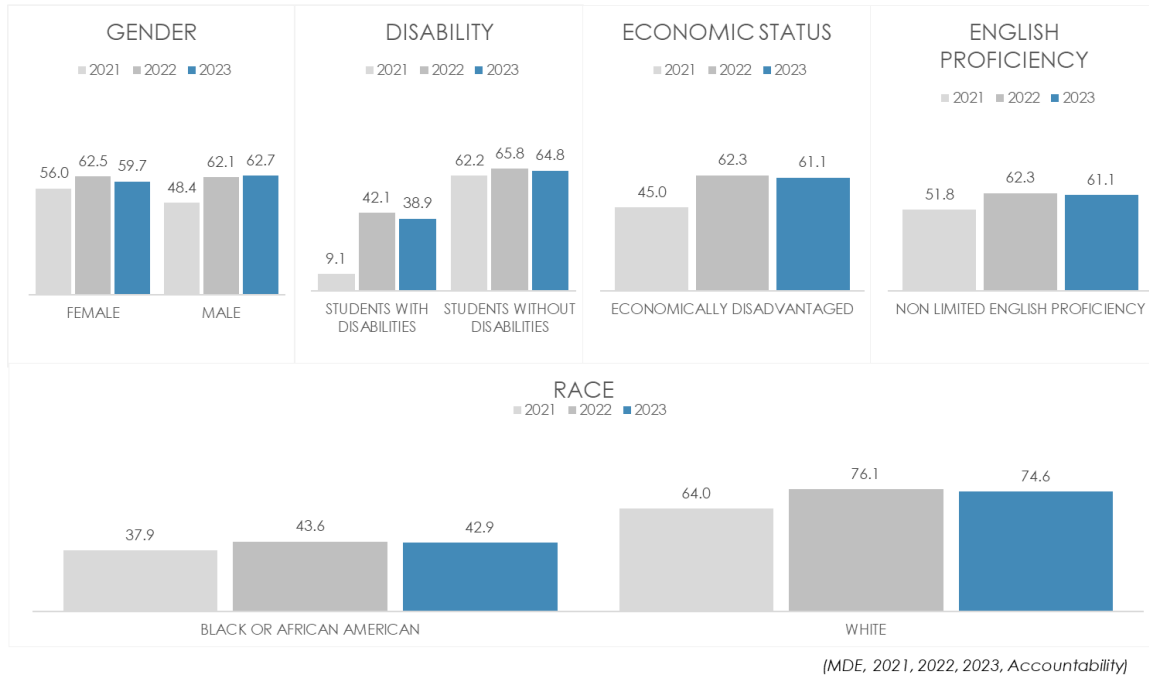


Figure 130: Columbia High School Proficiency by Demographic Group: Science

COLUMBIA HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: HISTORY

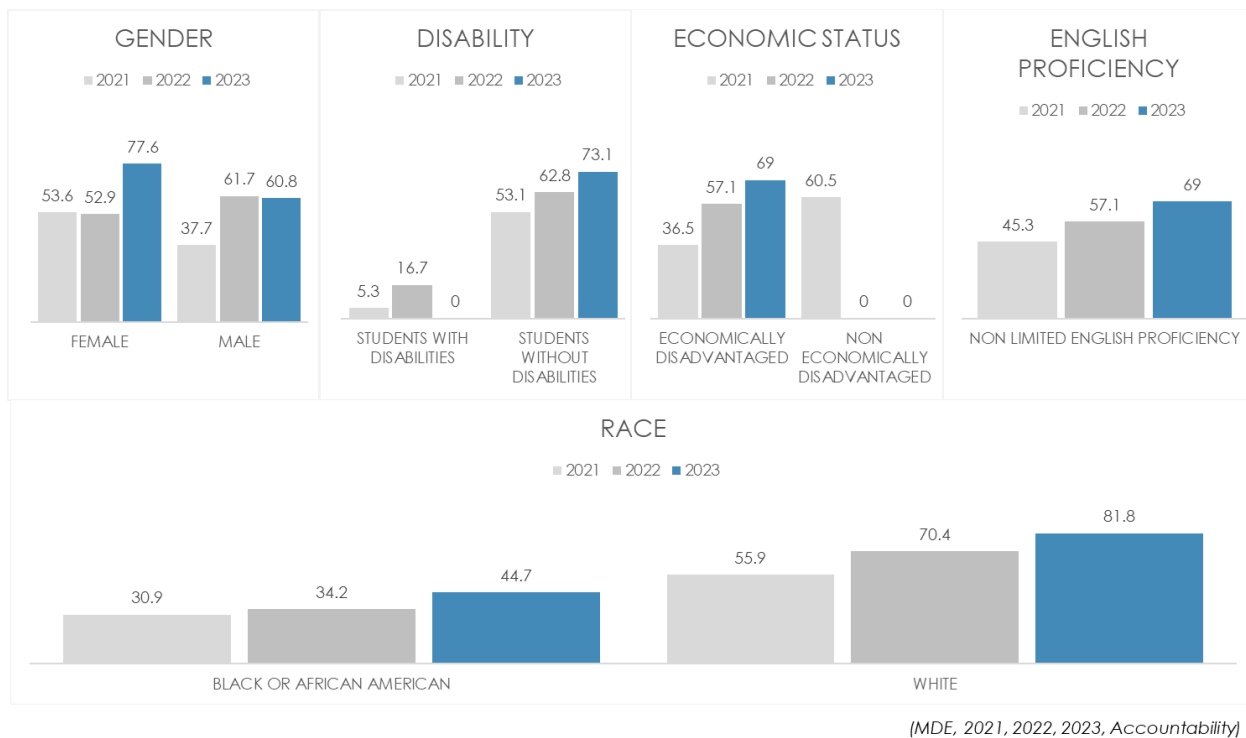


