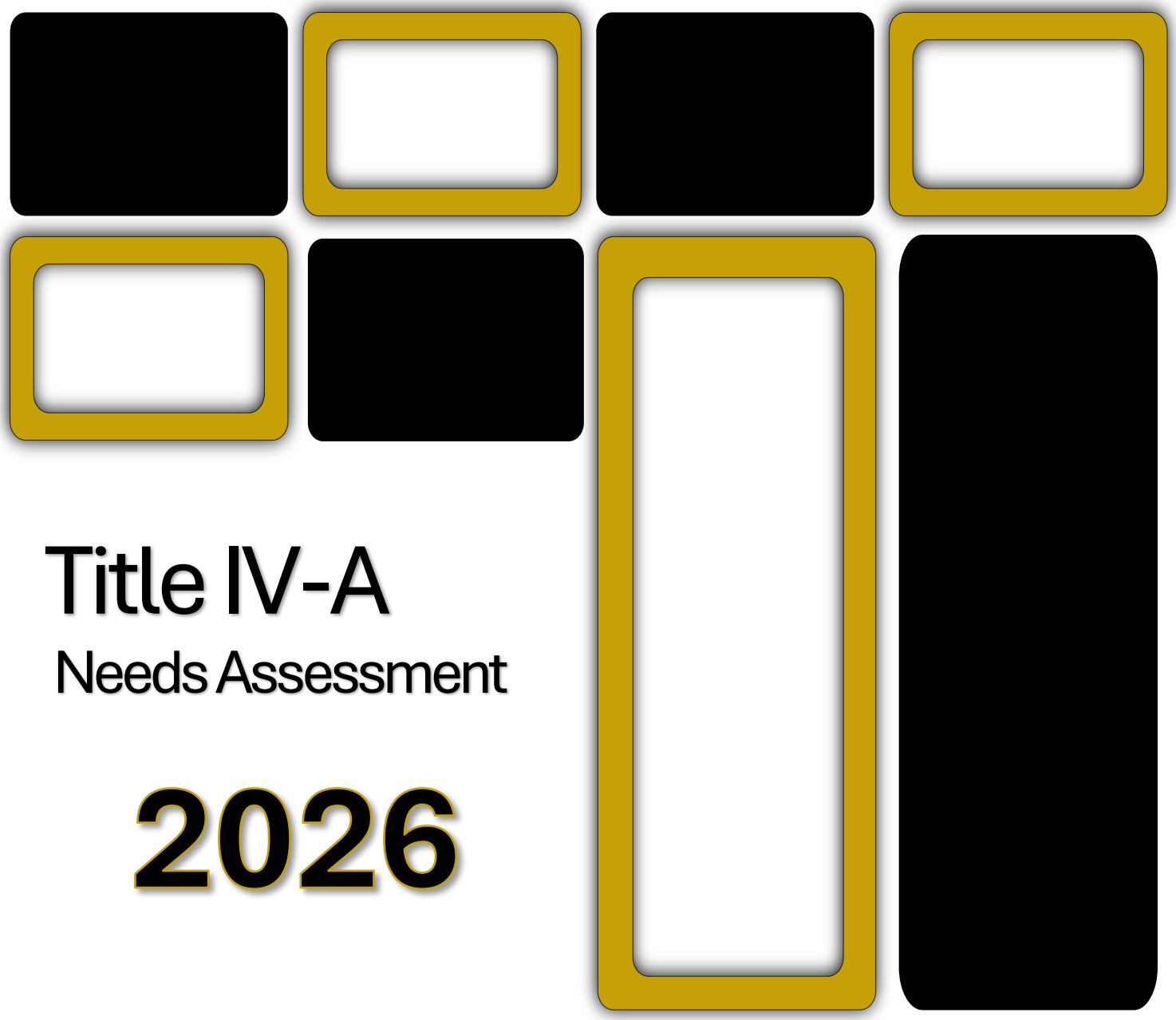
JACKSON COUNTY
SCHOOL DISTRICT



Title IV-A
Needs Assessment

2026

JACKSON COUNTY SCHOOL DISTRICT

2026 TITLE IV – A NEEDS ASSESSMENT

Data analysis compiled by
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Title IV-A definitions and descriptions in this document were sourced from:

National Center on Safe Supportive Learning Environments (NCSSLE). (2019). Title IV, Part A LEA needs assessment tool. https://safesupportivelearning.ed.gov/title-iv-part-lea-needs-assessment-tool

JACKSON COUNTY SCHOOL DISTRICT

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INTRODUCTION

Title IV-A Definition

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

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

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

WELL-ROUNDED EDUCATION (WRE)

Components

Well-rounded education comprises 36 indicators across four domains:

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

Academic Proficiency

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

MAAP

Jackson County School District chose to examine the accountability averages for proficiency in reading, math, science, and history. The following figures illustrate those scores.

