

DISTRICT: _____

Public Plan - Needs Assessment for ESSER 3.0



General Information

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|----------|-----------|---------------------|--|
| LEA Name | | Director of Schools | |
| Address | | | |
| Phone # | () | - | |

Students & Enrollment

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|------------------------------------|----------------------------------|--------------|---|--------------------------|---|
| Mission & Vision | | | | | |
| Grades Served | | # of Schools | | Total Student Enrollment | |
| Race/ Ethnicity | American Indian/Alaska Native | | % | Asian | % |
| | Black/African American | | % | Hispanic | % |
| | Native Hawaiian/Pacific Islander | | % | White | % |
| | Multiracial | | % | | |
| Economically Disadvantaged | | % | English learners | % | |
| Students with Disabilities | | % | Foster | % | |
| Students Experiencing Homelessness | | % | Students in Military Families | % | |
| Migrant | | % | Students with High-Speed Internet at Home | % | |

This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource allocation for those funds. The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

ACADEMICS

| Topic | Supporting Data and Notes | Interpretation of Data and Identified Needs |
|---|---|---|
| Kindergarten | | |
| 50%+ School Year Remote | Provide information on any increase in the number of students whose "first time" experience in a formal school setting will be 2021-2022. | |
| Instructional Days | | |
| Days In-Person | Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district. | |
| Days Virtual | Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district. | |
| Quarantine Closures | Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average). | |
| Additional Impacts on Instructional Time | Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc. | |
| Overall Impact | Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year. | |
| Student Achievement, Instructional Materials and Interventions | | |
| Benchmark Data | Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group. | |
| Literacy | Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group. | |
| ACT | Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group. | |
| Interventions (Above and Beyond RTI) | Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable. | |
| School Activities and Enrichment | Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year. | |

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

STUDENT READINESS

| Topic | Supporting Data and Notes | Interpretation of Data and Identified Needs |
|--|---|---|
| Transitions and Pathways | | |
| Transitions into Middle School | Summarize challenges for students new to middle school during the 2020-21 school year. | |
| Transitions from Middle School | Summarize challenges related to students who are leaving middle school in Spring 2021. | |
| Transitions into High School | Summarize challenges for students new to high school during the 2020-21 school year. | |
| Graduation Rates | Summarize challenges related to students who will graduate in Spring 2021 compared to previous years. | |
| Dropout Rates and Disengagement | Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years. | |
| CTE | Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions. | |
| Course Availability | Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above). | |
| Special Populations and Mental Health | | |
| Special Populations | Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year. | |
| Mental Health, Behavioral and Other Supports, Interventions and Staffing | Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment. | |
| School Nurses | Summarize challenges related to shortages or limitations in school nurses (or similar). | |

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EDUCATORS

| Topic | Supporting Data and Notes | Interpretation of Data and Identified Needs |
|----------------------|--|---|
| Staff Retirements | Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff. | |
| Staff Resignations | Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff. | |
| Extended Quarantines | Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer). | |
| Classroom Vacancies | Provide the total vacancies for the teacher of record in the district during the 2020-21 school year. | |
| Other Vacancies | Summarize any other critical vacancies that impacted the district during the 2020-21 school year. | |

OTHER CONSIDERATIONS

| Topic | Supporting Data and Notes | Interpretation of Data and Identified Needs |
|-------------------------------|---|---|
| Access to Technology | Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands. | |
| Access to High-Speed Internet | Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access. | |
| Facility Constraints | Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules). | |

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Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

ACADEMICS

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| 2 | |
| 3 | |

STUDENT READINESS

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|---|--|
| 1 | |
| 2 | |
| 3 | |

EDUCATORS

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|---|--|
| 1 | |
| 2 | |
| 3 | |

FOUNDATIONAL ELEMENTS

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|---|--|
| 1 | |
| 2 | |
| 3 | |