



# 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: \_\_\_\_\_

## Public Plan - Needs Assessment for ESSER 3.0

### General Information

LEA Name		Director of Schools	
Address			
Phone #	(       )       -		

### Students & Enrollment

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
<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.	See supplemental page 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.	169 total days in 20-21
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.	Elementary = 4 virtual days and 18 hybrid days Middle School = 4 virtual days and 18 hybrid days High School = 12 virtual days and 22 hybrid days
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).	Dickson County Schools did not close due to quarantine in the 2020-21 school year.
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.	We utilized nine of our 10 inclement weather days. Two days were used for deep cleaning in schools prior to Thanksgiving. Seven days were used due to snow.
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	K-8 Student that chose DL were provided instruction from grade level certified teachers through the Google Classroom platform. 9-12 DL students were provided instruction from certified teachers and intervention was supplemented using Edgenuity TN Standards courses.
<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.	See supplemental page 8
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	See supplemental page 8
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	See supplemental page 10
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	See supplemental page 7
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	See supplemental page 7

*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.	See page 13
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	See page 13
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	See page 13
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	We anticipated a large number of at risk and students to be targeted as risk due to the lack of credits required toward graduation requirements for the spring of 2021. Due to seniors and juniors who opted to learn remote and distant learning rather than attend in person, a significant loss of engagement and participation has led to a substantial number of these students who have failed or not completed the assigned work for credit. Continued on page 10.
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.	The high school enrollment for distant learning was higher at the junior and senior levels than most other grades. A majority of these students were on track and prepared to graduate with the required number of credits earned to date. As the school year began, these students were completing and participating as expected. By the end of the first semester, many of these students were falling behind or had stopped participating in daily activities and assignments. Continued on page 10.
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.	See page 14
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).	All courses were offered; although, some were altered based on restrictions. Some of the Dual Enrollment classes offered through local universities changed to on-line courses instead of face-to-face.
<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.	See page 14
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.	See page 14
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	Shortage in school nurses is primarily related to compensation that is received. Salaries at medical facilities and other places nurses work is much higher. School nurses also do not get the same benefits (discounted college tuition, tenure, ect) as teachers, so some school nurses leave to become CTE teachers.

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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.	The total number of staff retirements increased by the end of the 2020-2021 school compared to the 2019-2020 school year. -2019-2020 eighteen certified staff retired. -2020-2021 eight certified staff retired. -2019-2020 eight classified/other staff retired -2020-2021 twenty-two classified/other staff retired Total increase from 2019-2020 was twenty-six to thirty in 2020-2021.
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.	The total number staff resignation increased by the end of the 2020-2021 school compared to 2019-2020 school year. -2019-2020 forty-three certified staff resigned. -2020-2021 fifty-five certified staff resigned. -2019-2020 eighty-one classified/other staff resigned. -2020-2021 seventy-seven classified/other staff resigned. Total increase from 2019-2020 was one-hundred fifty to one-hundred sixty-two in 2021-2021.
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).	A total of 9 staff members, instructional and non-instructional, or 0.75 percent faced more than two quarantine periods of 10 days or longer. Classroom vacancies: Spanish was the only position we were unable to fill with an in-person teacher of record; however, Edgenuity Program was used to supplement instruction and developed by certified personnel.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	Spanish was the only position was were unable to fill with an in-person teacher of record; however, Edgenuity Program was used to supplement instruction and developed by certified personnel.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	Teachers When teachers were out for COVID or contact traced, students were provided Chromebooks for distance learning, retired teachers filled positions or certified substitutes were utilized to provided continued instruction for students.

## 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.	Elementary 0% Middle School 0% High School 0%
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.	Roughly 30% of our families/staff indicated that they did not have access to high speed internet. Our district responded by purchasing 10 Kajeet Smart Bus hot spot devices and partnered with local churches and community groups and placed those devices throughout the county. Students and families could use those hot spots to get their assignments as well as submit them when completed. During the year we also had organizations in our community donate enough money so we could purchase 4 additional Kajeet hot spots that we placed in the community. We believe by doing this we provided those families without high speed internet a free option for connectivity.
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	Items were removed from classrooms so that student desks could be spaced sufficiently. Common areas such as bus rooms and cafeterias were reorganized and additional spaces were used to allow students to spread out during lunch time.