Figure 1 shows the average percentage of students across all grade levels in the district and the state who scored proficient or advanced on the English/Language Arts MAAP assessments in 2023, 2024, and 2025 District averages surpassed state averages by a considerable margin; however, 2025 scores slid 1.2%. The district is now 10 percentage points from the 70% goal set for 2027 by the Mississippi Succeeds Plan for the Every Student Succeeds Act.

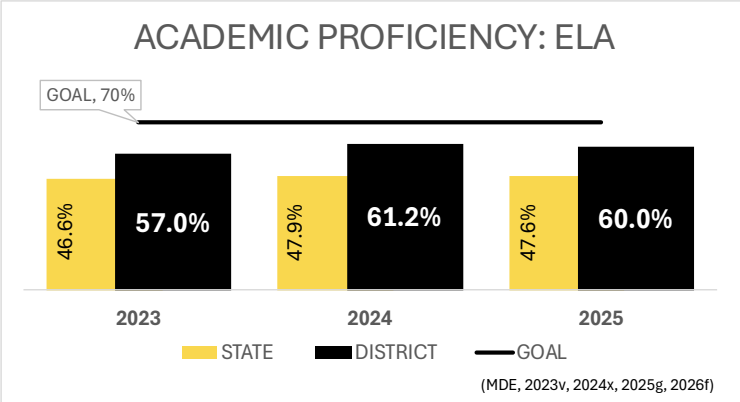


FIGURE 1: ACADEMIC PROFICIENCY: ELA

Figure 2 shows the average percentage of students across all grade levels in the district and the state who scored proficient or advanced on the math MAAP assessments in 2023, 2024, and 2025. The district improved its standing in relation to state average scores in 2025, surpassing state averages by 14.4%. District scores are 1.1 percentage points shy of the goal for 2027.

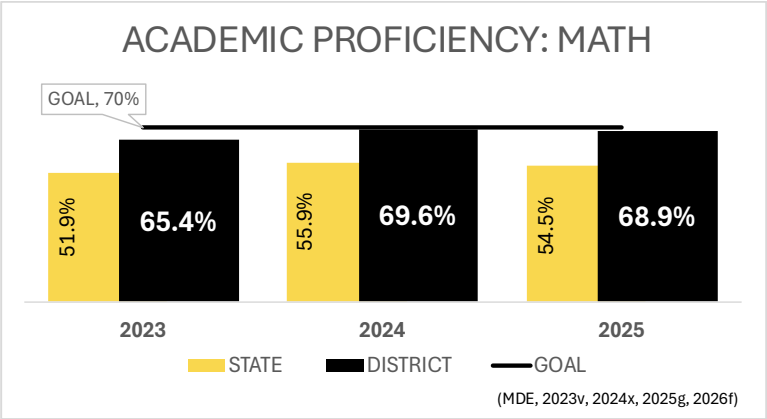


FIGURE 2: ACADEMIC PROFICIENCY: MATH

Figure 3 shows the average percentage of students across all grade levels in the district and the state who scored proficient or advanced on the science MAAP assessments in 2023, 2024, and 2025. These assessments include tests for science in fifth and eighth grades combined with the End-of-Course test for Biology I in high school. Average scoring percentages for remain steady. Current scores are 16.5 percentage points above the state and 7.2 above of the 2027 70% goal.

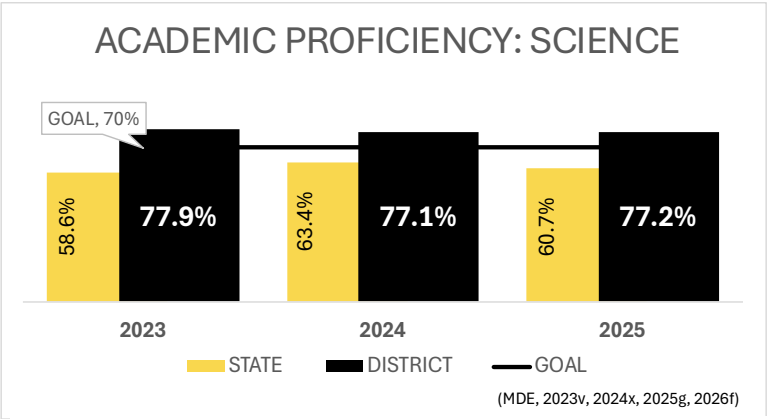


FIGURE 3: ACADEMIC PROFICIENCY: SCIENCE

Figure 4 shows the average percentage of students across all grade levels in the district and the state who scored proficient or advanced on the U. S. History MAAP End-of-Course assessments in 2023, 2024, and 2025. District scores have significantly surpassed the state goal of 70% by 2027 in all three years, outperforming state averages by 15.6 percentage points in 2025.

