



Comprehensive Needs Assessment 2022 - 2023 District Report



Dalton Public Schools

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Tim Scott
Multiple Program(s)	Federal Programs Director	Laura Orr
Multiple Program(s)	Curriculum Director	Laura Orr
Multiple Program(s)	School Leader (#1)	Lauri Johnson
Multiple Program(s)	School Leader (#2)	Meleia Bridenstine
Multiple Program(s)	Teacher Representative (#1)	Julia Cagle
Multiple Program(s)	Teacher Representative (#2)	Courtney Hitchens
McKinney-Vento Homeless	Homeless Liaison	Jackie Taylor
Neglected and Delinquent	N&D Coordinator	Laura Orr
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Pam Wiles
Title I, Part A	Title I, Part A Director	Laura Orr
Title I, Part A	Family Engagement Coordinator	Caroline Woodason
Title I, Part A - Foster Care	Foster Care Point of Contact	Jackie Taylor
Title II, Part A	Title II, Part A Coordinator	Caroline Woodason
Title III	Title III Director	Caroline Woodason
Title IV, Part A	Title IV, Part A Director	Laura Orr
Title I, Part C	Migrant Coordinator	Caroline Woodason

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Don Amonett
Multiple Program(s)	Testing Director	Laura Orr
Multiple Program(s)	Finance Director	Theresa Perry
Multiple Program(s)	Other Federal Programs Coordinators	N/A
Multiple Program(s)	CTAE Coordinator	Wiley Dailey
Multiple Program(s)	Student Support Personnel	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	All principals in the district
Multiple Program(s)	High School Counselor / Academic Counselor	Dee Bonds
Multiple Program(s)	Early Childhood or Head Start Coordinator	Saira Laruy
Multiple Program(s)	Teacher Representatives	N/A
Multiple Program(s)	ESOL Teacher	Bradley Balthrop-Lee
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Chris Harton
21st CCLC	21st CCLC Program Director	Caroline Woodason
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Malisa Pedro
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	N/A
Title II, Part A	Human Resources Director	Mendy Woods
Title II, Part A	Principal Supervisors	N/A
Title II, Part A	Professional Learning Coordinators	N/A
Title II, Part A	Bilingual Parent Liaisons	Raquel Cardona
Title II, Part A	Professional Organizations	Rafael Huerta
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Matt Evans, Palmer Griffin, Tulley Johnson, Jody McClurg, Sam Sanders
Title II, Part A	Local Elected/Government Officials	N/A
Title II, Part A	The General Public	Lindsey Bethel
Title III	Refugee Support Service Staff	Miguel Gonzalez
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Julia Cagle
Title IV, Part A	Technology Experts	Nick Sun
Title IV, Part A	Faith-Based Community Leaders	Matt Evans

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Alejandro Vela
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Caroline Woodason
Title I, Part A	Parent Representatives of Title I Students	Elizabeth Manriquez
Title I, Part A - Foster Care	Local DFCS Contacts	Brittany Hord
Title II, Part A	Principals	All Principals in the district
Title II, Part A	Teachers	Julia Cagle
Title II, Part A	Paraprofessionals	Jesmarie Vazquez
Title II, Part A	Specialized Instructional Support Personnel	Brandi Moore
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Malisa Pedro
Title I, Part A	Parents of English Learners	Karen Torres

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	N/A
Multiple Program(s)	Technical, College, or University Personnel	Sharon Hixon
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	N/A
21st CCLC	21st CCLC Advisory Council Members	Suzanne Harbin
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	N/A
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	N/A
Migrant	Family Connection Representatives	Jackie Taylor

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	N/A
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	Tracy Brookshire
Special Education	Parents of a Student with Disabilities	Sonya Maney
Special Education	Parent Mentors	Andrea Baron
Title II, Part A	School Council Members	N/A

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?

