

Comprehensive Needs Assessment

Demographics

Demographics Summary

Graham ISD is a Title I school district located in Graham, Texas. Graham ISD is considered a rural school district. Graham traditionally has been an oil, gas, and farming community. Graham is a diverse community with a low crime rate. Graham ISD is the only school district in Graham and our campuses are located in various neighborhoods throughout the town. Approximately 75% of our students live in or near the town. There are 12 bus routes that bring students who live outside the city limits. Additionally, we have 3 routes to serve our special needs student population. Yearly, Graham ISD accept approximately 50 transfer students from surrounding communities. In concert with the fast growth in the oil rich areas of West Texas, student enrollment in Graham ISD is in a steady decline. During this past five years, enrollment has declined by over 200 students. Our Hispanic student groups is growing the fastest, with our English Language Learners at 12.4% of that total. The district demographics are as follows: White 65.6%, Hispanic 30.2%, African American 1.4%, Asian 0.5%, American Indian 0.6%, and Pacific Islanders represent 0% . There are 1.7% claiming Two-or-More Races. In 2018, 52.9% of our student population was labeled as economically disadvantaged.

The last published mobility rate for Graham ISD is on par with the state average; we anticipate the district mobility rate to remain steady due to the economic boom that is transpiring in West Texas. District attendance remains high and even with our decline in growth, rates have remained steady over the last three years at 95.9%. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. Graham ISD's student groups include: 12.4% English Learners (ELs), 3% Gifted and Talented, and 9% Special Education. Additionally, 52.9% are economically disadvantaged, 53.4% are identified as at-risk.

Graham ISD employs a high-quality, talented staff. Four new teachers have just been hired for the new school year. Our yearly teacher turnover is approximately 10-15%. The turnover rate among our staff is low because people love to work at Graham ISD. Graham ISD strives to have a staff that closely mirrors the student groups with regards to race and ethnicity. We have created a strong mentoring and support process in place. Graham ISD has developed a teacher mentoring program utilizing recently retired teachers as mentors to our 1st-3rd year teachers. The feedback on this program has been extremely positive from both mentee and mentor.

Demographics Strengths

Graham ISD has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools because our families value education we have many supportive parents and students who are

committed to success.

2. The attendance rate at Graham ISD is the higher than the state average.
3. Yearly, we accept approximately 50 transfer students. They transfer to our district because we can provide a rigorous, top-notch education by offering opportunities in various vocational and STEM courses.
4. Students in our district are very accepting of new students regardless of race or ethnicity.
5. Our 1st - 3rd year teachers report that the teacher mentoring and support process to help them get started is very helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graham ISD is a district with a diverse population of learners from varying background and ability levels. Student achievement gaps between our high and low performing groups continues to widen. **Root Cause:** Collectively, our student body has a range of social and academic needs. We will need to continue to explore programs that can meet the challenges that our students and teachers face. The student achievement gaps between our high and low performing groups continues to widen. We are working hard to meet those needs and provide support for the needs of our struggling students. Some of these needs are measured through the state's RDA system. Notwithstanding, there are students at every level in GISD that need support to ensure academic success.

Problem Statement 2: In Domain 3, Graham Elementary received a "D" in closing the gaps. GISD has high academic standards for our students. Currently, there are students in grades 3-5 not achieving a year's growth academically. This lack of growth is not allowing our students to achieve their academic best. The achievement gap between our anglo students and our sup-population students is significant. The sup-population students not performing to the level of our anglo students are the following: hispanic, low ses, african-american, english language learners, and special education students. **Root Cause:** The campus demographic sub-populations did not show a year's growth in the areas of Math, Reading. The most significant group that is not performing as well as their peers are the low ses students.

Problem Statement 3: In Domain 3, Graham JH received a "D" in closing the gaps. Currently, there are students in grades 6-8 not achieving a year's growth academically. This lack of growth is not allowing our students to achieve their academic best. The achievement gap between our anglo students and our sup-population students is significant. The sup-population students not performing to the level of our anglo students are the following: hispanic, low ses, african-american, english language learners, and special education students. **Root Cause:** The campus demographic sub-populations did not show a year's worth of growth in the areas of Math, Reading. The most significant group that is not performing as well as their peers are the low ses students.

Problem Statement 4: In grades 3-8, SPED student scores are significantly lower than non SPED student scores **Root Cause:** Students in special education experience a deficit in an academic functioning area that necessitates specialized programming to bridge what is sometimes a multiple grade gap in educational attainment. Therefore, special education teachers need training in data based grade level instruction utilizing a viable curriculum that can promote filling the educational gap

Problem Statement 5: In grades 3-8, EL's student scores are significantly lower than non EL student scores **Root Cause:** Our EL students experience a deficit in not only the English language, but sometimes their home language of Spanish. We are continually working on boosting their capability in both languages. We provide a bilingual and ESL program to help bridge the language gap. Therefore, our bilingual, ESL, and regular education teachers need training in data based grade level instruction utilizing a viable curriculum that can promote filling the language and educational gap.