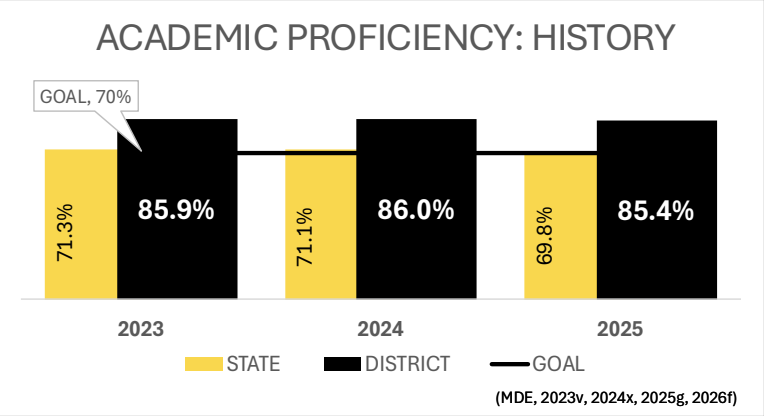


FIGURE 4: ACADEMIC PROFICIENCY: HISTORY

ACT

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

Figure 5 shows the average composite ACT scores for juniors from 2023 through 2025. District scores topped the state average by a wide margin over three years as state scores remained steady.

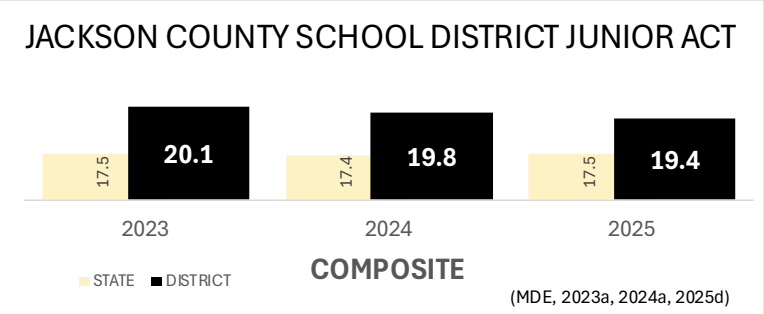


FIGURE 5: ACADEMIC PROFICIENCY: JUNIOR ACT COMPOSITE

Figure 6 shows the average English ACT scores for juniors from 2023 through 2025. The district average shows about 1 percentage point of decline between 2023 and 2025 but still tops out the state average by almost 3 percentage points.

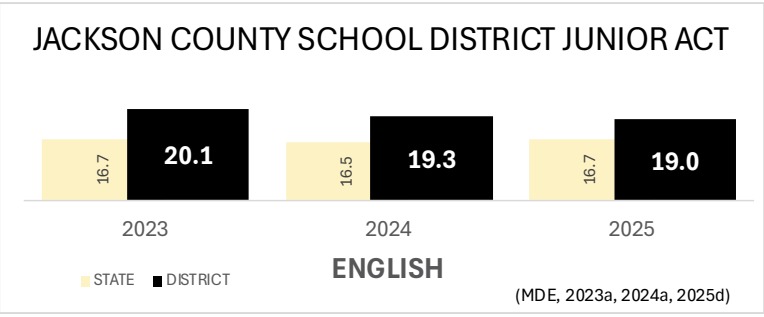


FIGURE 6: ACADEMIC PROFICIENCY: JUNIOR ACT ENGLISH

Figure 7 shows the average math ACT scores for juniors in 2023 through 2025. Math scores for the district maintained a steady two point advantage over the state average across the last three years.

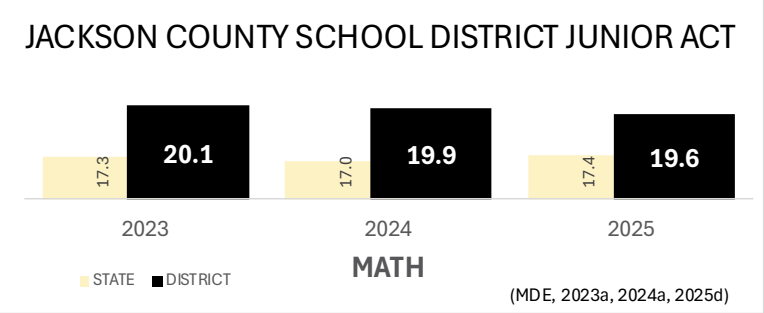


FIGURE 7: ACADEMIC PROFICIENCY: JUNIOR ACT MATH

Figure 8 shows the average reading ACT scores for juniors in 2023 through 2025. Reading scores are also steady, stepping down just incrementally in 2025 Scores for 2025 are 1.7 points above the state average.

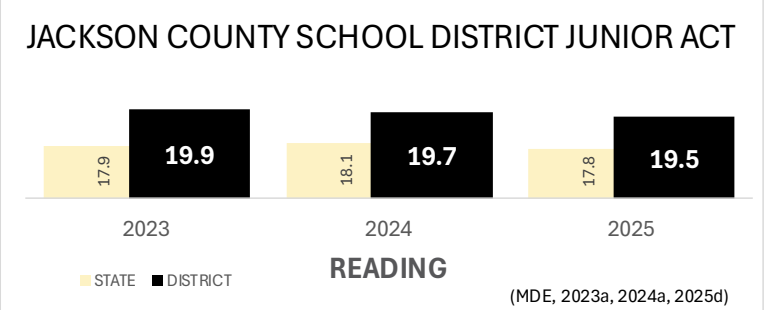


FIGURE 8: ACADEMIC PROFICIENCY: JUNIOR ACT READING

Figure 9 shows the average science ACT scores for juniors in 2023 through 2025. Scores decreased narrowly across the three-year span, still exceeding the state average by a little less than 2 percentage points.