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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	
2	
3	

STUDENT READINESS

1	
2	
3	

EDUCATORS

1	
2	
3	

FOUNDATIONAL ELEMENTS

1	
2	
3	

### **50% School Year Remote**

At this point, July 19, 2021, there is no evidence of an increase in the number of “first time” experience in a formal setting for 2021-2022. According to our Skyward Student Management System, we had 583 kindergarten students in the school year 2020/21. This year’s kindergarten registrations indicate we have 540 kindergarten students. That is 43 less students than what we ended the year with in May. We have made extraordinarily efforts to encourage and provide access for parents to register their kindergarten child. We had a community registration event at the YMCA in April 2021. We scheduled in school kindergarten registration opportunities from April 26 – the last day of school, May 26. We have used social media, local newspaper, community radio and billboards and taken fliers to local preschools to advertise the registration process. We do know that the birth rate for 2016 was approximately 56 babies less than the previous 3 years. We do not feel that this metric would be of great influence in the kindergarten registrations at this point in time. Elementary principals are confident that the kindergarten numbers will increase when schools start on August 1 because that has historically been the case in our school system for the past ten years.

### **Interventions (Above and Beyond RTI)**

In regard to our proactive interventions, our efforts were more toward social and emotional needs as well as meeting the basic needs of students and their families. Our Nutritional Department provided snacks and free meals during the Spring of 2020 through designated school pick up sites while our schools were closed due to the pandemic. Some door to door meal service was provided for especially vulnerable families. This school year free meals and snack were provide for in person students. Students in the Distance Learning Program had three school sites in which to access meals. Also, we hired an additional social worker to join the team of three. They were charged with visiting families and assisting them with navigating the demands of distance learning as well as any other needs the family needed to survive the turmoil of the pandemic.

In regard to academics, our Technology Department created ten internet Hot Spots for Distance Learning students who were without access to internet to visit to download and upload school assignments. Also, our school health coordinator volunteered to go into homes to tutor Distance Learning students who were behind on submitting assignments.

Our district worked out a partnership with the local YMCA to allow families to use their space for internet access and we united to offer childcare services when our childcare school sites were closed due to the pandemic. Additionally, during the second semester of this school year the YMCA took their new passenger van, which was loaded with a hot spot, to homes of Distance Learning students to provide internet access. The parent request was facilitated through the school counselor.

Each of our secondary schools has remediation and enrichment time built into their schedules. Because these groups are created based on data and change almost weekly, at our larger schools students who are not normally in class together might find themselves in the same remediation or enrichment groups, which would have made contact tracing much more difficult. For that reason at these schools, this block of time was taken out of the schedules and divided among the other class periods, so each was a little longer. Therefore, remediation took place during class time. At our smaller middle schools, remediation groups still took place in the same ways as years prior.

If a student(s) were absent, teachers provided synchronous learning opportunities, so students would not miss class and would be available for absent students to ask questions. All of our secondary schools offered after-school tutoring.

### **School Activities and Enrichment**

Field trips create opportunities for first hand experiences that encourage critical thinking, positive attitudes toward topics, increased curiosity and long term retention for students. They build on classroom instruction and exposes students to a world outside of their classroom and possibly their community. While no field trip such as trips to the zoo, apple orchard, pumpkin patch, plays, or museums were taken in the Elementary Division, I want to mention one missed opportunity that I find especially regretful that our students missed in May 2019 and 2020.

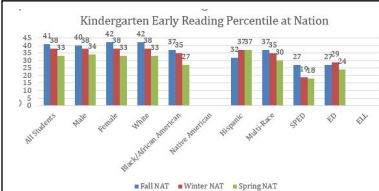
Every year, a selected group of 5th – 8th grade students travel to Vanderbilt University in Nashville Tennessee for mini sessions related to a Medical Scientist Training Program ( MSTP). First of all, this is probably the first time many of our students have traveled on a bus to Nashville or stepped onto a college campus. While there students are exposed to topics such as DNA, Microbes. Organs, Prosthetics and Medical Imaging. A lunch time is provided where students dine in the campus cafeteria and have conversations with a group of bright and caring college students. The experience is so much more than the topics explored; it plants a seed of possibilities and hope in our students to start considering post -secondary goals. I was so pleased with all of the effort and finances that Vanderbilt extended this year to offer a virtual MSTP experience to our students. The students really appreciated and enjoyed the activities. However, the adults who have been involved in this field trip for the past four years understand the impact difference.