In considering the required categories of stakeholder membership and the recommended team members, a diverse group of stakeholders is represented. Because of the prevalent diversity in the district's student body, it is not difficult to gain a representative and inclusive group of stakeholders.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

Stakeholders and team members were involved in a mostly electronic process of providing meaningful input due to the restrictions of Covid 19. The CNA/DIP is also posted on the district's webpage and feedback is received at any time.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	✓
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	✓
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	✓
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	✓
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	✓
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	✓
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	✓
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	✓
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	✓
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Gallup poll for students, Stakeholder Surveys (Community, Staff, Parents); Strategic Planning presentations and feedback;</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>When last calculated by the state, seven of the district's nine schools have climate ratings of 90 or above and two of the nine schools have climate ratings in the 80s. On the November, 2021, Student Gallup poll results, students in grade 5 - 12 indicated an engagement index of 48%. Additionally, 40% indicated they have hope for the future with 60% indicating they are "stuck or discouraged." The top strengths of the district as identified by stakeholders are: level of quality instruction, dual enrollment opportunities, policies to recruit and retain highly effective teachers, level of focus on student achievement, level of extracurricular activities available to students, diversity of population, access to technology, community pride. Suggestions for changes to be made: reduce class size, variety in methods to assess student achievement, increase level of parental support, continue to raise quality of instruction and level of student achievement, raise teacher compensation, and improve public relations, more summer programs for at-risk students. The top challenges of the district are: overcoming the effects of poverty on student growth and achievement, developing and nurturing family support, enhancing and sustaining robust communications and community support, advancing early childhood development, reducing class size, retaining quality teachers, improving student mastery of standards and raising the level of student achievement, improving professional support infrastructures for teachers, consistently engaging student in work with high levels of cognitive demand, improving student social and emotional learning competencies, addressing the needs of diverse learners and learners new to the country, continuing to provide and update state of the art facilities with technology that supports and enhances instruction</p>

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Staffing/class size data, post-secondary enrollment data, Hope eligibility data, attendance data, retention data, mobility rate,, internal controls processes, process for budget allocations, per pupil expenditure rate, percent of 12th grade students with credit in dual enrollment, AP or IB course, percent of students who have completed a pathway</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Dalton students maintain a strong attendance rate at 93%</p> <p>One hundred thirty nine students were retained for the 2021 – 2022 school year</p> <p>The district has budgeted to reduce class sizes in elementary classrooms over the past three years. The district currently staffs at a maximum of: Kindergarten = 20, First thru third = 21, Fourth thru fifth = 25, Core Content 6-12 = 28</p> <p>In 2020-2021, 51.57 of students were HOPE eligible</p> <p>In 2021, 57% of the 487 graduates enrolled in a post-secondary institution during the first year after high school. For 2020 graduates, students persisted into the second year of college at a rate of 83%.</p> <p>The dropout rate for the district in 2020 - 2021 was 4.2 with 102 students in grades 9-12 documented as dropping out.</p> <p>The mobility rate for the district's students was 11.3 in 2020 - 2021</p> <p>The internal controls processes were updated and approved through the cross-functional monitoring process in FY19</p> <p>In 2021-2022, there were 7626 students enrolled in Dalton Public Schools - 111 were recorded as having discipline incidents with 103 total incidents.</p> <p>The district has a budget process that includes the board of education and district/school administrators in the process. Formulas are used to look at staffing. A board retreat is held every year where budget requests are presented and discussed collaboratively. Public hearings are held as required by law.</p> <p>In 2021, 27% of students at Dalton High School earned credit in dual enrollment, 65% in AP and 11% in IB courses and 75% of students completed a pathway in advanced academics, CTAE, fine arts, or world language</p> <p>The 2021 graduation rate for the district was 85.1%</p> <p>The district spends \$11,699 per pupil (including general and federal budgets).</p>