Figure 131: Columbia High School Proficiency by Demographic Group: History

4-YEAR GRADUATION RATES

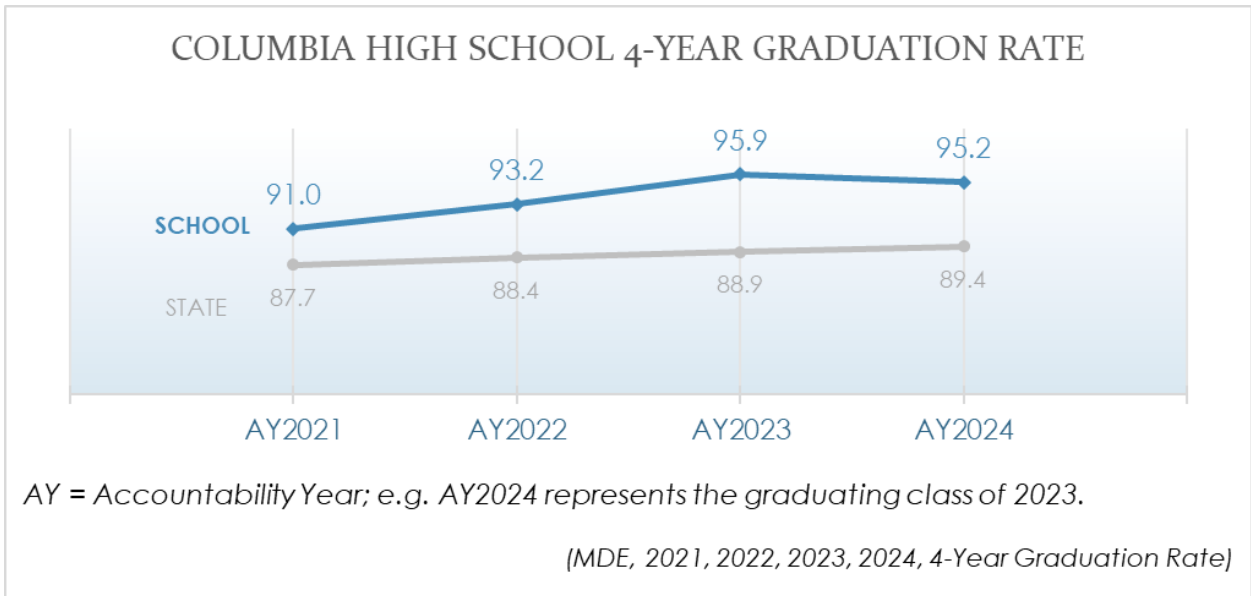


Figure 132: Columbia High School 4-Year Graduation Rate

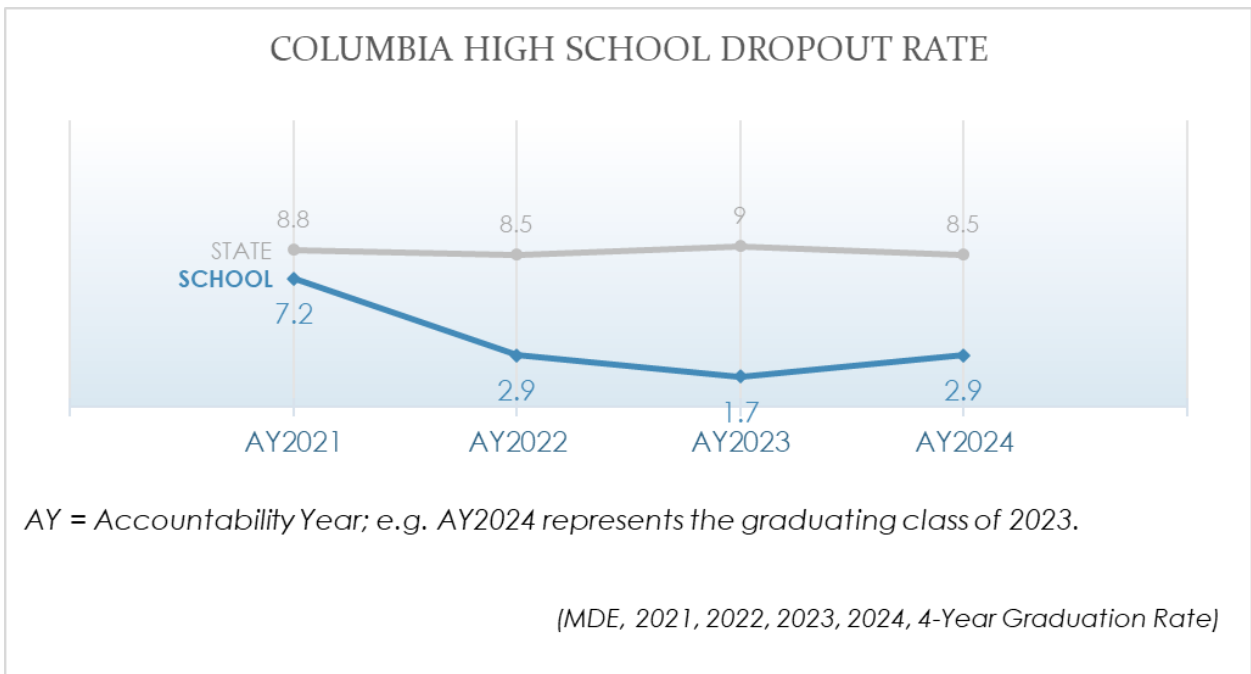


