DISTRICT: Obion County Schools

Public Plan - *Needs Assessment for ESSER 3.0*

TN Department of Education

General Information

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Students & Enrollment

Mission & Vision	**The mission of the Obion County School System is to provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.**

Grades Served	P3-12	# of Schools	7	Total Student Enrollment	3029

Race/Ethnicity					
American Indian/Alaska Native	0	%	Asian	.42	%
Black/African American	3.9	%	Hispanic	6.7	%
Native Hawaiian/Pacific Islander	.07	%	White	86.7	%
Multiracial	2.2	%			

Economically Disadvantaged	58.9	%	English learners	9.4	%
Students with Disabilities	17.1	%	Foster	.62	%
Students Experiencing Homelessness	1	%	Students in Military Families	1	%
Migrant	0	%	Students with High-Speed Internet at Home	32.8	%

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.	**Our district will have 22 students whose "first time" experience in a formal school setting will be 2021-2022. We will need to make sure our class sizes are smaller to help address learning loss. We also need to make sure the air quality is improved in all of our schools to help keep our students healthy. We have identified the need to have filters changed and aging HVAC systems replaced to help with air quality in our schools. We have also identified the need to add an instructional coach for grades K-2 to help provide resources and assist in addressing learning loss for our students.**
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.	**Our district had 144 in-person days in 2020-21. We had one school, South Fulton Elementary that had 137 due to quarantine. We have identified the need to improve the air quality in our schools by replacing aging HVAC systems. We have also identified the need to add an instructional coach in for grades K-2 to help provide resources and assist in addressing learning loss for our students. We also see the need for addition staff to reduce class size and allow for tutoring of students who have experienced learning loss during the pandemic.**
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.	**Our district had 23 virtual days in 2020-21. We had one school, South Fulton Elementary that had 30 virtual days due to quarantine. We have identified the need to improve the air quality in our schools by replacing aging HVAC systems. We also have identified the need to have tutors work with our students before and/or after school to address learning loss.**
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).	**Our district had one school, South Fulton Elementary, which was closed seven school days due to quarantine with virtual learning. We have identified the need to improve the air quality in our schools by replacing aging HVAC systems in hopes of**

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		keeping more of our students healthy while at school.
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.	Our district used 10 inclement weather days, dealt with staff shortages with difficulty finding substitute teachers which was closed seven school days due to quarantine with virtual learning.
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	Our district had teachers planning for three modes of instruction for students: paper packets due to not having technology, virtual instruction and in-person instruction. Due to limited access to reliable technology, our district never was able to provide true virtual instruction below the 6th grade. We need to make sure we have high-quality instructional materials. We need to make sure we have a laptop available for every student grades K-12. We know that our students have had learning loss due to the pandemic so we need to add teachers to reduce class sizes and provide tutoring.

Student Achievement, Instructional Materials and Interventions

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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.	**The district screener averages are reported from Aimsweb Plus. The averages are reported as Early Literacy and Early numeracy for grades K-1, and Reading and Math benchmark averages for grades 2-12. Student subgroup information is not shared with the outside vendor through our ABI roster import files; therefore student subgroup information is not available at the district level. The Early Literacy data is as follows: Fall - 23rd percentile, Winter - 24th percentile, and Spring - 31st percentile. The Early Numeracy data is as follows: Fall - 31st percentile, Winter - 36th percentile, and Spring - 38th percentile. The Reading benchmark data is as follows: Fall - 52nd percentile, Winter - 52nd percentile, and Spring - 54th percentile. The Math benchmark data is as follows: Fall - 49th percentile, Winter - 53rd percentile, Spring - 59th percentile. This data indicates to us the need for additional support for students with tutors available in Math and ELA, as well as small class sizes in grades K-3 to address missing skills and learning loss. We have also identified the need for an instructional coach for grades K-2 to be added to help with support for teachers to address learning loss. We have also identified the need for high-quality instructional materials to support learning.**