What achievement data did you use?	Georgia Milestones, GKIDS, ACCESS, Advanced Placement, International Baccalaureate, SAT/ACT, Graduation Rate, CCRPI, MAP Growth
What does your achievement data tell you?	<p>Georgia Milestones: The percent of students scoring at the proficient and distinguished level increased slightly in most areas on the 2022 spring administration of the Georgia Milestones Assessment System. The district's percent of increase from the 2021 administration, in most areas, resembled the increases in the RESA and State scores.</p> <p>Eighth grade students who took Algebra 1 scored well at 70% proficient/distinguished.</p> <p>For students in grades 3-5 proficient/distinguished: ELA 32.23%; Math 38.23%; Science (grade 5 only) 35.23%</p> <p>For students in grades 6-8: ELA 34.70%; Math 32.22%; Science 26.01%; Social Studies 24.52%</p> <p>For students in grades 9-12: ELA 39.61%; Math 6.61%; Science 32.87%; Social Studies 37.94%</p> <p>ACCESS/English Learner Growth: In 2021 (last aggregate data currently available), overall, Dalton Public Schools EL students showed progress towards language proficiency on the ACCESS test. The percentages are as follows: 84.11% of Elementary students, 50.59% of Middle School Students, and 59.27% of High School students.</p> <p>SAT and ACT: On the ACT aggregate scores available from 2021, Dalton students scored a 21.8 average as compared to the state average of 22.6. On the SAT, Dalton students were below the state average scoring an average score of 1049 compared to the state average of 1086.</p> <p>Advanced Placement: Dalton High School had 36 AP scholars in the 2021 designation year</p> <p>International Baccalaureate: four students earned the full IB diploma in 2020 – 2021, a slight increase in number.</p> <p>Graduation Rate: The overall district graduation rate was 85.1 for the 2020 - 2021 school year.</p> <p>GKIDS 2.0: For 2021 - 2022, the majority of students were in the demonstrating/exceeding range on all Academic Progression areas except geographic understandings. Other lower areas were conventions of writing and addition/subtraction. For the non-academic progressions, the majority of students were also in the demonstrating/exceeding range.</p> <p>MAP Growth Assessment: 45.46% of students in grades K-12 who participated in the Measures of Academic Progress (MAP) assessments in the 21-22 year met their projected growth targets (fall to spring) in reading, 54.11% in language arts, 45.55% in math, and 51.36% in science</p> <p>Summary: Generally, DPS students show growth over time. DPS is a majority minority school systems with a large population of first generation immigrant parents who do not speak English and who have had limited educational experiences. Additionally, most of the district's students live in poverty. These factors strain the resources of time, people, and money that are needed to meet the needs of a large population of students who are at great risk of underachieving without strong Tier 1 instruction and effective interventions. The district's academic achievement indicators have been negatively impacted by the effects of the COVID 19 pandemic.</p>

--	--

What demographic data did you use?	Free & reduced lunch, number of students in intervention and accelerated programs, ethnicity, number of native languages, number of immigrant countries represented in student population, Newcomer data
------------------------------------	--

What does the demographic data tell you?	<p>The district ended the 2021-2022 school year with an enrollment of 7688. The district's actual overall free and reduced lunch rate decreased from 63.4 to 21.9%. We believe this is due to the federal initiative allowing ALL students to receive free lunch. We expect to collect data this fall that will be more realistic. The district is majority minority with the following demographics: 71.2% Hispanic, .2% American Indian, 2.5% Asian, 4.6% Black, 19.2% White, 2.3% Other. The district serves: 18 Migrant students, 462 Homeless students, 1220 Special Ed students, 929 Gifted students, and 474 Immigrant students. Students represent 42 Immigrant countries and 20 native languages. For the 2021 - 2022 school year, the district served 127 new to country students in the 6-12 Newcomer Academy, some with very little or no schooling experience. There are approximately 1996 English Language learners and 1390 early intervention students.</p>
--	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The top strengths of the district as identified by stakeholders are: level of quality instruction, dual enrollment opportunities, policies to recruit and retain highly effective teachers, level of focus on student achievement, level of extracurricular activities available to students, diversity of population, access to technology, community pride.</p> <p>The top challenges of the district are: overcoming the effects of poverty on student growth and achievement, developing and nurturing family support, enhancing and sustaining robust communications and community support, advancing early childhood development, retaining quality teachers, ensuring dual language instruction teachers are certified in BOTH content and language areas, improving student mastery of standards and raising the level of student achievement, improving professional support infrastructures for teachers, consistently engaging student in work with high levels of cognitive demand, improving student social and emotional learning competencies, addressing the needs of diverse learners and learners new to the country, continuing to provide and update state of the art facilities with technology that supports and enhances instruction</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The DPS leader cohort members (school leaders and district leaders) are engaged in multiple opportunities designed to strengthen their skills to be effective instructional leaders. These opportunities are offered both inside the district through the principals' SIP plans and also outside the district through the Northwest GA RESA Principal's Center. Leaders also collaborate to work on administrative and budget processes. DPS has a five year Strategic Plan. There are four main goals: College, Career and Life Readiness, Recruitment and Retention of Quality Professionals, Operational Excellence, and Family and Community Engagement. The performance objectives under these goal areas will provide clarity of areas of need and focus.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>District staff at all levels are engaged in a process of continuous improvement that leads to the creation of an academically challenging environment for all students. The district systematically gathers, analyzes, and uses multiple data sources to monitor student progress/growth and to prioritize professional learning needs for teachers and leaders. The district also believes that job embedded coaching is a key PL component through which teachers learn to reflect on the effectiveness of their teaching. Research reveals that ongoing teacher training is the critical factor in making a difference in student learning. The coaching process allows for the ongoing support of new and veteran teachers and leaders as they apply PL learning. The use of district collaborative teams and PLCs where members analyze the challenges of the district and generate solutions further informs the direction of PL in the district.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>DPS is a majority minority school system with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Additionally, most of the district's students live in poverty. It is often difficult for parents/families to be engaged in school activities. Because of these factors as well as others, DPS has employed multiple strategies to increase family and community engagement and continues to do so. The continued use of dedicated family support personnel such as counselors, family engagement coordinators, and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has a staggering number of frameworks in place to support students and their varying needs. While there are many structures in place and available to support the district's instructional program and identify needs, some processes are more mature than others. More human power is needed at this time to fill the learning gaps caused by the effects of COVID 19 on education. Additionally, there is more need for social emotional interventions for students and staff.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Trends and patterns observed by the team are: Strong fund balance; Drop in enrollment, high number of EL and poverty students including over continued enrollment of students new to the country students over the last three years; wide variance in the academic needs of students (i.e. spectrum from IB to Newcomer Academy);</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The percent of students scoring at the proficient and distinguished level on the Georgia Milestones assessments decreased in most areas on the 2021 spring administration and increased slightly for the 2022 administration. The district's percent of increase in most areas, resembled the increases in the RESA and State scores. Generally, DPS students show growth over time as evidenced by student growth on the GMAS assessments and Dalton High School's strong graduation rate at 96.26% . DPS is a majority minority school systems with a large population of first generation immigrant parents who do not speak English and who have had limited educational experiences. Additionally, most of the district's students live in poverty. These factors strain the resources of time, people, and money that are needed to meet the needs of a large population of students who are at great risk of underachieving without strong Tier 1 instruction and effective interventions.</p>
---	--

