Any additional information related to the public engagement you would like to share:

Stakeholder engagement is critical to how the district understands the impact of changes that have taken place during the pandemic. The Covid-19 Pandemic exacerbated pre-pandemic inequity and opportunity gaps for some of our most at risk students. However, the need for support has increased for all student groups due to Covid-19. The district used input from our stakeholders to help prioritize needs for allocating ESSER 3.0 funds. Our needs were prioritized based on what has the most impact on student achievement, as well as the health and safety of our students, staff, and families. Additionally, stakeholder input was prioritized to ensure equitable services for all students.

In order to gather the best possible sampling as possible, the district issued two public stakeholder surveys to ensure the community's voice was embedded within our ESSER 3.0 Grant Application submission. While there is no way to accurately determine the number that was engaged in some stakeholder groups, the asterisk (*) represents estimates of the number engaged based on what we know about our community make up. For an example, because the district serves approximately 12,506 students, this number was used to represent the number of families engaged based on current student enrollment is EIS.

DISTRICT: Public Plan

Needs Assessment for ESSER 3.0

NOTE: *If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

TN Department of Education

DISTRICT: Jackson-Madison County (570)

Public Plan – *Needs Assessment for ESSER 3.0*

TN Department of Education

General Information

LEA Name	Jackson-Madison County	**Director of Schools**	Dr. Marlon D. King
Address	310 North Parkway Jackson, TN 38305		
Phone #	(731) 664-2500		

Students & Enrollment

Mission & Vision	Mission Statement: Providing equitable options and opportunities in a safe, caring environment to maximize student potential Vision Statement: Best by any measure
Grades Served	PK-12

	# of Schools	27	Total Student Enrollment	12,724

Race/ Ethnicity					
American Indian/Alaska Native	0.3	%	Asian	1.5	%
Black/African American	60.7	%	Hispanic	9	%
Native Hawaiian/Pacific Islander	0.1	%	White	28.3	%
Multiracial	1.6	%			
Economically Disadvantaged	40.3	%	English learners	3.5	%
Students with Disabilities	14.6	%	Foster	0.8	%
Students Experiencing Homelessness	2	%	Students in Military Families	0	%
Migrant	0	%	Students with High-Speed Internet at Home	79	%

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.

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.	Due to the interruption of school in the Spring 2020 because of Covid 19, 5th grade students lacked essential skills because of a quarter of standards were not taught to the students. A major challenge was that students were not prepared academically for their transition to middle school. Students have gaps in key math prerequisites. The biggest area of concern academically was math. Having access to the curriculum and instruction was a challenge as well.
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.	85 days, or 52% of the year that was in-person.
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.	79 days, or 48% of the year virtual/ or distance learning
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).	Schools were not completely closed for quarantine. Some classes or grades were moved to distance learning if excessive staff or students were quarantined, but no schools were closed.
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.	At the beginning of the school year, there were many students that did not have devices and internet. This impacted instruction during the 1st quarter of school until new devices could be purchased and passed out.
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	We have looked at both attendance and grade data in helping to measure the impact of virtual instruction. Students that were enrolled in fulltime virtual instruction for over 50% of the year had a 9.1% absence rate as compared to 7.0% for students that were at least partially in person. Absence rates were the highest at the middle school level, with all grades 6-8 being over 10%. High school students were slightly better, and elementary rates were the best, with approximately 6% absenteeism.