Figure 133: Columbia High School Dropout Rate



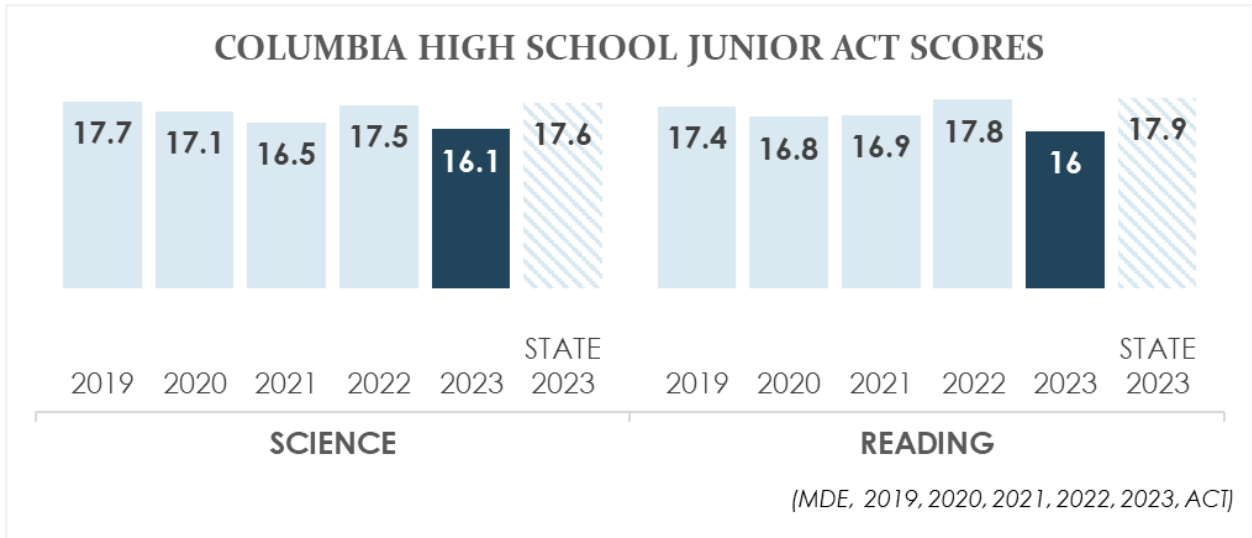


Figure 136: Columbia High School Junior ACT: Science and Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA and MATH