Finally, our elementary students in our Extended Childcare Program were unable to take fields such as swimming, bowling and movies in the community. We did have more special visitors, water days and crafts in an effort to keep the students engaged while in the program. However, I do know the students missed the off campus excursions.

In our secondary schools students missed enrichment-learning activities such as field trips, guest speakers, BETA convention, HOSA, SCOPE conference, and many other avenues that would enhance learning and the overall school experience. Although homecoming was celebrated at both high schools, it was a condensed version. None of our schools held pep rallies or class meetings. End of the year awards programs were not held; therefore, students were not recognized for their academic achievements in the traditional way. Contact tracing was impactful for many students when they were not allowed to participate in the events we were able to have.

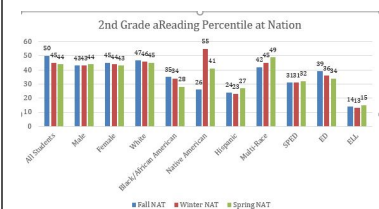
## SUPPLEMENTAL RESPONSES

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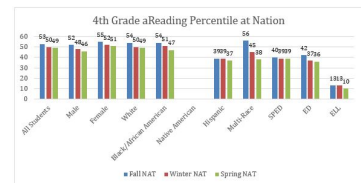
Each year students in the Dickson County School District take a beginning, middle, and end of the year diagnostic/screener. The FastBridge assessment system allows educators to monitor progress and identify needs. During the 2020-2021 school year, kindergarten and first grade students were assessed using the earlyReading assessment. This assessment gave a composite score, which indicated students' readiness or risk in relation to reading/language arts. Data was evaluated for all students, as well as the subgroups based on gender, ethnicity, special education, economically disadvantaged, and English language learners. FastBridge reports assessment data in percentiles. Dickson County Schools focuses on percentiles compared against national aggregate norms. When looking at kindergarten information, all students, male, female, white, black/African American, multi-race, and special education student data showed a downward trend across fall, winter, and spring benchmarks. Hispanic students had a slight increase from 32 percent to 37 percent from fall to winter but remained stagnant for the spring assessment. For the kindergarten reporting category, the Native American and English language learner subgroups did not have any students assessed.

When looking at first grade information, all students, white, black/African American, Native American, special education, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Male and female student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. Hispanic and English language learner student data displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. For the first grade reporting category, multi-race student percentiles continued to increase across the three benchmarks.



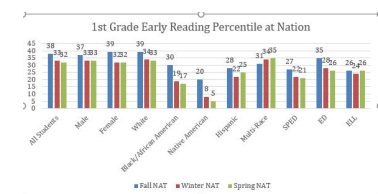
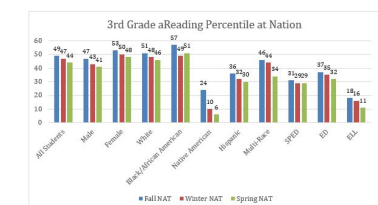
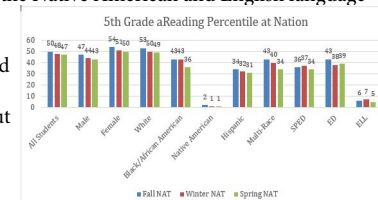
During the 2020-2021 school year, second, third, fourth, and fifth grade students were assessed using the aReading screener. aReading is designed to identify students at risk for academic delays and to differentiate instruction for all students connected to reading/language arts. When considering second grade data, all students, female, white, black/African American, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Male and special education student data remained stagnant from fall to winter but had a slight increase on the spring assessment. The Native American subgroup data presented a steep increase from fall to winter but regressed on the spring benchmark. In comparison to first grade data, Hispanic and English language learner student data also displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment and multi-race students percentiles continued to increase across the three benchmarks as well.

