



# 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.*

# DISTRICT: Johnson City Schools

## Public Plan - Needs Assessment for ESSER 3.0



### General Information

|          |                                     |                     |                   |
|----------|-------------------------------------|---------------------|-------------------|
| LEA Name | Johnson City Schools                | Director of Schools | Dr. Steve Barnett |
| Address  | PO Box 1517 ,Johnson City, TN 37605 |                     |                   |
| Phone #  | ( 423 ) 434 - 5200                  |                     |                   |

### Students & Enrollment

|                                    |                                                                                                                                     |              |    |                                           |        |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------|----|-------------------------------------------|--------|
| Mission & Vision                   | The mission of the Johnson City Schools is to enable all students to achieve excellence. The district's vision is to be a progressi |              |    |                                           |        |
| Grades Served                      | PreK-12                                                                                                                             | # of Schools | 12 | Total Student Enrollment                  | 7,831  |
| Race/<br>Ethnicity                 | American Indian/Alaska Native                                                                                                       | 0.8          | %  | Asian                                     | 3.9 %  |
|                                    | Black/African American                                                                                                              | 14.5         | %  | Hispanic                                  | 10.9 % |
|                                    | Native Hawaiian/Pacific Islander                                                                                                    | 0.2          | %  | White                                     | 69.5 % |
|                                    | Multiracial                                                                                                                         | 4.2          | %  |                                           |        |
| Economically Disadvantaged         |                                                                                                                                     | 38.2         | %  | English learners                          | 6.4 %  |
| Students with Disabilities         |                                                                                                                                     | 13.3         | %  | Foster                                    | 0.6 %  |
| Students Experiencing Homelessness |                                                                                                                                     | 1.9          | %  | Students in Military Families             | 0.2 %  |
| Migrant                            |                                                                                                                                     | 0            | %  | Students with High-Speed Internet at Home | 93 %   |

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                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kindergarten</b>                                                   |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                                           | The district's kindergarten enrollment for the 2019-2020 school year was 157 (88.7%)                                                                                                                                                                                                                                                                                             |
| <b>Instructional Days</b>                                             |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                       | K-4: 157 (88.7%)<br>5-6: 151 (85.3%)<br>7-8: 143 (78.2%)                                                                                                                                                                                                                                                                                                                         |
| 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.                                                                                                                         | K-4: 20 (11.3%)<br>5-6: 26 (14.7%)<br>7-8: 31 (10.2%)                                                                                                                                                                                                                                                                                                                            |
| 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). | As a district Johnson City Schools began the school year in full remote session on August 10th, in school instruction began August 31st. Although our school closures were minimal we followed the Tennessee Department of Health's Covid-19 Response Rubric which allowed us to first directly deal with individuals impacted by exposure, then classrooms and then hallways as |
| 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.                                                                                         | None                                                                                                                                                                                                                                                                                                                                                                             |
| Overall Impact                                                        | Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.                                                                                                                              | Johnson City Schools made the decision before the 2020-21 school began to assign dedicated staff to teach our nearly 34% of students who had selected remote learning. All core instruction was delivered synchronously by JCS.                                                                                                                                                  |
| <b>Student Achievement, Instructional Materials and Interventions</b> |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                         | We use EasyCBM to universally screen students in grades 2-8 for reading and grades K-8 for math. Considering the EOY results from pre-pandemic spring of '19 with post pandemic spring '21 we found that generally ALL students                                                                                                                                                  |
| Literacy                                                              | Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.                                                                                                                                                                 | We have assessed literacy development in the early grades (K and 1st                                                                                                                                                                                                                                                                                                             |
| ACT                                                                   | Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.                                                                                                                                            | Johnson City Schools students completed 1,234 ACT attempts in the 20-21 SY, an increase of nearly 400 tests as compared to the 19-20 SY, and a decrease of 150 attempts recorded for the 18-19 school year.                                                                                                                                                                      |
| Interventions (Above and Beyond RTI)                                  | Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.                                                                                                                                                                             | The system provided after school tutoring at several school sites. In a                                                                                                                                                                                                                                                                                                          |
| School Activities and Enrichment                                      | Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.                                                                                                                                                                               | During this past year, many of our afterschool or summer enrichment/e                                                                                                                                                                                                                                                                                                            |