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Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	**The Early Literacy screener average for fall of 2019 was at the 32nd percentile as compared to the fall of 2020 average at the 23rd percentile. The winter of 2019-20 was at the 34th percentile as compared to the winter average of 2020-21 at the 24th percentile. The second grade Reading benchmark average for the fall of 2019 was at the 45th percentile as compared to the fall average of 2020 at the 40th percentile. The second grade winter benchmark average of 2019 was at the 50th percentile as compared to the winter average of 2019-20 at the 44th percentile. Our district was closed during the spring semester of 2020 and no spring benchmark data exists. The early reading abilities of students as a whole was moderately to significantly impacted by the pandemic. Basic skills were not as evident in our screener results, and growth did not occur at the same rate as in previous years. This data indicates to us the need for additional support for students with tutors available in ELA, as well as small class sizes in grades K-3 to address missing skills and learning loss. We have also identified the need for an instructional coach for grades K-2 to be added to help with support for teachers to address learning loss. We have also identified the need for high quality instructional materials.**
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	**The ACT composite mean score for the 20-21 school year was 18.7. Our participation rate was 88%. The participation rate in recent years has been above 95%. There was a steep decline from pre-pandemic levels. Our subgroup mean composite scores are as follows: Black/African American – 15.9, Hispanic/Latino – 15.4, Asian – 18, Native Hawaiian/Other Pacific Islander – 24, Two or more races – 18.5, White – 19.1. Subgroup mean composite scores from the previous administration are as follows: Black/African American – 15.4, Hispanic/Latino – 17.6, Asian – 21.2, Two or more races – 19, White – 20.2. Although we did see a drop in most of our subgroups, the majority of our student population is white – approximately 87%. Considering that fact, the composite mean of our largest subgroup declined over a full point. The ACT composite mean for the three previous years has ranged from 19.3 to 20.1. Although we have seen a decline in the past three years, we have had a similar decline over the past year alone. The effects of the pandemic can be noted in a .6 decline in the mean composite from pre-pandemic levels. We need to make**

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		sure our high school students are getting ACT support through practice tests and bell ringers.
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	**The district added a Social Worker as a proactive intervention to address potential student concerns. We have identified this area as needing additional support by adding an additional social worker for our system. It is difficult for one person to cover all of our students' needs.**
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	**The district allowed for in-person instruction from the beginning of school so the impact on enrichment programs and school activities was limited. Covid restrictions for public access was the main cause of impact to the programs.**

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.	**Schools within our district provided Student and Parent Meetings through ZOOM and Microsoft Teams. High Schools adjusted groups to limit numbers for transition meetings and tours of the buildings. SFMHS provided a virtual tour option for students transitioning. However, some of our students did not have access to laptops for these types of meetings, so we have identified the need for all students to have laptop devices.**
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	**Schools within our district were able to complete normal planning with students for next school year. OCCHS held small group parent meetings for the four feeder elementary schools. SFMHS held 8th grade parent meetings with normal orientation activities modified to meet COVID restrictions. There will be additional challenges as our schools begin to address learning loss.**

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Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	**Our district provided two days in July for new students to register to attend and counselors held meetings by appointment only to help parents and new students become more familiar with each school and course offerings. There will be additional challenges as schools begin to deal with learning loss.**
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	**Our district has recognized challenges for students who graduated in the Spring in relation to poor attendance and students who were quarantined. These students are not at prepared for post-secondary education. Many will need remedial classes due to lower grades and lower ACT scores. Many graduates who will go on to college will need to take remedial courses. We have identified the need for credit recovery offerings so that curriculum will be available to help students get back on track for graduation. Those that were unsuccessful due to absences related to the pandemic or failure to have devices to do work from home will need a way to get caught up.**
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.	**Our district expanded credit recovery to provide opportunities for students to earn credits in courses. Students were absent or were not engaged in distance learning leading to a higher percentage of failing grades. We will be purchasing additional credit recovery offerings to support those students that were unable to stay on track due to the pandemic.**
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.	**Our district continued to offer CTE courses and allowed distance learning students the opportunity to come to small group lab activities for those courses. We were able to maintain our concentrator completer status. However, we were limited in what we could do with students that did not have devices, so it is imperative that we get devices into the hands of students.**