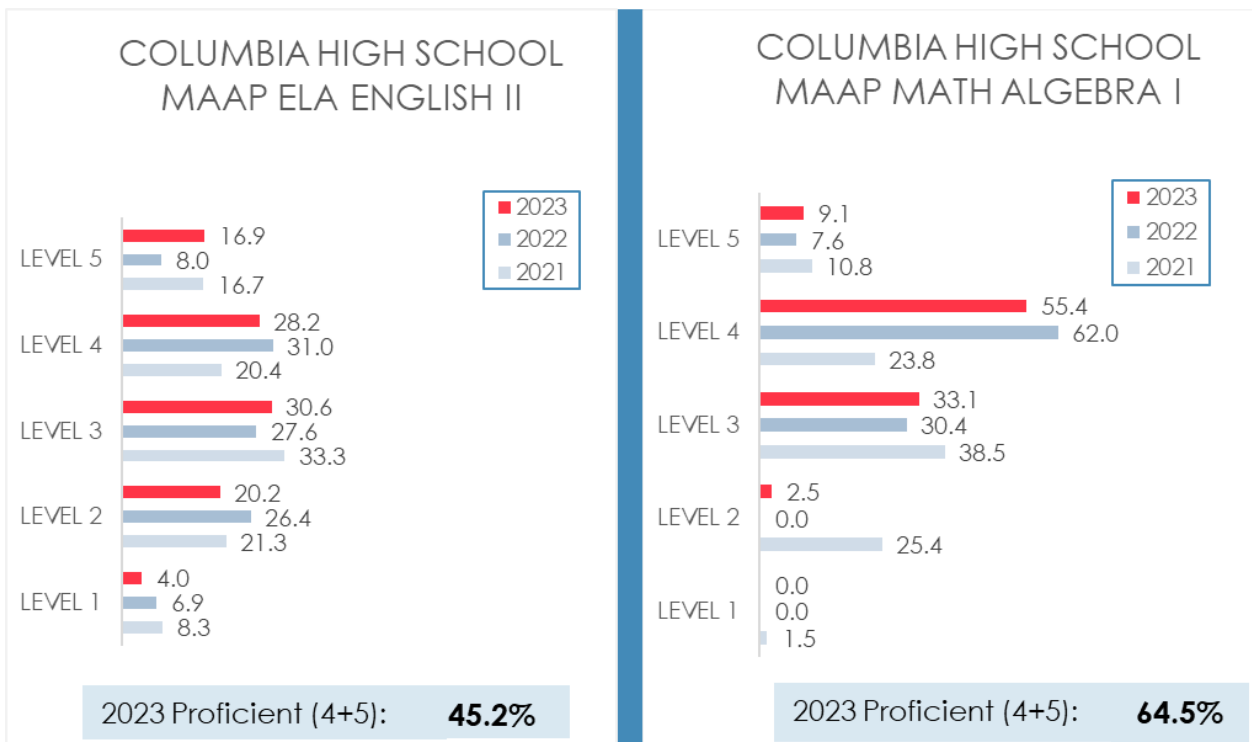


Figure 137: Columbia High School MAAP ELA and Math: English II and Algebra I



Columbia High School

MAAP END-OF-COURSE

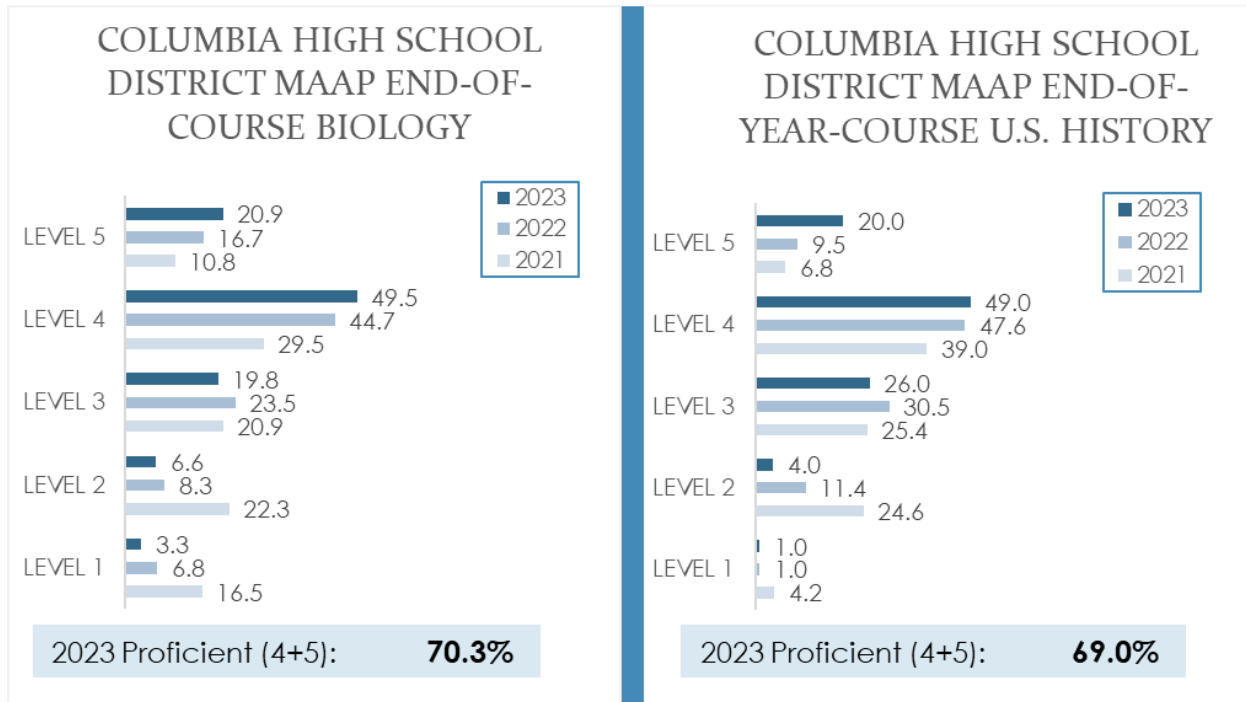


Figure 138: Columbia High School MAAP End-of-Course Biology I and U. S. History

Personnel

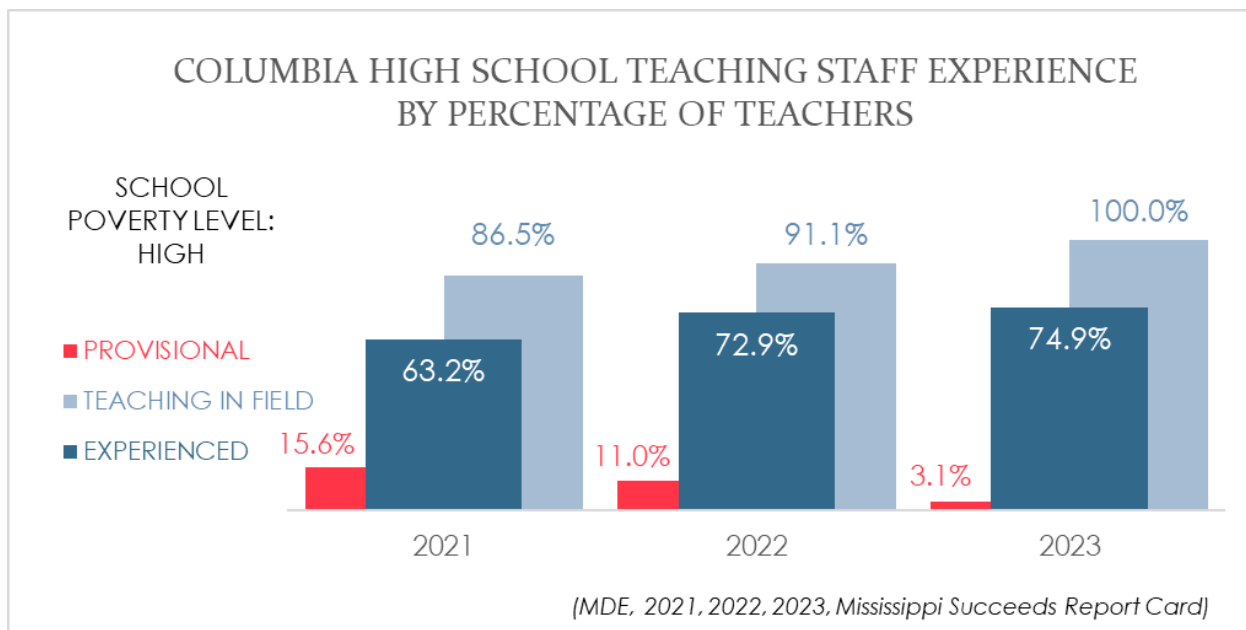


Figure 139: Columbia High School Teaching Staff Experience by Percentage of Teachers

Discipline

COLUMBIA HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				≤5	10.8	12.6		≤5	
GENDER	FEMALE				≤5	9.7	12.2			
	MALE				6.5	11.9	13.0		≤5	
RACE	ASIAN									
	BLACK OR AFRICAN AMERICAN				≤5	14.1	17.3		≤5	
	HISPANIC OR LATINO						8.3			
	NATIVE HAWAIIAN OR PACIFIC ISLANDER									
	TWO OR MORE RACES					≤5	≤5			
	WHITE				5.2	8.0	7.5			
DISABILITY	STUDENTS WITH DISABILITIES				13.4	26.3	26.3			
	STUDENTS WITHOUT DISABILITIES				≤5	7.9	9.9		≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	15.0	16.0		≤5			≤5	
GENDER	FEMALE		≤10	≤10		≤5			≤5	
	MALE	≤10	≤10	≤10		≤5			≤5	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN					≤5			≤5	
	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN		11.0	13.0		≤5			≤5	
	HISPANIC OR LATINO					≤5			≤5	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER					≤5			≤5	
	TWO OR MORE RACES		≤10	≤10						
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
		≤10	≤10	11.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 140: 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; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-six (36) faculty and staff members, seventy-eight (78) parents, and two hundred (200) students responded to the survey.