We had a large increase in the number of classes that were failed this year, and the failure rate was higher among students that were fully virtual over 50% of the year. The highest failure rates were at |

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 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.	Our benchmark data shows that our biggest learning loss has happened in the early grades. Grades K-1 Early Literacy and Early Numeracy scores show that our youngest students are not performing at the same level as our older students as indicated by their average national percentile scores. ELL students showed very low scores in the fall, but they had shown significant improvement by spring.
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	Early Literacy scores were down this year as compared to last year. Last year, only the fall and winter benchmarks were administered since schools were closed in the spring. Our winter scores this year show a significant drop over the previous two (2) years in early literacy. We did not see the same losses in the higher grades.
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	When schools closed in the spring of 2019, the Junior class had not yet taken their ACT at school. For many of those students the September 2020 test, which is usually the Senior ACT Retake, was their first time taking the ACT. Consequently, the district had far more tests administered this year than last year, but scores were lower, with the average composite falling by 2.1 points. Scores were lower this year across nearly all subgroups. Seniors in the class of 2021 had an average ACT of 16.7, as compared with 17.9 for the class of 2020.
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	Proactive interventions included in the 2020-21 school year were implemented to support remote learning. These proactive interventions included: • Teachers engaged in two-weeks of professional learning primarily focused on virtual learning platforms, and synchronous and asynchronous learning models• recording and posting videos of lessons so students/families could review multiple times • Focusing on fewer high priority standards in reading and mathematics • Providing additional days during hybrid learning for at-risk, early learners (K-2), students with disabilities, and ESL•

the high schools, most notably 9th graders. Middle school failure rates were also high. While elementary failure rate was lower, it was still a 350% increase over the previous year. As a district we went from 2690 classes failed in 2019-2020 to 7496 classes failed in 2020-2021.

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Tennessee Department of Education • tn.gov/education

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		providing paper packets for all students without devices and/or internet connectivity • Providing immediate access for teaching and learning using the virtual classroom option for quarantined teachers and students.
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	Large group activities were impacted by Covid-19. Student performances were very limited, and visitors/attendees were restricted. Some clubs and enrichment programs were not able to be offered, and those that were had to follow guidelines and recommendations of local health officials as it relates to social distancing and face coverings. Any programs and activities that could not follow guidelines and recommendations of local health officials were either moved to virtual or canceled.

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.	Due to the interruption of school in the Spring 2020 because of Covid 19, 5th grade students lacked essential skills because a quarter of standards were not taught to the students. A major challenge was that students were not prepared academically for their transition to middle school. Students have gaps in key math prerequisites. The biggest area of concern academically was math. Having access to the curriculum and instruction was a challenge as well.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	8th graders entering into 9th grade Spring 2021 will have the challenge of having the prerequisite needed to obtain high school credits. The 9th graders loss learning the 4th quarter of 19-20 as well as the first semester of 20-21. Science, Math, ELA, and History are all subject matters that are tested both on EOCs and ACT. Their challenge is gaining ground of significant learning loss. They are not prepared to enter high school. Most have not mastered 8th grade standards. Unfortunately, a vast number of students were below expectations before the Pandemic. Loss of learning due to the pandemic has widen their academic gap. Curriculum and instruction were a challenge as well.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	Students would normally have orientations and open houses before going to high school. These events did not happen because of COVID, so many students started high school in buildings that had not

Category	Prompt	Response
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	previously entered and with teachers they had not met. Scheduling in many cases was done through ZOOM, which does not allow for as much interaction between the school counselors and the students. Many students chose to attend high school virtually, so they may not have entered the high school building all year. Sports schedules were interrupted and even once students were allowed to practice there were so many rules and guidelines that it made it difficult to practice as they would normally. Games were different because fans were either not allowed in or the number was reduced. In many cases students did not have awards days or other school activities where family members and friends attend because of COVID-19 restrictions. Students could not interact socially as they normally would because they could not group up and contact was limited. Many after-school clubs and activities were cancelled because of COVID-19 restrictions. This did not allow 9th graders to fully experience high school as a normal 9th grader would in previous years. 2021 Seniors faced major hurdles to graduation. Many of these students started working full time during the pandemic. This was a barrier for students returning to school full time. Also, many students became discouraged with school once several traditions such as (games, events, competitions, and etc.) The loss of these norms seemed to discourage some student attendance.
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.	We have not seen a significant increase in the number of dropouts this year, but we did have an increase in the number of at-risk students. Class failure is an indicator of potentially dropping out. In 2019-2020 we had 1553 classes failed at the high school level. In 2020-2021 that increased to 3809. By our board policy, high school students are promoted to the next grade based on their earned credits. This year's 9th grade class had a retention rate of 22.8%, indicating that they failed at least 2 classes. This was an increase of almost 100 students over the previous year. The 10th grade class had a retention rate of 15.8%. These two classes have many students that will need credit recovery and assistance in assuring that they graduate on time with their cohort. As a district our retentions increased from 409 in 2019-2020 to 675 in 2020-2021.
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inabilities to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	All CTE classes were offered, but students who attended the classes virtually could not get the full experience in many classes. Students cannot learn to weld without actually using a welder. Students were not allowed to go to the hospital or nursing home for health science, so hands on learning was greatly diminished. Students who attended school virtually last year were not able to participate in all CTE course