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                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transitions and Pathways</b>                                          |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                       |
| Transitions into Middle School                                           | Summarize challenges for students new to middle school during the 2020-21 school year.                                                                                                                                                          | Covid-19 has significantly impacted many of our students at the Intermediate School level (Grades 5-6), even though we had over 150 in-person instructional days during SY 2020-2021.                                                                                                                                                                                                                 |
| Transitions from Middle School                                           | Summarize challenges related to students who are leaving middle school in Spring 2021.                                                                                                                                                          | Among several challenges faced during the 2020-2021 school year was the challenge of teaching and learning in a remote environment due to the interruptions caused by the Covid-19 pandemic. Liberty Bell Middle School                                                                                                                                                                               |
| Transitions into High School                                             | Summarize challenges for students new to high school during the 2020-21 school year.                                                                                                                                                            | Students in 8th grade during Spring 2020 missed in-person four-year planning sessions. This decreased the number of parents and other family members who engaged in conversations about their child's course choices resulted in                                                                                                                                                                      |
| Graduation Rates                                                         | Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.                                                                                                                                           | Challenges for the Class of 2021, as evidenced by the graduation rate, included an abbreviated school year in 2019-20 and a variety of attendance models for 2020-21 (hybrid, fully remote, in-person). Of special concern were                                                                                                                                                                       |
| 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 experienced a number of students who dropped to either an adult education program or moved away during the pandemic without re-enrolling in a school. We did see a drastic increase in the number of students who                                                                                                                                                                                  |
| 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.                                     | There were no decreases in CTE courses, and all students had the opportunity to participate in coursework to fulfill their concentrator/completer status.                                                                                                                                                                                                                                             |
| 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).                                                        | While most of our courses continued to operate in a modified manner during the various attendance stages (hybrid, remote, in-person), those affected the most were some science courses (close proximity labs) and some arts related                                                                                                                                                                  |
| <b>Special Populations and Mental Health</b>                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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 issues with students whose families selected virtual instruction. These issues included identification, parent communication, participation, and making contact. These challenges were addressed by increased home visits meal deliveries paper packet distribution additional                                                                                               |
| 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.                                                       | Students reported increased anxiety and depression in part due to social isolation from their peers. School counselors along with the district's mental health partners used a variety of methods to connect with students. Virtual sessions, while helpful, still limited our ability to fully assess students. One particular issue limiting the effectiveness of virtual sessions was ensuring the |
| School Nurses                                                            | Summarize challenges related to shortages or limitations in school nurses (or similar).                                                                                                                                                         | Due to Covid-19 we had an increased need for nursing care and support within our school system for students and faculty. Also clinic coverage was challenging due to our Covid-19 safety protocols. Nurses were asked to stay                                                                                                                                                                         |

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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.                 | There has been no noticeable difference in staff retirements.                                                                                                                                                                                 |
| 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. | There has been no noticeable difference in staff resignations.                                                                                                                                                                                |
| 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).                                                        | We had a total of 61 faculty and staff that missed more than ten or more work days due to isolation or quarantine. We also had a number of faculty and staff who were able to work from home due to Covid and did not have to take sick days. |
| Classroom Vacancies  | Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.                                                                                                    | All classroom vacancies were filled or covered by certified staff when they occurred.                                                                                                                                                         |
| Other Vacancies      | Summarize any other critical vacancies that impacted the district during the 2020-21 school year.                                                                                                        | Several custodial and special education assistant positions went unfilled.                                                                                                                                                                    |

## 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. | During the final three months of the 2019-20 school year, only students in grades 5-12 had a school issued device at home. However, using ESSER and other grant funds, all students needing a device were issued a district device during the 2020-21 school year.                                               |
| 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.                        | The district provided 375 hotspots to students identified by schools as needing access. Although all available hotspots were not initially distributed at the beginning of the year, any student needing a hotspot was issued one by January. This increased student access to online resources.                 |
| Facility Constraints          | Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).                                                                                            | Because of larger class sizes, Science Hill High School and Liberty Bell Middle School (grades 7-12) went into hybrid A/B schedules at different times to better accommodate distancing protocols for students. Safety protocols also impacted CTE space because social distancing had to be maintained in shop. |

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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 | Increased support for ELA instruction for students in grades K-5, especially for students who were in kindergarten during the 2020-21 school year and who w |
| 2 | Increased support for math instruction in grades 3-10. Increased support would include after school tutoring.                                               |
| 3 | Increased support to address the significant achievement gap between the aggregate score on all measures of achievement and historically underserved stu    |

### STUDENT READINESS

|   |                                                                                                                                                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Ensure the readiness of 8th graders for the rigor of high school by providing transition support for students moving from 8th to 9th grade.              |
| 2 | Ensure graduation readiness for 10-12 grade students who experienced a loss of credit during the 2020-21 school year due to COVID-19 (when students wei  |
| 3 | Expand CTE exposure to students at elementary and middle schools to facilitate interest and exposure to career tech offerings before entering 9th grade. |

### EDUCATORS

|   |                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Provide staff development to classroom teachers to better equip them with the skills and resources needed to effectively differentiate Tier I instruction in the  |
| 2 | Recruit additional teachers at the elementary level to address student learning loss through a team teaching model                                                |
| 3 | Provide teachers with alternative daily schedules that allow them to work with students (tutor) during their traditional planning period and then pay them to pla |

### FOUNDATIONAL ELEMENTS

|   |                                                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Restructuring the district's grade level configuration to two, 6-8 middle schools with the 5th grade population returning to eight elementary schools. |
| 2 | Replace the system's outdated and inefficient heating and cooling systems at Mountain View, Woodland, and Lake Ridge elementary schools.               |
| 3 | Begin the process of replacing outdated technology devices for grades K-12.                                                                            |

## SUPPLEMENTAL RESPONSES

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.***

## SUPPLEMENTAL RESPONSES *(continued)*

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.***