IDEA - Special Education

<p>Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.</p>
--

<p>Strengths</p>	<p>Our FY21 APR report shows that we did not meet our target as our graduation rate is below the state target and our dropout rate is above the state target. To increase our graduation rate and decrease our dropout rate, we have increased the number of in-field content and special education certified teachers in our middle and high schools. Our high school master schedule has been adjusted to provide common planning for co-teaching teams where possible, while limiting the number of different content courses our special education teachers cover each day to support their content knowledge. Separate class model services will be provided in all high school content areas. Our new separate class model teachers will participate in a brief instructional techniques professional learning opportunity with our secondary Special Education Learning Specialist. Principals and teachers have requested instructional resources to support their specially designed classroom needs, and these are being provided. We will continue a small group reading Leveled Literacy Intervention (LLI) in alternate education at Dalton High School. We have seen growth in Lexile scores for our participating students in past years. High school ESS case managers at The Dalton Academy have daily Flexible Learning Time allocated to additional intervention for students with disabilities. Additional special education support was provided to students with disabilities during summer school for credit completion. We provide a full continuum of services for our young children (ages 3-5). We have four inclusion Pre-Kindergarten classrooms in our district. Each</p>
-------------------------	---

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>classroom is staffed with a BFTS Pre-Kindergarten Teacher, BFTS Pre-Kindergarten Paraprofessional, and an in-field certified Special Education preschool Teacher. We provide consultative, collaborative, and co-taught services in these classrooms.</p> <p>We host a collaborative inclusive Head Start classroom in our district. The classroom is staffed with a Head Start Lead Teacher, Head Start Assistant Teacher, and a Special Education Paraprofessional. We also rotate young children with disabilities into a separate class model service during the school day to provide necessary therapies and educational services to support increased developmental skills.</p> <p>We also provide separate class model services. Our in-field certified Special Education Teacher and Therapists (SLP, OT, PT, O&M) will travel to the children's daycare or preschool and will provide instruction to SWDs in their facility. We also offer two part-day special education programs for young children and a full-day special education program for young children. These classrooms incorporate a developmental assessment (ABLLS-R), and we have staffed one in-field certified Special Education Preschool Teacher and one to two Special Education Paraprofessionals to support the implementation of the programming. We also offer a once per week therapy-based special education classroom staffed with one in-field certified Special Education Preschool Teacher and one Speech Language Pathologist.</p> <p>All of our therapists and specialty-area teachers (TVI, OI, Deaf/Hard of Hearing) are available in every preschool setting as necessary to meet student and teacher needs and support IEP goal mastery.</p>
--	--

