



**Barrow County School System**

Boldly Committed to Student Success

# **BARROW COUNTY SCHOOL SYSTEM NEEDS ASSESSMENT ANNUAL PLANNING FY 2018 Haymon-Morris Middle School**

**Title I-A  
Title I-C  
Title II-A  
Title III  
Professional Learning**



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## **Title I OVERVIEW**

- Title I, Part A is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965.
- The purpose of Title I under ESEA is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and succeed on challenging state academic achievement standards and state academic assessments.



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## **Title I-C OVERVIEW**

- Title I, Part C is also known as the Migrant Education Program and is intended to meet the unique needs of children whose family has moved frequently seeking and obtaining employment in the agricultural and fishing industries.
- Due to the temporary nature and geographical diversity of such employment, Migrant students face the challenge of changing schools excessively and their education therefore often interrupted.



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## **Title II-A OVERVIEW**

- The purpose of the Title II-A program is to increase academic achievement by improving teacher, paraprofessional, and principal quality.
- Title II-A funds are used to address areas related to teacher quality, including teacher preparation, recruitment and hiring, induction, professional development, teacher retention, and/or the effectiveness of school leaders.



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## **Title III OVERVIEW**

- The purpose of the Title III program is to ensure that:
  - **students who are learning English** (a) meet the same high academic achievement standards that other students are expected to meet and (b) develop English proficiency.
  - **immigrant children** (*students born outside of the U.S. and Puerto Rico with less than three years of schooling in the U.S.*) meet the same high academic achievement standards that other students are expected to meet.
- Title III funds are used to provide professional development, supplemental instructional materials and programs, and family literacy services and parent outreach.



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# College and Career Ready Performance Index

	2012	2013	2014	2015	2016
<b>Total Score</b>	83.9	79.7	81.8	78	79.5
<b>Achievement Points</b>	50.5	51.6	52.1	29.6	31.5
<b>Progress Points</b>	17.9	16.5	16.3	36.6	37.8
<b>Achievement Gap Points</b>	11	6	9	6.7	6.7
<b>Challenge Points</b>	4.5	5.6	4.4	5.1	3.5
<b>Climate Score</b>	N/A	N/A	5 Stars	5 Stars	5 Stars



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# College and Career Ready Performance Index

	2012	2013	2014	2015	2016
<b>Total Score</b>	83.9	79.7	81.8	78.0	79.5
<b>Achievement Total</b>	50.5	51.6	52.1	29.6	31.5
<b><i>ELA</i></b>	97.0%	92.9%	92.6%	57.3%	61.0%
<b><i>Math</i></b>	93.8%	92.7%	92.1%	70.8%	74.4%
<b><i>Science</i></b>	87.7%	81.9%	83.6%	60.5%	67.7%
<b><i>Social Studies</i></b>	87.0%	84.7%	87.7%	66.9%	71.8%
<b>ELs (Band/ACCESS)</b>	80.3%	N/A	N/A	54.5%	41.8%
<b>Lexile (Grade 8) &gt;=/ &gt; 1050</b>	80.9%	79.7%	80.6%	59.1%	72.7%



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# 2016 Georgia Milestones Assessment Data

	6th Grade				7th Grade				8th Grade			
Grade	ELA	Math	Sci.	S.S.	ELA	Math	Sci.	S.S.	ELA	Math	Sci.	S.S.
Beginning	29.7%	15.8%	24.7%	26.5%	17.4%	11.9%	16.6%	13.3%	21.1%	12.4%	22.4%	14.5%
Developing	34.8%	43.2%	33.2%	40.1%	39.9%	32.0%	35.9%	33.0%	39.0%	46.3%	31.6%	34.7%
Proficient	31.6%	34.8%	36.3%	22.6%	37.2%	37.4%	34.1%	34.9%	35.9%	37.6%	35.2%	37.5%
Distinguished	3.9%	6.2%	5.8%	10.9%	5.5%	18.7%	13.4%	18.8%	4.0%	3.7%	10.8%	13.3%





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## Data for End of Course 2016 *Georgia Milestones*

	Beginning	Developing	Proficient	Distinguished
<b>9th Grade Literature</b>				
<b>American Literature and Composition</b>				
<b>Coordinate Algebra</b>	0.0 %	6.25 %	50.00 %	43.75 %
<b>Analytic Geometry</b>				
<b>Biology</b>				
<b>Physical Science</b>				
<b>United States History</b>				
<b>Economics</b>				



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# Teacher Survey Data

What is the best way to communicate information to families- email	97.37%
How prepared are you to effectively implement the following: Performance-based Assessment	79%
Standard based grading	68%
Using student exemplars	66%
What other topics for professional learning would enhance your skills: CoTeaching	42%
Student Engagement	42%
How prepared do you feel to meet the needs of the EL learners: communication with families	47%
Consulting Can Do Descriptors	52 %
Integrating WIDA standards into the classroom	53%
Using ACCESS scores to drive differentiation	47%
38 Responses	



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### Parent Survey Data

169 responses	
Responded that HMMS is family friendly	91%
Responded that the school creates an environment that helps my child learn	95%
Satisfied with the services provided by the school to help me support my child academically	85.8%
My child's teacher(s) adequately address my child's specific individual needs	86.39%
The school provides ways for me to be actively involved in my child's academic progress and help my child learn at home.	82.25%
Teacher regularly inform me about my child's academic progress in ELA/Math/Science and SS.	75.74%
The best way for the school to communicate with me is: email	94.67%
text messaging	57.99%
phone	54.44%



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# Needs Assessment: Student Success

- Identify any achievement gaps between subgroups, including **minority, low-income, English Learners, and special education**.
- Identify the top academic concerns for **disadvantaged and at-risk** students in your school.
- Identify the top academic and/or English development concerns for the **EL subgroup** in your school.
- What have you found to be the most critical needs (academic or non-academic) of **immigrant students** in your school?
- What have you found to be the most critical needs (academic or non-academic) of **migrant students** in your school?
- Based on an analysis of performance data, **identify the top academic priorities for your school** overall.



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# Needs Assessment: Professional Learning

- Based on an analysis of student performance data, survey results, and demographic data, identify the top professional learning needs of your teachers, paraprofessionals, and administrators.
- What do teacher self-assessments, observations and supporting documentation reveal as strengths and weaknesses in teacher practice? Is corresponding professional learning currently being offered? If so, to what extent is it personalized and monitored for growth?
- How is your school measuring and monitoring effectiveness of the current professional learning? Can the results of the professional learning provided be tied to student achievement results?



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# Teacher and Leader Recruitment & Retention

- What are your school's recruitment needs?
- Which content courses or grade levels are difficult to staff? What can be done to support your efforts in this area?
- Does your school have a plan for supporting teachers through the use of induction and mentoring programs? Does the plan provide adequate support for new teachers or struggling veteran teachers?



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# Needs Assessment: Family Engagement

Based on an analysis of student performance data, survey results, and demographic data, identify any **family engagement areas that are in need of improvement.**



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# **DISCUSSION/ QUESTIONS**





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**Thank you**