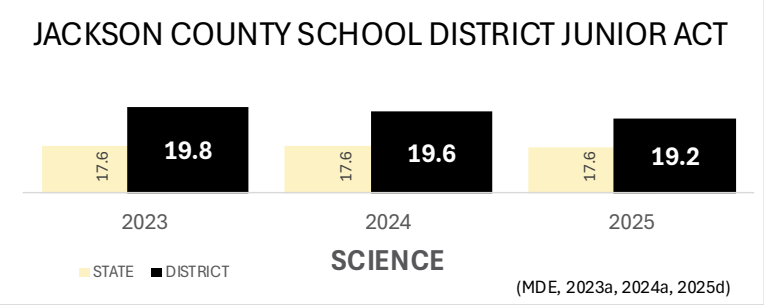


FIGURE 9: ACADEMIC PROFICIENCY: JUNIOR ACT SCIENCE

Access to and Enrollment in Courses

This domain focuses on access to and enrollment in foreign languages, technology, visual arts, performing arts, and career and technical education classes. It can be measured by (a) the number of classes offered in these subjects, (b) the number of different courses offered in this category, or (c) the number of full-time equivalent (FTE) teachers hired by the district for these subjects.

Jackson County School District chose to measure access to these courses by examining the number of full-time equivalent (FTE) teachers employed by the district to teach these subjects and by the number of students enrolled in those subjects.

Figure 10 shows the percentage of students who have access to these courses (the number of FTE teachers divided by the overall district student enrollment for every 100 students in applicable grades).

FTE TEACHERS IN SELECT CLASSES			
	2024	**2025**	**2026**
# FTE TEACHERS IN SELECT CLASSES	71	68	73
FOREIGN LANGUAGE (GRADES 9-12)			
# FTE TEACHERS	6	9.2	7.5
OVERALL ENROLLMENT (9-12)	2811	2794	2645
TOTAL ENROLLMENT PER 100	28.11	27.94	26.45
% ACCESS	21.3%	32.9%	28.4%
TECHNOLOGY (GRADES 6-12)			
# FTE TEACHERS	13	19	16
OVERALL ENROLLMENT (6-12)	4855	4844	4669
TOTAL ENROLLMENT PER 100	48.55	48.44	46.69
% ACCESS	26.8%	39.2%	34.3%
VISUAL ARTS (GRADES K-12)			
# FTE TEACHERS	14	30	29.3
OVERALL ENROLLMENT (K-12)	8840	8779	8594
TOTAL ENROLLMENT PER 100	88.4	87.79	85.94
% ACCESS	15.8%	34.2%	34.1%
PERFORMING ARTS (GRADES K-12)			
# FTE TEACHERS	13	20.3	20.3
OVERALL ENROLLMENT (K-12)	8840	8779	8594
TOTAL ENROLLMENT PER 100	88.4	87.79	85.94
% ACCESS	14.7%	23.1%	23.6%
CTE (GRADES 11-12)			
# FTE TEACHERS	52	22.5	24.1
OVERALL ENROLLMENT (6-12)	4855	4844	4669
TOTAL ENROLLMENT PER 100	48.55	48.44	46.69
% ACCESS	107.1%	46.4%	51.6%

FIGURE 10: ACCESS TO COURSES BY NUMBER OF FTE TEACHERS

Figure 11 shows the number of students enrolled in each course from 2023 through 2025.

STUDENTS ENROLLED IN SELECT CLASSES			
	2024	**2025**	**2026**
# CLASSES OFFERED	195	207	252
FOREIGN LANGUAGE (GRADES 9-12)			
# OF STUDENTS ENROLLED IN FOREIGN LANGUAGE CLASSES	1019	248	911
OVERALL ENROLLMENT (9-12)	2811	2794	2645