	offerings because the number of CTE teachers required to teach all the different courses. Although our overall number of completers and concentrators was similar to a normal school-year the experience for many was not the same because many CTE classes require a hands-on component. We were limited in the number of classes that we could count as dual credit or enrollment because TCAT will not grant credit for a class where students do not receive a certain number of actual hands-on training.
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).
	The only limitation was that there were some classes the online students could not take because of the number of teachers required.

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.
	The district experienced several challenges related to supporting student with disabilities, English learners, students experiencing homelessness, students in foster care, and economically disadvantaged students during the 2020-21 school year. The major challenges experienced were access to devices, ensuring internet connectivity, keeping students engaged in a virtual environment, inconsistency with logging in to live classes, language barriers, difficulty in providing direct, explicit instruction, and delivering interventions for our most vulnerable students. Additional challenges included traumatic family circumstances related to Covid-19 illness and deaths, concerns around safety, loss of jobs and economics, as well as the impact of closure on the mental health of students and families.
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.
	The district does not have any students coded as migrant students. The district continued to focus on behavior and examine effective practices at the individual student level in order to reduce lost instructional time and impact behavioral success in the district during the pandemic. However, JMCSS purchased a web-based behavior management system that helped teachers create behavior intervention plans and incorporate age-appropriate research-based strategies to track, monitor and modify student behaviors. It was very challenging to track behavior at home for several reasons: • Behaviors at home was not the same identified behaviors at school • It was also difficult to engage families for help with the requirements of a student's Behavior Intervention Plan (BIP), which outlined the goals for students with disabilities, and the supports and accommodations they should receive to meet

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those behavioral goals.

- It was challenging for the district to track and use data results to shape behavioral instruction and interventions because the behavior ceased due to the student being at home or the student did not participate in the virtual sessions. Additionally, Insights to Behavior is used to progress monitor behavior intervention plans and offers many workshops for teachers that are focused on behavior management training such as supporting challenging behaviors and the use of visuals to reduce classroom disruptions. It was challenging to track behavior in a home setting virtually.

EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	There were many challenges for the school nurses during the pandemic. Due to budgetary constraints, we did not have a nurse assigned to every school and some nurses covered more than 1 school. We experienced a shortage of nurses due to quarantines or isolations for either themselves or family members. When a nurse is not available to respond to the health needs in a school, this causes additional responsibilities for office staff, administration and classroom teachers which impacts the school day. This has a direct correlation to the learning environment. The challenges of being short staffed creates increased stress and burn-out for our staff. During the pandemic the workdays were long, and the workloads were increased significantly.
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.	2019-2020 Certified (Instructional) Retirements- 19 Non-Certified (Instructional)- 6 Non- Certified (Non-instructional)- 16 2020-2021 Certified (Instructional)- 28 Non-Certified (Instructional)- 6 Non-Certified (Non-Instructional)- 31

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
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.	2019-2020 Certified (Instructional)- 100 Non-Certified (Instructional)- 22 Non-Certified (Non-instructional)- 48 2020-2021 Certified (Instructional)- 84 Non-Certified (Instructional)- 42 Non-Certified (Non-Instructional)- 66
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).	0
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	10