Columbia High School Faculty/Staff Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective in delivering instruction.		
	Count	Percentage
Strongly Agree	19	52.8%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance.		
	Count	Percentage
Strongly Agree	7	19.4%
Agree	16	44.4%
Disagree	6	16.7%
Strongly Disagree	3	8.3%
Not Applicable or No Information	4	11.1%

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

	Count	Percentage
Strongly Agree	17	47.2%
Agree	14	38.9%
Disagree	4	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

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

	Count	Percentage
Strongly Agree	9	25.0%
Agree	20	55.6%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	6	16.7%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	44.4%	44.4%	0.0%	0.0%	11.1%
Providing instruction to students with limited English proficiency to improve their language and academic skills.	27.8%	50.0%	5.6%	0.0%	16.7%
Developing and using classroom assessments.	44.4%	44.4%	0.0%	0.0%	11.1%
Closing the achievement gap between diverse groups of students.	44.4%	50.0%	0.0%	0.0%	5.6%
Successful classroom management.	44.4%	47.2%	0.0%	0.0%	8.3%



CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	14	38.9%
Agree	18	50.0%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

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

	Count	Percentage
Strongly Agree	13	36.1%
Agree	19	52.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.1%

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

	Count	Percentage
Strongly Agree	15	41.7%
Agree	16	44.4%
Disagree	3	8.3%
Strongly Disagree	1	2.8%
Not Applicable or No Information	1	2.8%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	16	44.4%
Utilize technology such as class websites, blogs, and videos	24	66.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	20	55.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	25	69.4%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	22	61.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	15	41.7%
Use bilingual handouts and cues	6	16.7%
Use visual displays, portable white boards, and posters when giving instructions	24	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	12	33.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	22	61.1%
Agree	13	36.1%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	15	41.7%
Agree	19	52.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

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

	Count	Percentage
Strongly Agree	24	66.7%
Agree	11	30.6%
Disagree	1	2.8%
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	19	52.8%
Agree	16	44.4%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	19	52.8%
Agree	17	47.2%
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	12	33.3%
Agree	20	55.6%
Disagree	3	8.3%
Strongly Disagree	1	2.8%
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	27.8%
Agree	21	58.3%
Disagree	4	11.1%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	30	83.3%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	26	72.2%
Agree	10	27.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	24	66.7%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	16.7%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Social and emotional learning	#2
Conflict resolution	#3
Successful inclusion strategies	#4
Reading for at risk students	#5
My specific content area	#6
Mississippi College and Career Readiness Standards	#7
Teaching and understanding students in poverty	#8
Differentiated Instruction	#9



Columbia High School

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	11	30.6%
Agree	20	55.6%
Disagree	4	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

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

	Count	Percentage
Strongly Agree	9	25.0%
Agree	21	58.3%
Disagree	4	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

GENERAL OPINION

In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and make suggestions for the usage of federal funds. Those responses are summarized below.

FACULTY/STAFF MEMBERS from Columbia High School provided valuable insights into how federal funds could be utilized to address identified needs within the school or district. Suggestions included allocating more funding for arts teachers, hiring a teacher to support English Language Learners, increasing teacher salaries to facilitate smaller classes and more course offerings, and updating textbooks, particularly in the social studies departments. Regarding what the school or district does well, faculty members highlighted several strengths. These included developing relationships with stakeholders and community leaders, having supportive and effective school leadership, encouraging student participation in extracurricular activities, fostering a positive school culture, providing professional freedom for teachers, and promoting excellence in academics and extracurriculars. Faculty also appreciated the involvement of administrators and their support for both students and teachers. In terms of improvements that could be made, faculty members suggested providing more appreciation and financial incentives for state-tested teachers, addressing building improvements, hiring a teacher specifically for English Language Learners, offering more options for Continuing Education Units (CEUs) without additional cost to teachers, enforcing consistent cell phone policies, involving teachers in decision-making processes such as setting the school calendar, and addressing infrastructure issues such as outdated or malfunctioning bathrooms. Additionally, faculty members emphasized the importance of recognizing and supporting teachers who contribute significantly to student success, particularly in areas of state testing accountability.