When looking at third grade data, all but two subgroups showed a downward trend. All student, male, female, white, Native American, Hispanic, multi-race, economically disadvantaged, and English language learners student data declined across fall, winter, and spring benchmarks. Black/African American subgroup data presented an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment.



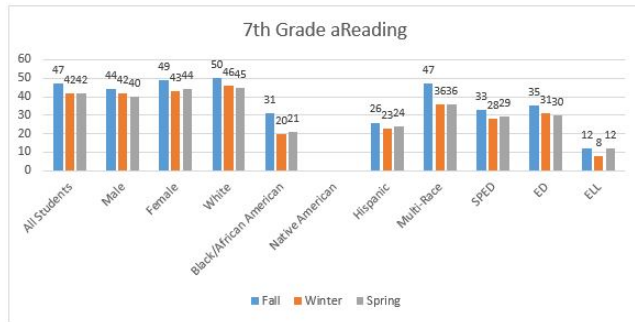
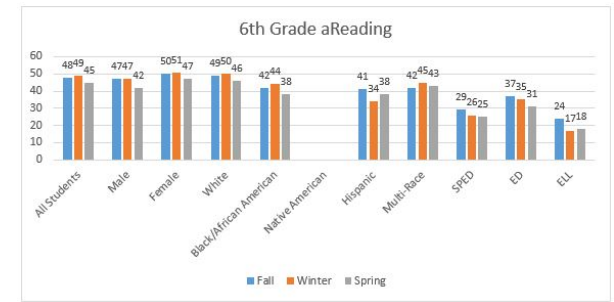
When studying fourth grade data, all students, male, female, white, black/African American, multi-race, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Hispanic and English language learner student data remained stagnant from fall to winter but had a slight decrease on the spring assessment. Special Education student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment.

As the 5th grade data was analyzed, several trends were noted. All students, male, female, white, Hispanic, and multi-race student data showed a downward trend across fall, winter, and spring benchmarks. Black/African American student data remained stagnant from fall to winter but had a slight decrease on the spring assessment. Native American student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. Special education and English language learner student data displayed a bell curve trend across the three screeners, while the economically disadvantaged student data group displayed an upside down bell curve trend increasing percentile from winter to spring.



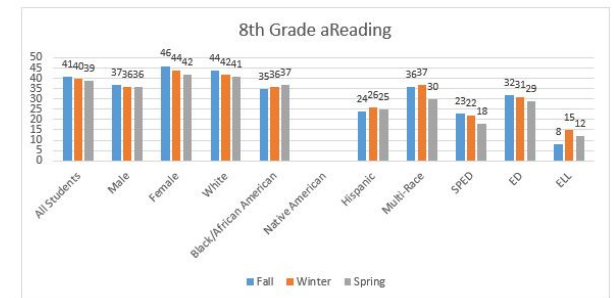


In the secondary division of Dickson County Schools, sixth, seventh, and eighth grade students were also assessed using the aReading screener. When investigating sixth grade data, all students, female, white, black/African American, and multi-race student data displayed a bell curve shape trend, increasing from fall to winter but slightly dropping on the spring assessment. Male student data remained stagnant from fall to winter but had a slight increase on the spring assessment. Hispanic and English language learner student data also displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. Special education and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. For the sixth grade reporting category, the Native American subgroup did not have any students assessed.



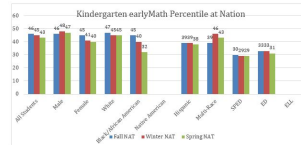
When studying seventh grade data, all student and multi-race student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. Male, white, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Female, black/African American, Hispanic, special education, and English language learner student data displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. For the seventh grade reporting category, the Native American subgroup did not have any students assessed.

When looking at eighth grade information, all students, female, white, special education, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Male student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. Black/African American student percentiles continued to increase across the three benchmarks increasing by one percentile each assessment. Hispanic, multi-race, and English language learner student data displayed a bell curve trend across the three screeners. For the eighth grade reporting category, the Native American subgroup did not have any students assessed.