STUDENTS ENROLLED IN SELECT CLASSES			
	2024	2025	2026
% OF STUDENTS ENROLLED IN FOREIGN LANGUAGE CLASSES	36.3%	8.9%	34.4%
TECHNOLOGY (GRADES 6-12)			
# OF STUDENTS ENROLLED IN TECHNOLOGY CLASSES	3766	3731	2953
OVERALL ENROLLMENT (6-12)	4855	4844	4669
% OF STUDENTS ENROLLED IN TECHNOLOGY CLASSES	77.6%	77.0%	63.2%
VISUAL ARTS (GRADES K-12)			
# OF STUDENTS ENROLLED IN VISUAL ARTS CLASSES	4084	4127	3148
OVERALL ENROLLMENT (K-12)	8840	8779	8594
% OF STUDENTS ENROLLED IN VISUAL ARTS CLASSES	46.2%	47.0%	36.6%
PERFORMING ARTS (GRADES K-12)			
# OF STUDENTS ENROLLED IN PERFORMING ARTS CLASSES	2529	1889	2085
OVERALL ENROLLMENT (K-12)	8840	8779	8594
% OF STUDENTS ENROLLED IN VISUAL ARTS CLASSES	28.6%	21.5%	24.3%
CAREER TECH (GRADES 9-12)			
# OF STUDENTS ENROLLED IN CAREER TECH CLASSES	1750	2378	1847
OVERALL ENROLLMENT (9-12)	2811	2794	2645
% OF STUDENTS ENROLLED IN CAREER TECH CLASSES	62.3%	85.1%	69.8%

FIGURE 11: STUDENTS ENROLLED IN SELECT CLASSES

Access to and Participation in Advanced Courses

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

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

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

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

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

International Baccalaureate/Advanced Placement

INTERNATIONAL BACCALAUREATE COURSES OFFERED

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

ADVANCED PLACEMENT AND DUAL CREDIT COURSES OFFERED

Advanced Placement (AP) classes in AP 2-D Art, AP Language, AP Literature, AP Macro Economics, AP U. S. History, AP U. S. Government, AP Biology, AP Chemistry, and AP Environmental Science are listed in the student handbook for Jackson County high schools.

AVAILABILITY OF AP CLASSES			
	2024	**2025**	**2026**
# CLASSES	4	2	5
ENROLL 9-12	660	686	676
# STUDENTS WHO CAN ACCESS AP CLASS	80	40	100
% OF STUDENTS WHO CAN ACCESS AP CLASSES	12.1%	5.8%	14.8%

FIGURE 12: AVAILABILITY OF AP CLASSES

Dual Credit

The district reports that all three high schools offer dual credit/dual enrollment courses in conjunction with the Mississippi Gulf Coast Community College. Courses may include Composition 1, Composition 2, College Algebra, Calculus 1, General Biology 1, Psychology, and World Civilization 1.

JCSD also offers a Collegiate Academy program which allows qualified high school students to earn an associate degree from Mississippi Gulf Coast Community College while completing their junior and senior year of high school.

Access to and Usage of Educational Supports

This domain features access to and use of educational supports – primarily libraries and career counseling services. Access to libraries can be measured by (a) identifying the schools that have a library or (b) reporting the number of FTE librarians/media center specialists hired by the district.

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

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

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

Libraries

The district reports that all schools have accredited libraries. **Figure 13** shows the number of full-time equivalent librarians and the number of students using library services in 2024-2026.

ACCESS TO AND USAGE OF LIBRARY SERVICES			
	2024	**2025**	**2026**
# FTE LIBRARIANS	13	13	13
# STUDENTS USING LIBRARY	8645	8696	6062
OVERALL ENROLLMENT (K-12)	8840	8779	8594
% USAGE COMPARED TO ENROLLMENT	97.8%	99.1%	70.5%

Figure 13: Library Usage

Career Counseling

All students have access to career counseling services. **Figure 14** shows the number of full-time equivalent counselors employed by the district and **Figure 15** shows the number of students using career counseling services.

ACCESS TO CAREER COUNSELING			
	2024	**2025**	**2026**
# FTE COUNSELORS	6	6	6
ENROLL 9-12	2811	2794	2645
NUMBER OF STUDENTS SERVED PER COUNSELOR	468.5	465.7	440.8

Figure 14: Access to Career Counseling

USAGE OF CAREER COUNSELING			
	2024	**2025**	**2026**
# OF STUDENTS USING CAREER COUNSELING	2667	2629	2477
OVERALL ENROLLMENT (9-12)	2811	2794	2645
% OF STUDENTS USING CAREER COUNSELING SERVICES	94.9%	94.1%	93.6%

Figure 15: Usage of Career Counseling

Well-Rounded Education Survey

Responses to selected questions from the 2026 Jackson County Comprehensive Needs Assessment Survey.

Figure 16 presents the percentage of stakeholders who agree with positive statements about the district's well-rounded education opportunities. Respondents were able to choose more than one option on multiple-choice questions.

WELL-ROUNDED EDUCATION SURVEY				
	FACULTY	PARENT	STUDENT	ADMINISTRATOR
To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:				
Improving access to foreign language instruction, arts, and music education	36.6%	29.9%		48.0%
Supporting college and career counseling	39.8%	43.8%		44.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	57.3%	58.1%		48.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	32.2%	39.8%		36.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	31.8%	34.5%		20.0%

FIGURE 16: SURVEY RESULTS REGARDING WELL-ROUNDED EDUCATION

SAFE AND HEALTHY STUDENTS

Components

Safe and Healthy Students comprises 14 indicators across four domains:

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

School Engagement

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

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

Dropout rates are figured by the state.