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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).	**Our district maintained course offerings for the school year. However, some of our students were not successful due to extended absences related to the pandemic. We will need to expand our credit recovery offerings to support learning loss.**
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.	**Particularly, students learning in a distance format became unreachable through phone contact, email, certified letters, and even home visits. We have identified a need to add an English as a Second Language teacher to help with our growing population of English Language learners. We have also identified the need for an additional social worker to help support these students.**
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.	**Not being able to see students who were learning at home made the school system unable to determine if students were in need of assistance relative to their mental or behavioral health. Additionally, a school wide social worker was hired as well as a mental health liaison at Obion County Central were available for the first time during the 2020-2021 school year, which allowed for increased availability to visit students in their homes; however, due to the pandemic, some parents did not allow their child to receive visits or were not able to be reached. We have identified a need for an additional social worker in our schools to help with the challenges related to mental and behavioral health.**
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	**Nursing services were hard for schools to provide when the nurses were placed on quarantine or out due to Covid. We understand the need to have a nurse in every school to do diagnostic and screening of students on a daily basis.**

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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.	**Our district had two instructional staff who retired after the school year started. We have identified the need to add staff in grades K-3 in order to reduce class sizes. We have identified a need to offer retention incentives for staff affected by changes in job duties or environment due to COVID-19.**
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.	**Our district had three instructional staff resign and two educational assistant/support staff resign for a total of five staff resignations. We normally do not lose instructional staff in the school year. We have identified a need to offer retention incentives for staff affected by changes in job duties or environment due to COVID-19**
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).	**Our district had 12 instructional staff (4.3%) and 42 support staff (28%) who were placed on extended quarantine periods.**
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	**Our district was fully staffed for the 2020-21 school year. For short time periods, we were without a staff member due to quarantine. We have identified a need to offer retention incentives for staff affected by changes in job duties or environment due to COVID-19. We have also identified that to address learning loss we need to offer signing incentives for new staff in hard to staff subjects or in grade levels impacted by learning loss due to COVID-19.**
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	**Our district did not have any critical vacancies during the 2020-21 school year. We have identified a need to offer**

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| | | retention incentives for staff affected by changes in job duties or environment due to COVID-19. We have also addressed the need to have a Grants Administrator and Grants Fiscal Manager to oversee management of the State and ESSER grants that we have received and will continue to receive to address all areas allowable under state and federal guidelines. |

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.	**Our district did not have consistent devices for grades PK3-5th grade. Grades 6-12 did not have consistent device access 50% of the time during the school year. We have identified the need to have devices for our students. We also know that with those additional devices, we will need a technology assistant to help keep those devices up-to-date with current software and working properly for our students.**
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.	**Our district found that many of our staff and students did not have reliable Internet at the start of the year. Gibson County Electric added hot spots in some needed areas. The school system provided external access points to every school parking lot for community use. We still have staff and students with limited Internet at home making distance learning difficult when quarantined; however, we are limited with what we can do to help due to the rural location of some of our schools and rural areas where our students reside.**
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	**Some of our schools needed to add lunch shifts due to size and number restrictions which reduced instructional time available. We address this need to allow for social distancing.**

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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 lower class sizes for instruction, ten additional K-3 teachers will be hired.
2	To provide instructional support for the lower grades, a K-2 Instructional Coach will be hired.
3	To provide instructional support for struggling students, tutoring will be offered.

STUDENT READINESS

1	To improve student readiness, Summer Learning Opportunities will be provided.
2	To address mental health needs of families and students, a Social worker will be hired.
3	To improve student readiness, additional ELL Staff will be hired.

EDUCATORS

1	To develop teachers, we will implement a Grow your Own Program.
2	To retain teachers in hard to fill areas, we will offer retention incentives.
3	To entice hard to staff teachers to our district, we will offer Hard to Staff incentives

FOUNDATIONAL ELEMENTS

1	To provide foundational elements, we will provide devices for grades 3-12 and external wireless access on all school buildings.
2	To provide foundational elements, we will replace filters and HVAC systems to improve air quality for our students and staff.
3	To provide foundational elements, we will work with community agencies to increase wireless internet access throughout Obion County.