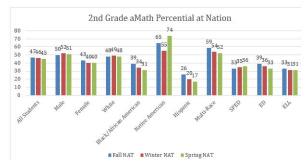
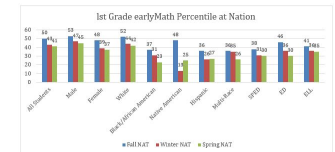
## SUPPLEMENTAL RESPONSES *(continued)*

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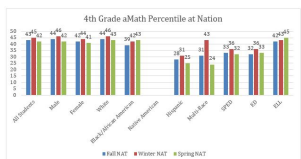
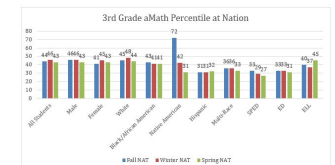
Students in the Dickson County School District also evaluated on mathematics performance each year. During the 2020-2021 school year, kindergarten and first grade students were assessed using the earlyMath assessment. This assessment gave a composite score, which indicated students' readiness or risk in relation to mathematics performance. Data was evaluated for all students, as well as the subgroups based on gender, ethnicity, special education, economically disadvantaged, and English language learners. When looking at kindergarten information, all students, female, and black/African American student data showed a downward trend across fall, winter, and spring benchmarks. Male student cluster and multi-race student data displayed a bell curve trend across the three screeners. Special education and white students had a slight from fall to winter but remained stagnant for the spring assessment. Hispanic and economically disadvantaged students remained stagnant from fall to winter but dropped on the spring assessment by one or two percentiles. For the kindergarten reporting category, the Native American and English language learner subgroups did not have any students assessed.

When looking at first grade information, all students, male, female, white, black/African American, multi-race, special education, economically disadvantaged, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Native American and Hispanic student data indicated a significant decrease from fall to winter but had a slight increase moving into the spring assessment.



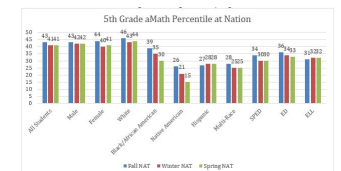
During the 2020-2021 school year, second, third, fourth, and fifth grade students were assessed using the aMath screener. aMath is designed to identify students at risk for academic delays and to differentiate instruction for all students connected to mathematics. aMath also quickly identifies and helps to inform instructional decisions for on-track and high-performers in the area of mathematics as well. When considering second grade data, all students, black/African American, Hispanic, multi-race and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. The male and white student clusters displayed a bell curve trend across the three screeners. Female and English language learner students had a slight from fall to winter but remained stagnant for the spring assessment. Native American subgroup data presented an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. For the second grade reporting category, special education student percentiles continued to increase across the three benchmarks.

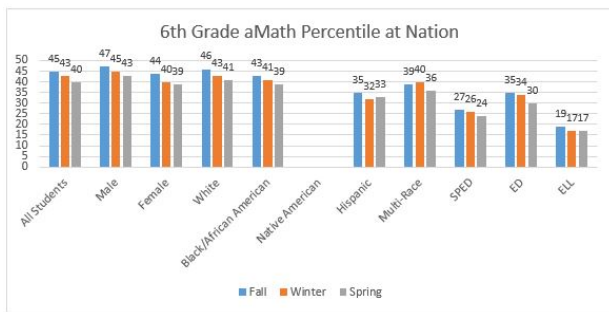
When looking at third grade data, Native American and special education student data declined across fall, winter, and spring benchmarks. All students, female, and white student data displayed a bell curve shape trend, increasing from fall winter but slightly dropping on the spring assessment. Male, multi-race, and economically disadvantaged students remained stagnant from fall to winter but dropped on the spring assessment by two or three percentiles. Black/African American students had a slight decrease from fall to winter but remained stagnant for the spring assessment. Hispanic student data remained stagnant from fall to winter but had a slight increase on the spring assessment. English language learner subgroup data presented an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment.