CHRONIC ABSENCE

Figure 17 shows chronic absence percentages reported by MDE on the district's Mississippi Succeeds Report Card. It reveals that district chronic absence figures – the percentages of students missing 10% or more of school days – jumped 4.3 percent in 2025. As the state average also rose, the district chronic absenteeism percentage remained slightly below that of the state.

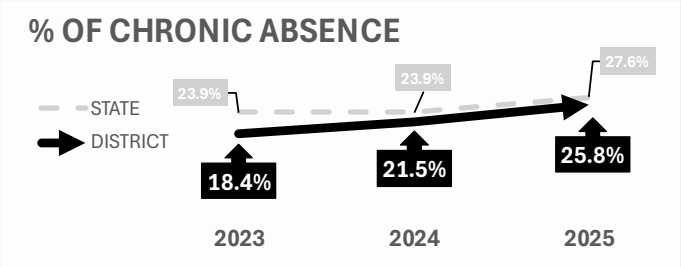
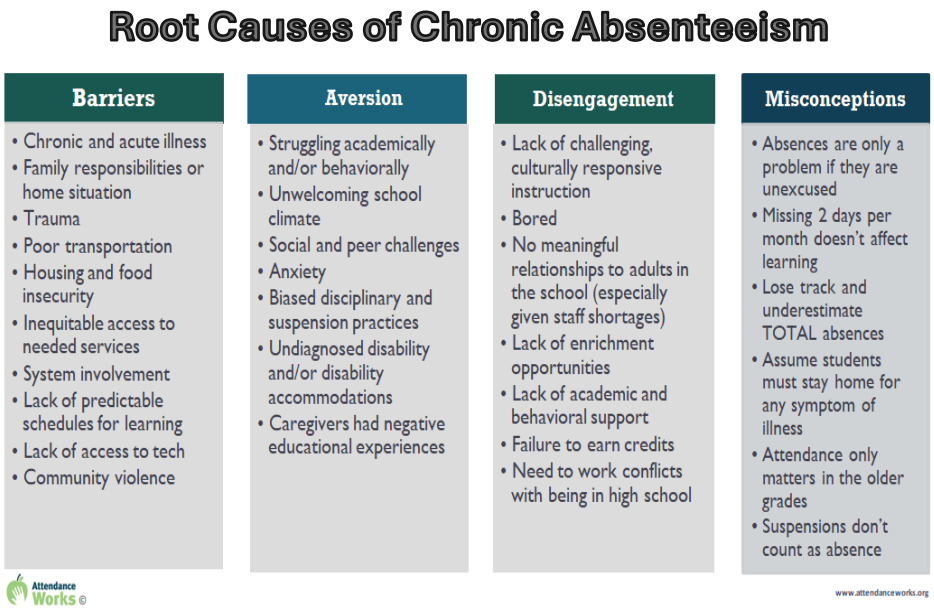


FIGURE 17: CHRONIC ABSENCE PERCENTAGES



DROPOUT RATE

Dropout rates are determined by the high school completion status of students four years after entering Grade 9 for the first time.

Figure 18 illustrates state and district dropout percentages over three years. Dropout rates are reported for the prior year's graduating class. That is, 2026 dropout rates are for the senior class of 2025 (SY2025). In 2026 (SY2025), the dropout rate rose 1.4 percentage points.

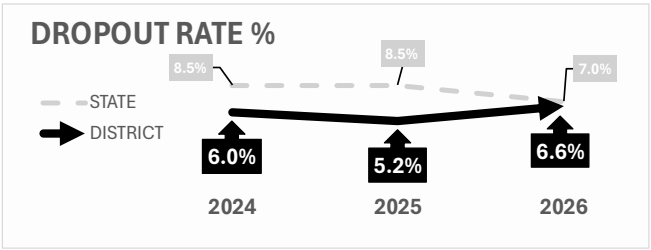


FIGURE 18: DROPOUT RATE

> *"High school graduates are projected to peak in 2025 at approximately 3.9 million, after which a steady decline is expected through 2041 due to demographic shifts. While the overall status dropout rate recently dropped to a record low of 5.4%, significant disparities remain, with higher dropout rates among Hispanic, Pacific Islander, and American Indian/Alaska Native students."*
>
> *~ NATIONAL CENTER FOR EDUCATIONAL STATISTICS*

School Discipline

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

Figure 19 shows the number of times these disciplinary measures were taken district-wide for the past three years.

DISCIPLINARY MEASURES			
	2024	2025	2026
OUT-OF-SCHOOL SUSPENSION	997	795	468
IN-SCHOOL SUSPENSION	2028	1577	1301
EXPULSION	9	12	8
LAW-ENFORCEMENT REFERRAL	3	6	2

FIGURE 19: DISCIPLINARY MEASURES

School Climate and Safety

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

VIOLENT INCIDENTS

Figure 20 shows the number of violent incidents reported by the district.