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.	The approximate percent of time that some students did not have consistent access to a device was 25% for high school, 30% for middle school, and 30% for the elementary band. We utilized all devices in the district and experienced a back-order delay in purchasing new computers to ensure every student had a device.
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.	Student and staff access to high-speed internet during virtual instruction was captioned on a survey at the beginning of the 2020-21 school year. The survey results yielded the following: • 89% of the staff marked that they had reliable high-speed internet • 78% of the students marked that had a device and internet access. However, most of the student responses indicated internet access on a phone. • Over the course of the school year, access to high-speed

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	internet increased for students as broad band connectivity issues became apparent due to multiple students in homes, accessing videos, and uploading assignments. • The district and community partners provided hot spots for families. However, we experienced a delay in getting all hot spots delivered in a timely manner.
Facility Constraints Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	The district experienced space restraints at many of our schools. This led to hybrid schedules as we gradually brought back all students whose families wanted to return to in-person learning. With the goal of social distancing (6-feet), this created a dilemma for many schools. The use of the cafeteria and gym, as well as eliminating large gathering spaces, and creating cohorts of students proved challenging. An additional challenge was relocating students after positive covid cases were reported and time was needed for sanitizing and cleaning. These adjustments and revisions impacted instruction throughout the 2020-21 school year.

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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

1	To address the data above, we will provide additional support for our youngest learners in Reading and Math
2	To address the data above, we will provide targeted support for students who have fallen behind
3	To address the data above, we will continue our investment in high quality instructional materials for all classes and for all students

STUDENT READINESS

1	Increased opportunities for High School Credit Recovery
2	Additional Support for high school students to be engaged and meet graduation requirements
3	Expanded opportunities for EPSOs, including AP and DE classes as well as Work Based Learning Opportunities.

EDUCATORS

1	Innovative ways to expand our teaching pool
2	Differentiated pay for Mentor Program
3	Teachers receive stipends for after-school tutoring

FOUNDATIONAL ELEMENTS

1	Long term, sustainable technology plan that includes a replacement schedule for student and staff devices, and other teaching tools and software
2	Improvement in Fine Arts
3	Staff Development for teachers to integrate technology into their teaching.

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

Benchmark Data:

AIMSWeb Plus - Average National Percentile

All Students	Fall	Winter	Spring
Early Literacy	22.48	18.9	25.87
Early Numeracy	24.7	26.96	34.23
Reading	43.34	42.48	42.87
Math	36.45	36.43	37.77

B/H/N	Fall	Winter	Spring
Early Literacy	20.76	16.86	23.57
Early Numeracy	19.93	21.59	28.37
Reading	37.73	36.53	36.69
Math	30.83	30.62	31.54

ED	Fall	Winter	Spring
Early Literacy	18.09	14.73	19.56
Early Numeracy	18.91	19.97	25.52
Reading	35.04	33.89	34.01
Math	27.89	28.28	27.79

ELL	Fall	Winter	Spring
Early Literacy	14.53	15.54	20.97
Early Numeracy	11.39	17.73	28.13
Reading	28.65	29.03	27.3
Math	29.51	30.48	33.19

Our benchmark data shows that our biggest learning loss has happened in the early grades. Grades K-1 Early Literacy and Early Numeracy scores show that our youngest students are not performing at the same level as our older students as indicated by their average national percentile scores. ELL students showed very low scores in the fall, but they had shown significant improvement by spring.

SWD	Fall	Winter	Spring
Early Literacy	19.73	17.64	18.27
Early Numeracy	19.3	20.77	28.12
Reading	34.06	32.68	33.32
Math	30.02	29.71	29.65

Literacy:

Early Literacy scores were down this year as compared to last year. Last year, only the fall and winter benchmarks were administered since schools were closed in the spring.