When studying fourth grade data, all students, male, female, white, Hispanic, multi-race, special education, and economically disadvantaged student data displayed a bell curve shape trend, increasing from fall winter but slightly dropping on the spring assessment. For the fourth grade reporting category, black/African-American and English language learner student percentiles continued to increase across the three benchmarks. The Native American subgroup did not have any students assessed for fourth grade.

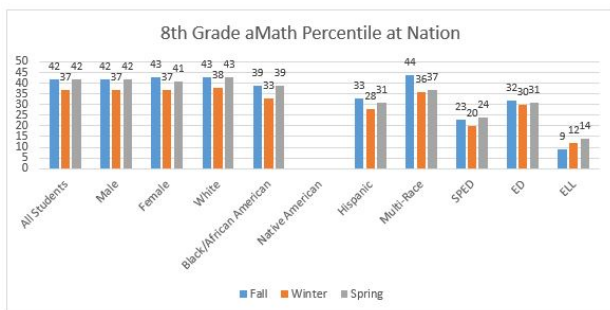
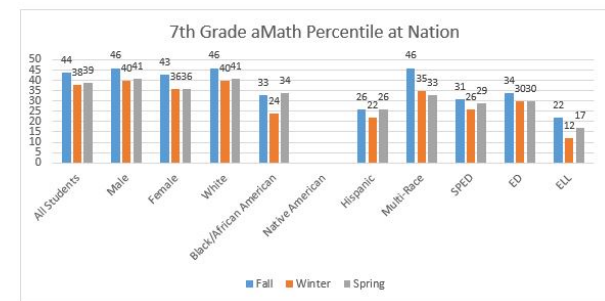
As the 5th grade data was analyzed, several trends were noted. All students, male, multi-race, and special education students had a slight decrease from fall to winter but remained stagnant for the spring assessment. Black/African American, Native American, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Female and white subgroup data presented an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. Hispanic and English language learner student data indicated a slight increase from fall to winter but remained stagnant moving into the spring assessment.





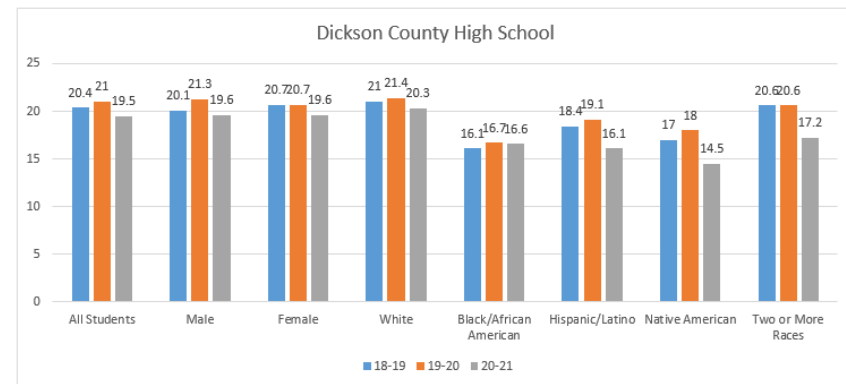
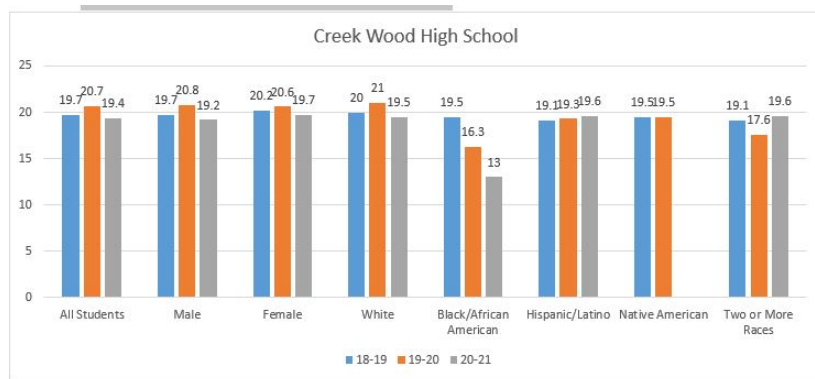
Sixth through eighth grade students also take three diagnostic mathematics assessments during the year. Similar to the students in grades two through five, these three grade levels are screened using the aMath portion of FastBridge. When examining sixth grade math percentiles, all students, male, female, white, black/African American, special education, and economically disadvantaged student data showed a downward trend across fall, winter, and spring benchmarks. Hispanic student data displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. Multi-race student data displayed a bell curve shape trend, increasing from fall winter but slightly dropping on the spring assessment. English language learner data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. For the sixth grade reporting category, the Native American subgroup did not have any students assessed.