Challenges	<ul style="list-style-type: none"> When reviewing preschool outcomes in young children with disabilities in the FY21 APR report, we met the state target for the "acquisition and use of knowledge and skills" for the percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. We also met the state target for the "appropriate use of behavior to meet needs" for the percent of preschool children who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. However, we did not meet the state target for "positive social-emotional skills" and acquisition and use of knowledge and skills" for the percent of preschool children who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. We also did not meet the state target for "positive social-emotional skills" and
-------------------	--

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>"appropriate use of behavior to meet needs" for the percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p> <ul style="list-style-type: none"> Our FY21 APR report shows that we did not meet our target as our graduation rate is below the state target and our dropout rate is above the state target.
--	--

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>DPS's commitment to the allocation of Title I resources toward instructional personnel, professional learning, instructional supports and resources to support core content instruction and student achievement, alignment of curriculum, and family engagement is key to the district's coherent instructional program. School leaders are provided training related to appropriate Title I expenditures, record keeping, budget process, and completion of required documents. The district minimizes set-asides so that the majority of the district's Title I budget and carryover is allocated directly to schools.</p>
------------------	---

Challenges	<p>DPS is a majority minority school systems with a large population of first generation immigrant parents who do not speak English and who have had limited educational experiences. Additionally, most of the district's students live in poverty. These factors strain the resources of time, people, and money that are needed to meet the needs of a large population of students who are at great risk of underachieving without strong Tier 1 instruction and effective interventions.</p>
-------------------	---

Title I, Part A - Foster Care

Strengths	Foster care students have access to all instructional programs, services and interventions available to DPS students.
Challenges	The mobility of foster care students and the need for increased social/emotional services impact the achievement and well-being of foster care students.

Title I, Part A - Parent and Family Engagement

Strengths	DPS has employed multiple strategies to increase family and community engagement and continues to do so. The continued use of dedicated family support personnel such as bilingual staff, counselors, family engagement coordinators, and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families are strengths for the district. School leaders are provided training related to appropriate Title I expenditures, record keeping, budget process, and completion of required documents related to parent engagement.
Challenges	DPS is a majority minority school systems with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Additionally, most of the district's students live in poverty. It is often difficult for parents/families to be engaged in school activities while tending to the financial needs of their families.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Migratory youth have access to all instructional programs, services, and interventions available to DPS students. Migratory youth also have the option to attend summer school when the district offers the opportunity. Benchmark assessments in reading and math are available to assess students who enter the district K-8. Transcripts are evaluated for high school students when available. When transcripts are not available, a counselor meets with the family to develop an instructional plan and placement. District personnel use the MSIX for assistance in locating missing scores.
------------------	---

Challenges	The district migrant population has been greatly reduced over the past 6 years due to the lack of migrant related industries in the city.
-------------------	---

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Students in the district's one N and D facility have access to all instructional programs, services, and interventions available to DPS students. This includes interventions and tutoring available at the school attended and summer instructional support initiatives. Title I funds are used to provide student supplies and technology equipment to assist students with the completion of school work and projects.
------------------	---

Challenges	The major challenge at these facilities is the mobility of the students.
-------------------	--

Title II, Part A - Supporting Effective Instruction

Strengths	DPS seeks to recruit, select and retain the best possible professional educators to provide leadership and instruction to students and staff. Human resources reviews district and CPI data through locally developed reports and reports provided by the Georgia Professional Standards Commission and the Georgia Department of Education. Although the district has waived certification, its board and administration have determined that district educators will continue to meet Georgia requirements for in-field professional educator certification except in specific circumstances deemed appropriate and approved by the board of education. The district also expects any teacher
------------------	---

Title II, Part A - Supporting Effective Instruction

	employed under its certification waiver to pursue in-field professional educator certification. The district allocates funds for professional learning aimed at supporting instruction and student achievement. The district also supports teachers wishing to add additional endorsements to their certification field areas.
--	--

Challenges	In an attempt to keep teachers in the classroom focused on student achievement, many professional learning opportunities have shifted from the school-year to summer work. This makes it difficult to train everyone since many go on vacation during the summer. DPS is paying the staff a professional learning stipend since they are off contract. DPS is implementing a dual language program in both German and Spanish to provide challenging, world-class education opportunities. It is difficult to find teachers that have both content and language certification.
------------	--