INCIDENTS OF VIOLENCE			
	2024	2025	2026
BULLYING	5	10	14
FIGHTS	142	237	88
ASSAULT	5	5	6

FIGURE 20: INCIDENTS OF VIOLENCE

School Safety Survey

The annual Comprehensive Needs Assessment serves as the School Climate Survey for Jackson County School District. The results of this survey are used to determine the usage of resources in the district.

Responses to selected questions from the 2026 Jackson County Comprehensive Needs Assessment Survey.

Figure 21 illustrates the percentage of stakeholders who agree or strongly agree with statements regarding school safety.

SCHOOL SAFETY SURVEY				
	FACULTY	PARENT	STUDENT	ADMINISTRATOR
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:				
Promoting community and parent involvement in schools	33.3%	32.2%		36.0%
Providing school-based mental health services and counseling	52.2%	50.0%		72.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	23.0%	17.5%		24.0%
Establishing or improving dropout prevention	21.6%	19.6%		20.0%
Supporting re-entry programs and transition services for Justice-involved youth	11.5%	12.1%		12.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	37.8%	43.4%		32.0%
Implementing systems and practices to prevent bullying and harassment	39.4%	54.0%		20.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	39.6%	35.3%		28.0%
Establishing community partnerships	32.9%	19.0%		28.0%
School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		74.6%		

FIGURE 21: SURVEY RESULTS REGARDING SCHOOL SAFETY

School-Based Service Providers

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

Figure 22 shows the number of full-time-equivalent (FTE) student support personnel.

AVAILABILITY OF SCHOOL NURSES, COUNSELORS, PSYCHOLOGISTS, AND SOCIAL WORKERS			
	2024	2025	2026
# OF FTE SERVICE PROVIDERS	9	9	9
OVERALL ENROLLMENT (K-12)	2181	2007	1957
# OF STUDENTS PER SUPPORT PERSONNEL	242.3	223.0	217.4

FIGURE 22: AVAILABILITY OF SCHOOL-BASED SERVICE PROVIDERS

EFFECTIVE USE OF TECHNOLOGY

Components

Effective Use of Technology comprises 11 indicators across three domains:

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

Access to Technology

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

Figure 23 shows that each teacher and student in the district has been assigned at least one wi-fi-enabled device and that the overall internet speed available in district schools is well above the industry standard, providing access for all.

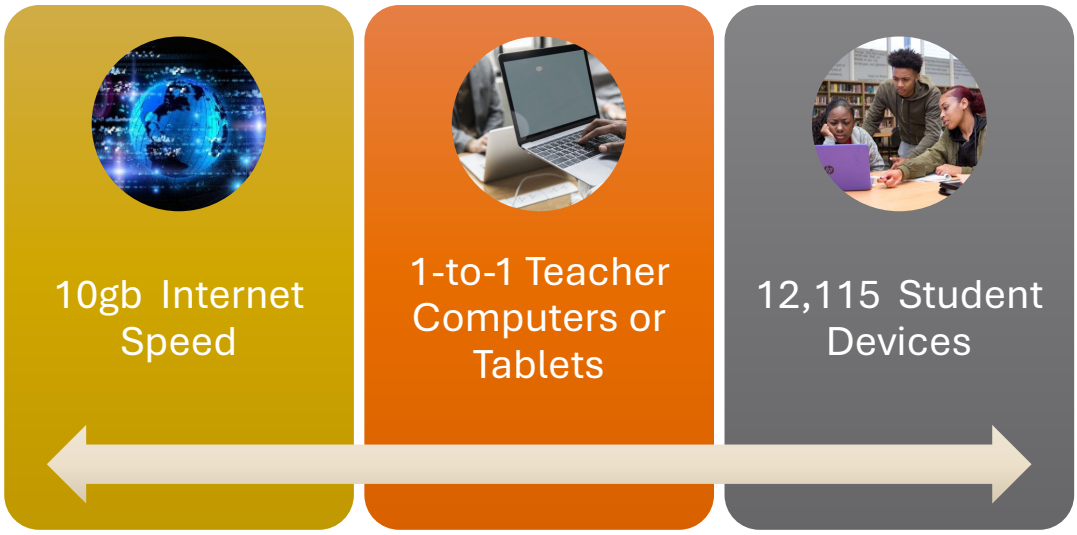


FIGURE 23: ACCESS TO INTERNET AND DEVICES

Technology Use

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

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

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

Computerized Assessments

Figure 24 shows how many assessments were delivered by computer in 2024, 2025, and 2026. All students enrolled in state-tested courses use computers for testing. The district also uses computers for progress monitoring.

USE OF COMPUTERS FOR ASSESSMENT			
	2024	**2025**	**2026**
# OF COURSES THAT USE COMPUTERS FOR ASSESSMENTS	364	340	342
# OF ASSESSMENTS DELIVERED BY COMPUTERS	3496	5308	1884

FIGURE 24: USE OF COMPUTERS FOR ASSESSMENT

Blended Learning

Jackson County School District did not have any courses that used blended learning regularly for the 2025 school year.