Early Lit.	Fall Avg NP	Winter Avg NP	Spring Avg NP
2020-2021	22.45	18.87	25.87
2019-2020	27.48	31.85	
2018-2019	27.96	29.86	37.27

2-8 Reading	Fall Avg NP	Winter Avg NP	Spring Avg NP
2020-2021	43.34	42.50	42.89
2019-2020	40.07	41.06	
2018-2019	38.90	38.64	40.33

Our winter scores this year show a significant drop over the previous 2 years in early literacy. We did not see the same losses in the higher grades.

ACT:

When schools closed in the spring of 2019, the Junior class had not yet taken their ACT at school. For many of those students the September 2020 test, which is usually the Senior ACT Retake, was their first time taking the ACT. Consequently, the district had far more tests administered this year than last year, but scores were lower, with the average composite falling by 2.1 points.

Year	Valid Number	Composite Mean Score	Math Mean Score	Science Mean Score	STEM Mean Score	English Mean Score	Reading Mean Score	Writing Mean Score	ELA Mean Score
2020-2021	1797	16.5	16.2	16.7	16.7	15.9	16.7	5.7	18.3
2019-2020	968	18.6	17.9	18.4	18.4	18.9	18.8	7.2	22.7

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ACT Online Reporting by
Data Interaction

Summary View: The ACT (All Data), JACKSON-MADISON COUNTY SCHOOLS
Showing students who are College Reportable

Group	Year	Composite Valid Number	Composite Mean Score	Math Mean Score	Science Mean Score	STEM Mean Score	English Mean Score	Reading Mean Score	Writing Mean Score	ELA Mean Score
JACKSON-MADISON COUNTY SCHOOLS	2020-2021	1797	16.5	16.2	16.7	16.7	15.9	16.7	5.7	18.3
Black/African American	2020-2021	758	15.3	15.2	15.7	15.7	14.3	15.4	5.5	15.9
American Indian/Alaska Native	2020-2021	4	19.5	16.0	19.0	17.8	19.3	23.0		
White	2020-2021	414	20.0	18.5	19.8	19.4	20.5	20.7	6.3	22.8
Hispanic/Latino	2020-2021	134	17.7	17.1	17.9	17.7	17.2	18.0		
Asian	2020-2021	41	21.8	21.8	21.8	22.0	22.6	20.7		
Native Hawaiian/Other Pacific Islander	2020-2021	1	15.0	14.0	18.0	16.0	12.0	14.0		
Two or more races	2020-2021	80	17.4	16.8	17.9	17.6	16.9	17.7		
Ethnicity-Preferred Not to Respond	2020-2021	26	16.1	16.4	15.5	16.2	15.8	16.3		
No Ethnicity Information Provided	2020-2021	339	13.7	14.4	14.1	14.5	12.4	13.5		
JACKSON-MADISON COUNTY SCHOOLS	2019-2020	968	18.6	17.9	18.4	18.4	18.9	18.8	7.2	22.7
Black/African American	2019-2020	436	16.4	16.1	16.5	16.6	16.1	16.3	7.0	21.8
American Indian/Alaska Native	2019-2020	6	14.7	14.7	14.8	14.8	14.7	14.7		
White	2019-2020	289	22.1	20.6	21.4	21.3	23.4	22.7	6.7	21.0
Hispanic/Latino	2019-2020	83	19.0	18.5	18.5	18.8	19.3	19.1	9.0	26.0
Asian	2019-2020	27	24.1	22.5	23.8	23.3	25.3	24.6	6.0	26.0
Two or more races	2019-2020	38	20.4	18.7	20.0	19.6	21.5	21.1		
Ethnicity-Preferred Not to Respond	2019-2020	23	19.2	18.8	18.8	19.1	19.9	18.9		
No Ethnicity Information Provided	2019-2020	66	14.4	15.0	14.4	15.0	13.6	14.2		

Scores were lower this year across nearly all subgroups. Seniors in the class of 2021 had an average ACT of 16.7, as compared with 17.9 for the class of 2020.