When studying seventh grade information, all students, male, white, black/African American, Hispanic, special education, and English language learner student data displayed an upside down bell curve trend across the three screeners dropping from fall to winter but increasing for the spring assessment. Female and economically disadvantaged student data indicated a slight decrease from fall to winter but remained stagnant moving into the spring assessment. Multi-race student data showed a downward trend across fall, winter, and spring benchmarks. For the seventh grade reporting category, the Native American subgroup did not have any students assessed.



When looking at eighth grade information, all groups but one displayed an upside down bell curve trend. All students, male, female, white, black/African American, Hispanic, multi-race, special education, and economically disadvantaged students each dropping from fall to winter but increasing for the spring assessment. English language learner student percentiles continued to increase across the three benchmarks increasing by one percentile each assessment. For the eighth grade reporting category, the Native American subgroup did not have any students assessed.

When analyzing ACT data for Dickson County, there are two reporting groups that must be considered: Creek Wood High School and Dickson County High School. For the 2020-2021 school year, Creek Wood High School's sample contained 410 students. The mean composite score for all students was 19.4. Comparatively, the 2018-2019 cohort had a mean composite score of 19.7 and the 2019-2020 cohort scored a mean composite 20.7. CWHS data shows the same bell curve trend within gender subgroups and the white ethnic grouping. During the 2020-2021 school year, male mean score composite was 19.2 compared to 19.7 in 2018-2019 and 20.8 in 2019-2020. Female mean score composite was 19.7 for the 2020-2021 school year compared to 20.2 and 20.6 for the preceding years. For the 2020-2021 school year, white students had a mean score composite of 19.5 compared to 20 and 21 when previously tested. The Black/African American subgroup has had a gradual decline in ACT mean composite scores, dropping from 19.5 to 16.3 to 13 over the last three assessment windows. Conversely, Hispanic/Latino student scores have slightly increased rising from 19.1 to 19.3 to 19.6. Creek Wood High school did not test any Native Americans during the 2020-2021 school year. When analyzing prior data, the subgroup remained stagnant, scoring 19.5 each year. Data for students who identified with two or more races revealed a decline from 19.1 to 17.6 before increasing to 19.6 for the 2020-2021 school year.



For the 2020-2021 school year, Dickson County High School's sample contained 789 students. The mean composite score for all students was 19.5. Comparatively, the 2018-2019 cohort had a mean composite score of 20.1 and the 2019-2020 cohort scored a mean composite 21. DCHS data shows the same bell curve trend within each subgroup data set. During the 2020-2021 school year, male mean score composite was 19.6 compared to 20.1 in 2018-2019 and 21.3 in 2019-2020. Female mean score composite was also 19.6 for the 2020-2021 school year compared to 20.7 for both of the preceding years. For the 2020-2021 school year, white students had a mean score composite of 20.3 compared to 21 and 21.4 when previously tested. The Black/African American subgroup has had minimal change in ACT mean composite scores, ranging from 16.1 to 16.7, to 16.6 over the last three assessment windows. Hispanic/Latino student scores have moved from 18.4 to 19.1 to 16.1 following the bell curve trend. Similarly, Dickson County High school students in the Native American subgroup scored 18.4, 19.1, and 16.1 over the last three years. Data for students who identified with two or more races revealed a decline after staying stagnant during the 2018-2019 to 2019-2020 school year. Students in this subgroup went from a mean score composite of 20.6 to 17.2.

### **Transitions into Middle School**

At the end of their 5th grade year, students are given a tour of the middle school they will be attending. That did not get to happen, so they came in with a limited knowledge of the school and its procedures. Schools were not able to hold a traditional Open House so that again put some students behind on their start-of-year understanding. Virtual Open House was held, but participation did not equal attendance at face-to-face events.