Columbia High School Parent Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective in delivering instruction.		
	Count	Percentage
Strongly Agree	26	33.3%
Agree	44	56.4%
Disagree	7	9.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance.		
	Count	Percentage
Strongly Agree	25	32.1%
Agree	33	42.3%
Disagree	5	6.4%
Strongly Disagree	1	1.3%
Not Applicable or No Information	14	17.9%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.		
	Count	Percentage
Strongly Agree	31	39.7%
Agree	31	39.7%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	13	16.7%

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)	40	51.3%
Improving access to foreign language instruction, arts, and music education	25	32.1%
Supporting college and career counseling	51	65.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	37	47.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	29.5%

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	24	30.8%
Providing school-based mental health services and counseling	39	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	27	34.6%
Establishing or improving dropout prevention	17	21.8%
Supporting re-entry programs and transition services for Justice-involved youth	13	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	37.2%
Implementing systems and practices to prevent bullying and harassment	35	44.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	27	34.6%
Establishing community partnerships	21	26.9%



Columbia High School

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	40	51.3%
Building technological capacity and infrastructure	30	38.5%
Carrying out innovative blended learning projects	25	32.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	26	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	36	46.2%

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

	Count	Percentage
Social and Emotional Learning	19	24.4%
Computer Classes	28	35.9%
Conflict Resolution	12	15.4%
Drug/Alcohol Awareness/Prevention	19	24.4%
English as a Second Language	5	6.4%
Health Classes	15	19.2%
Literacy Classes	9	11.5%
Math Classes	17	21.8%
Parent-to-School Relationships	20	25.6%
Parent/Child Communication	18	23.1%
Preparing for College	43	55.1%
Parenting Workshops	12	15.4%
Social Media Classes	14	17.9%
Stress/Anger Management	27	34.6%
Understanding College- and Career-Ready Standards	39	50.0%

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

	Count	Percentage
Babysitting/childcare at parent meetings	6	7.7%
District and/or school newsletters	24	30.8%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	27	34.6%
Resource materials for parental training	8	10.3%
Training for parents to work with other parents on becoming involved in the schools	32	41.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	12	15.4%
Home/School folders	15	19.2%
Home/School Planners	26	33.3%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	18	23.1%
Agree	39	50.0%
Disagree	4	5.1%
Strongly Disagree	1	1.3%
Not Applicable or No Information	16	20.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	19	24.4%
Agree	47	60.3%
Disagree	8	10.3%
Strongly Disagree	2	2.6%
Not Applicable or No Information	2	2.6%



Columbia High School

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	30.8%
Agree	44	56.4%
Disagree	9	11.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	23	29.5%
Agree	52	66.7%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	15	19.2%
Agree	46	59.0%
Disagree	13	16.7%
Strongly Disagree	2	2.6%
Not Applicable or No Information	2	2.6%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	20	25.6%
Agree	46	59.0%
Disagree	7	9.0%
Strongly Disagree	2	2.6%
Not Applicable or No Information	3	3.8%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	22	28.2%
Checked my child's grades/assignments online	57	73.1%
Been in contact with my child's teacher	54	69.2%
Received a newsletter from the district, school, or teacher	23	29.5%

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

	Count	Percentage
Worked with a committee or group on school or district policies	3	3.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	6.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	54	69.2%
Volunteered at my child's school	15	19.2%

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

	Count	Percentage
Yes	58	74.4%
No	20	25.6%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	24	30.8%
Agree	51	65.4%
Disagree	2	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

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	23	29.5%
Agree	48	61.5%
Disagree	5	6.4%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%



Columbia High School

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

	Count	Percentage
Strongly Agree	24	30.8%
Agree	47	60.3%
Disagree	7	9.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	35	44.9%
Agree	36	46.2%
Disagree	3	3.8%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	3.8%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	41	52.6%
Agree	30	38.5%
Disagree	1	1.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	5	6.4%

GENERAL OPINION

Note: In response to four open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, what changes should be implemented to the Parent and Family Engagement Plan, and how federal funding should be utilized to address district needs. Those responses are summarized below.

PARENTS OF STUDENTS from Columbia High School expressed various suggestions on how federal funds could be utilized to address identified needs within the school or district. Recommendations included allocating funds to benefit the children directly, improving food quality, building multipurpose facilities for sports and programs, providing driver's education and support programs for students, investing in technology and educational resources, helping students with learning disabilities, and offering services for English Language Learners. Additionally, parents emphasized the importance of preparing students for college or the military and supporting gifted programs or advanced placement opportunities. Regarding what the school or district does well, parents highlighted excellent learning and extracurricular activities, effective communication from teachers and the school, well-maintained athletic facilities, a wide variety of educational opportunities, and positive experiences with specific programs such as music and extended school years. When asked about changes they would like to see in the Parent and Family Engagement Plan, parents expressed concerns about communication methods, diversity in parent involvement, and the inclusion of certain topics like religion and community pride. Suggestions for improvements included enhancing communication methods, providing more funding for gifted programs, ensuring a more diverse representation in parent groups, and considering changes in curriculum and counseling services. Regarding improvements the school or district should make, parents identified various areas for enhancement, such as implementing stricter controls on technology use, addressing behavior issues among students, improving the nutritional quality of meals, enhancing communication between teachers and parents, ensuring accountability in teaching methods, updating curriculum and facilities, improving accessibility to guidance counselors, addressing transfer student policies, and taking proactive measures to prevent inappropriate relationships and substance use among students.