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	English learners and immigrant students have access to all instructional programs, services, and interventions that are available to DPS students. Multiple strategies are used to increase the academic achievement of ELs and Immigrant students. The Newcomer Academy is available to 6-12th grade student who are new to the country with limited schooling and is yielding positive results. For EL students who are new to country with limited schooling in grades K-5, tutoring services and summer camp are offered. The district retains a highly trained ESOL staff. EL students continue to show growth toward language acquisition as measured by the ACCESS assessment and reported on CCRPI when available.
-----------	--

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

• If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Challenges	<p>DPS is a majority minority school system with a large population of first generation immigrant parents who do not speak English and who come from countries where there are limited educational experiences available for their children. Additionally, most of the district's students live in poverty. These two factors have greatly influenced how students are scoring on standardized tests, and particularly, Georgia Milestones.</p> <p>Upon analyzing data, several trends were noticed from the district level. While ACCESS data showed comprehensive growth, there were less significant gains on the SPEAKING section of the test. On the Milestone Assessments, EL students showed overall gains in each tested content at the elementary level but those gains did not continue at the middle school level. There were slight gains in Algebra and Biology at the high school level.</p> <p>With these results, DPS believes we need to continue to focus on giving students opportunities such as the CATapult program and summer school where students are able to speak more and have deeper learning of the subjects.</p>
------------	---

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>Homeless students have access to all instructional programs, services, and interventions available to DPS students. An effective process established through the district's centralized Enrollment Center ensures the timely identification of homeless students and their families. A dedicated Homeless Coordinator then collaborates with homeless families to provide needed resources and to ensure that the students' instructional program is not interrupted.</p>
-----------	--

Challenges	<p>There were 462 identified homeless students in DPS during the 2021-2022 school year - representing about 6% of the district's student population. The factors of poverty and mobility affect the achievement of homeless students. Additionally, homeless students are represented significantly in the district's EL and Immigrant populations. Keeping students in their schools of origin is sometimes a challenge for the district.</p>
------------	--

Title I, Part A - Equitable Access to Effective Educators

Strengths	DPS seeks to recruit, select and retain the best possible professional educators to provide leadership and instruction to students and staff. Human resources reviews district and CPI data through locally developed reports and reports provided by the Georgia Professional Standards Commission and the Georgia Department of Education. Although the district has waived certification, its board and administration have determined that district educators will continue to meet Georgia requirements for in-field professional educator certification except in specific circumstances deemed appropriate and approved by the board of education. The district also expects any teacher employed under its certification waiver to pursue in-field professional educator certification.
-----------	---

Challenges	There are challenges in finding qualified/quality in some critical needs areas.
------------	---

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Supporting the social and emotional health of students is paramount for gaining increased student achievement and maintaining the safety of individual students and our school sites. Title IV funds have been used to extend our Student Assistance Program to elementary students. The district is committed to identifying and providing instructional and technical resources needed to support rigorous instruction, well-rounded educational opportunities and effective implementation of the use of technology. Title IV funds have been used to: support professional learning in the area of technology and digital literacy, offset the costs of AP and IB exams for students who are economically disadvantaged, and support training and materials for implementing a student-centered coaching model.
-----------	---

Challenges	Dalton Public Schools has a very diverse population with intense poverty. There are many needs and it is sometimes difficult to decide which needs should be prioritized as "the most important" at any given time when submitting federal needs and budgets. Also, the constraints of supplanting can make it difficult to extend good activities and interventions.
------------	---

Title V, Part B - Rural Education

Strengths	N/A
Challenges	N/A

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve student mastery of standards
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Consistently engage students in work with high levels of cognitive demand
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need	Improve professional support infrastructure
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
----------------	---

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	Improve student social and emotional learning competencies
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Improve student mastery of standards

Root Cause # 1

Root Causes to be Addressed	The ability of students to attain grade level proficiency or one year of growth is hindered by the factors of poverty and second language.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Overarching Need - Consistently engage students in work with high levels of cognitive demand

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Our teachers do not consistently implement evidence based, rigorous instruction for all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Overarching Need - Improve professional support infrastructure

Root Cause # 1

Root Causes to be Addressed	Teachers are not effectively differentiating instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
----------------------	--

Overarching Need - Improve student social and emotional learning competencies

Root Cause # 1

Root Causes to be Addressed	Families of poverty do not seek outside wrap-around services to help improve the social and emotional learning competencies of students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Title IV-B

Additional Responses	
----------------------	--