With the restrictions in place during the 20-21 year, it was harder for students to interact with each other; therefore, students who were new or students who came from different elementary feeder schools were at a disadvantage when establishing relationships and friendships. Students were more isolated which resulted in an increase in meeting social emotional needs. An additional challenge was that students were required to navigate technology with which they were unfamiliar. Parents and guardians also struggled with the change in their students' academic platform and with learning how to communicate with teachers about their students' needs.

### **Transitions from Middle School**

Students were unable to tour the high school which allows them to make registration decisions. Some students have an increase in social emotional needs due to stress and lack of normal social interactions. Students have gaps in instruction due to an inconsistent in person instruction.

### **Transitions into High School**

Incoming freshmen for the 2020-2021 school year, were unable to have a genuine high school experience based on the social distancing and safety protocols in place. Traditional high school activities were modified. Students struggled with socialization in all aspects of the building: cafeteria, extra-curricular activities, buses, classrooms. Parent-teacher conferences were held through Google Meets and attendance was lower than usual.

### **Graduations Rates**

The system and school drop out rate and the number of students who will complete the cohort as non-completers will also be impacted negatively. We anticipate a drop in our system graduation rate but will work tirelessly in order to minimize the decline. As a result these students will look to either complete or make up these standards in summer school through credit recovery or repeating the course requirements. Due to the increase in students a corresponding increase in staff will be required. This will increase the budget for summer programming as well as provide additional cost for the additional tutoring and support during the school year.

### **Dropout Rates and Disengagement**

It was found that many of these students had begun to work part-time or in some cases full-time. Most of these students were either at the age of 18 or approaching the age of 18 and recognized there would be little consequence due to the prolonged impact of the pandemic and elected to stop classwork all together.

Attempts were made to re-engage or to encourage students to complete the credits for graduation. School Counselors and School Social Workers made home visits and contact with parent or guardians with limited success. A higher number of students are expected to be on the at risk list for student in danger of Dropping out of school.



## **CTE**

Numbers for the 2019-20 school year:

DCHS – 1250 out of 1477 students with a CTE Focus area. 84.6%

138 SWD

271 ED

CWHS – 773 out of 930 students with a CTE Focus area. 83.1%

62 SWD

114 ED

Numbers for the 2020-21 school year:

DCHS - 1289 out of 1549 students with a CTE Focus area. 83.2%

126 SWD

239 ED

CWHS - 790 out of 925 students with a CTE Focus areas. 85.4%

56 SWD

106 ED

You will notice the numbers who select CTE as a focus area stayed relatively consistent from the 2019-20 school year through the 2020-21 school year. Our problem was 20% of our students chose to go to a virtual format. Therefore, out of 2079 total CTE students, approximately 416 did not attend school in person. The vast majority used the Edgenuity platform for their education. Edgenuity has no official CTE and obviously no hands on curriculum. For the 2021-22 school year nearly all are returning to an in-person school format and will be able to return to their selected CTE classes. There were no Programs of Study or classes reduced due to this decrease in students, we felt most would return the following year.

## **Special Populations**

The challenges in serving special populations during the 2020-2021 school year were varied but impactful. Services that could be provided to students with disabilities and English learners that chose a Distance Learning (DL) platform for learning were limited. Although we had continuous learning plans for each student with a disability, we could not control their ability to access our interventionists and related service providers. Virtual interaction is not equivalent to the quality of interaction that an in-person format allows. Many students chose distance learning because of a lack of consistency with absenteeism both by staff and students because of contact tracing and actual illnesses. Additionally, there were moments, although planned for, moving from in-person learning to either all virtual or hybrid that disrupted the continuity.

## **Mental Health, Behavioral and Other Supports, Interventions and Staffing**

Filtering through what behaviors were associated with being at home instead of a school environment proved challenging. For emotional and behavioral issues, we had to rely heavily upon feedback and input from parents. Additionally, not knowing the fidelity of interventions parents were facilitating created some unknowns for the teams and data collection purposes.