Online Courses

Students have access to 47 online courses for credit recovery or college readiness.

Support for Technology Use

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

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

Access to technology training is determined by (a) identifying the schools in which training is offered around technology tools and integration, (b) the number of trainings offered by the district around technology tools and integration, or (c) the amount of funds (to the nearest $500) provided to teaching staff to attend training around technology tools and integration.

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

IT Staff Availability

Figure 25 shows that the district reports 9 technicians available in the district, leaving each technician responsible for about 1500 devices.

INFORMATION AND EDUCATIONAL TECHNOLOGY STAFF			
	2024	**2025**	**2026**
# OF FTE TECHNICIANS	9	9	9
# TOTAL DEVICES AVAILABLE	13700	13800	14000
COMPUTERS PER TECHNICIAN	1522.2	1533.3	1555.6

FIGURE 25: ACCESS TO TECHNOLOGY ASSISTANCE

Access to and Participation in Technology Training

Figure 26 shows the number of technology trainings offered and the number of staff members attending those trainings.

ACCESS TO TECHNOLOGY TRAINING			
	2024	**2025**	**2026**
# TRAININGS OFFERED	229	139	44
# STAFF ATTENDING	1241	2088	1273

FIGURE 26: ACCESS TO TECHNOLOGY TRAINING

Technology Survey

Responses to selected questions from the 2026 Jackson County Comprehensive Needs Assessment Survey.

Figure 27 illustrates the percentage of stakeholders who agree or strongly agree with statements regarding the use of technology in schools.

TECHNOLOGY SURVEY				
	FACULTY	PARENT	STUDENT	ADMINISTRATOR
To supplement what our district is already doing in technology, I would like to see Title IV money used on:				
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	50.3%	54.0%		80.0%
Building technological capacity and infrastructure	35.3%	30.4%		36.0%
Carrying out innovative blended learning projects	21.1%	27.3%		16.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	33.5%	36.6%		16.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	29.4%	29.3%		32.0%
I am satisfied with the availability of technology (e.g., computers, programs) at our school.			91.7%	
Technology is incorporated into instruction in many classes.			85.8%	
Technology is sufficiently available to support instruction.	92.6%			

FIGURE 27: SURVEY RESULTS REGARDING TECHNOLOGY USE

SUMMARY

Well-Rounded Education

The district's well-rounded education profile reflects strong academic performance alongside uneven access and participation trends across enrichment areas. Academic proficiency consistently exceeds state averages, with science performance notably surpassing the 70% benchmark by over 7 points and maintaining a margin of more than 16 points above the state, while math nearly meets the 2027 goal and ELA shows a slight 1.2-point decline in 2025. Course access has expanded in key areas such as visual and performing arts, where access rates more than doubled since 2024, yet participation trends reveal volatility, including a sharp drop in foreign language enrollment from 36.3% to 8.9% before rebounding to 34.4%. Advanced coursework opportunities remain limited, with AP access fluctuating between 5.8% and 14.8%, though dual credit access is broadly available. Library and counseling access are universal, but library usage declined significantly to 70.5%, indicating reduced student engagement with available supports. Survey results reinforce a need to prioritize STEM expansion (over 57% support) and strengthen college and career readiness systems.

Safe and Healthy Students

The district's Safe and Healthy Students data reflects improving discipline outcomes alongside emerging concerns in attendance and school climate. Disciplinary incidents have declined, with out-of-school suspensions dropping from 997 to 468 and in-school suspensions decreasing from 2,028 to 1,301 over three years, indicating a shift toward more controlled and potentially supportive discipline practices. However, chronic absenteeism has risen notably, increasing by 4.3 percentage points to 25.8% in 2025, signaling a growing barrier to consistent student engagement despite remaining slightly below the state rate. Dropout rates also increased to 6.6%, reversing prior improvement trends and aligning with rising attendance concerns. School safety indicators show mixed results, with reported fights declining sharply from 237 to 88, while bullying incidents increased from 5 to 14, suggesting shifting behavioral patterns. Strong access to counseling and support services, with over 93% student utilization, provides a solid foundation to address these challenges through targeted interventions.

Effective Use of Technology

The district demonstrates strong infrastructure for effective technology use, but implementation and training trends suggest declining momentum. Universal access is a clear strength, with all students and teachers assigned devices and internet capacity exceeding standard expectations, supporting broad digital learning opportunities. Technology is widely embedded in assessment practices, as all students in tested courses complete computerized assessments and thousands of assessments are delivered annually, though totals significantly fluctuate year to year. However, instructional integration appears limited, as no courses reported regular use of blended learning, indicating underutilization of available tools. Access to online courses, with forty-seven offerings for credit recovery and readiness, expands opportunities but may not fully offset gaps in in-class integration. Capacity challenges are also evident in support systems, with each technician responsible for over 1,500 devices, potentially limiting responsiveness. Professional development has declined sharply, with trainings dropping from 229 to 44, suggesting reduced focus on building staff capacity despite strong infrastructure.