Columbia High School Student Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective in delivering instruction.		
	Count	Percentage
Strongly Agree	44	22.0%
Agree	145	72.5%
Disagree	4	2.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	1	0.5%

School nurses help improve student attendance.		
	Count	Percentage
Strongly Agree	20	10.0%
Agree	74	37.0%
Disagree	42	21.0%
Strongly Disagree	22	11.0%
Not Applicable or No Information	42	21.0%

Before-school and/or after-school programs help improve students' social skills, academic achievement, and/or behavior.		
	Count	Percentage
Strongly Agree	42	21.0%
Agree	108	54.0%
Disagree	20	10.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	24	12.0%

CURRICULUM AND INSTRUCTION

Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	44	22.0%
Agree	142	71.0%
Disagree	7	3.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	3	1.5%

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

	Count	Percentage
Strongly Agree	44	22.0%
Agree	132	66.0%
Disagree	14	7.0%
Strongly Disagree	5	2.5%
Not Applicable or No Information	5	2.5%

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

	Count	Percentage
Strongly Agree	40	20.0%
Agree	118	59.0%
Disagree	10	5.0%
Strongly Disagree	5	2.5%
Not Applicable or No Information	27	13.5%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	45	22.5%
Agree	133	66.5%
Disagree	12	6.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	4	2.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	44	22.0%
Agree	131	65.5%
Disagree	19	9.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	2	1.0%

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

	Count	Percentage
Strongly Agree	42	21.0%
Agree	133	66.5%
Disagree	8	4.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	11	5.5%



Columbia High School

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	39	19.5%
Agree	134	67.0%
Disagree	13	6.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	10	5.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	32	16.0%
Agree	129	64.5%
Disagree	13	6.5%
Strongly Disagree	5	2.5%
Not Applicable or No Information	21	10.5%

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

	Count	Percentage
Strongly Agree	33	16.5%
Agree	132	66.0%
Disagree	22	11.0%
Strongly Disagree	10	5.0%
Not Applicable or No Information	3	1.5%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	35	17.5%
Agree	140	70.0%
Disagree	16	8.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	5	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	42	21.0%
Agree	139	69.5%
Disagree	13	6.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	2	1.0%

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

	Count	Percentage
Strongly Agree	27	13.5%
Agree	124	62.0%
Disagree	32	16.0%
Strongly Disagree	12	6.0%
Not Applicable or No Information	5	2.5%

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

	Count	Percentage
Strongly Agree	55	27.5%
Agree	122	61.0%
Disagree	11	5.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	9	4.5%

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

	Count	Percentage
Strongly Agree	43	21.5%
Agree	129	64.5%
Disagree	17	8.5%
Strongly Disagree	5	2.5%
Not Applicable or No Information	6	3.0%



TECHNOLOGY

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

	Count	Percentage
Strongly Agree	39	19.5%
Agree	127	63.5%
Disagree	7	3.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	24	12.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	35	17.5%
Agree	124	62.0%
Disagree	5	2.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	32	16.0%



GENERAL OPINION

Note: In response to three open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and how federal funding should be utilized to address district needs. Those responses are summarized below.

STUDENTS from Columbia High School offered diverse perspectives on how federal funds could be used to address identified needs within the school or district. Suggestions included improving technology infrastructure such as computers and wifi capabilities, enhancing the quality of food provided in school lunches, renovating and maintaining restroom facilities, providing additional academic resources such as books and classroom supplies, and investing in extracurricular activities and sports programs. When asked about what their school or district does well, students mentioned various positive aspects such as engaging teachers, diverse extracurricular activities, effective teaching methods, safety measures, and providing educational resources and opportunities for students. Regarding improvements that their school or district should make, students highlighted concerns such as cleanliness and maintenance issues, the need for updates to the dress code policy, addressing bullying and safety concerns, providing more break time between classes, enhancing communication with students about school events and deadlines, and increasing funding for sports teams and extracurricular activities.

Notes

A series of 20 horizontal grey bars stacked vertically, providing a space for writing notes. Each bar is uniform in length and height, and they are separated by small gaps.

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