

# DISTRICT: Clarksville Montgomery County Public Plan - *Needs Assessment for ESSER 3.0*



## General Information

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## Students & Enrollment

Mission & Vision	The Mission of CMCSS is to educate and empower students to reach their potential. The Vision of CMCSS is for all students to graduate college and career ready.				
Grades Served	PreK-12	# of Schools	42	Total Student Enrollment	36,600
Race/ Ethnicity	American Indian/Alaska Native	0.24%	Asian	1.8%	
	Black/African American	25.0%	Hispanic	14.0%	
	Native Hawaiian/Pacific Islander	0.7%	White	49.0%	
	Multiracial	9.0%			
Economically Disadvantaged	51.0%	English learners	3.0%		
Students with Disabilities	16.0%	Foster	0.4%		
Students Experiencing Homelessness	2.7%	Students in Military Families	29.0%		
Migrant	0.0%	Students with High-Speed Internet at Home	91.0%		

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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. For 2021-22 all incoming Kindergarten students will be experiencing school for the first time as well as 500 Kindergarten students who participated in virtual during 2020-21. This would encompass approximately 2,700 students of the expected 37,000 students expected.
<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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. All levels provided 180 in-person days.
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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. All levels provided 180 in-person days with those participating in the virtual option receiving 180 days of synchronous/asynchronous instruction.
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).	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. CMCSS only closed schools when staffing became an issue and this was limited to the occasional day in November – January. January 4 – 22, 2021 the schools were in remote with all students that had selected traditional in-person returning on Monday, January 25 <sup>th</sup> . Meal service and technology support were provided during the remote days.
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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. Staffing issues, due to the impact of COVID-19 caused the occasional closing for one-three days in a singular site. Synchronous/asynchronous instruction continued for any classroom or grade level moving to remote in a seamless fashion. January 4 – 22, 2021 the schools were in remote with all students that had selected traditional in-person returning on Monday, January 25 <sup>th</sup> . Synchronous/asynchronous instruction, meal service, and technology support were provided during all remote days.
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. Kindergarten = 501 virtual students; 1 <sup>st</sup> = 598 virtual students; 2 <sup>nd</sup> = 652 virtual students; 3 <sup>rd</sup> = 681 virtual students; 4 <sup>th</sup> = 690 virtual students; 5 <sup>th</sup> = 735 virtual students; 6 <sup>th</sup> = 772 virtual students; 7 <sup>th</sup> = 938 virtual students; 8 <sup>th</sup> = 946 virtual students; 9 <sup>th</sup> = 848 virtual students; 10 <sup>th</sup> = 766 virtual students; 11 <sup>th</sup> = 640 virtual students; and 12 <sup>th</sup> = 646 virtual students.

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

**Student Achievement, Instructional Materials and Interventions**

<p>Benchmark Data</p>	<p>Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.</p>	<p>CMCSS utilizes FastBridge screener for skills and standards.</p> <p><b>FASTBRIDGE</b></p> <p>The results of all FastBridge assessments in the CMCSS 2020-2021 results are listed as a national percentile. An average percentile of 40 to 60 indicates students are on grade level for that particular area.</p> <p>The <b>aReading</b> assessment is a standards-based measure for grades 2<sup>nd</sup> through 9<sup>th</sup>.</p> <p>The <b>aMath</b> assessment is a standards-based measure for grades 2<sup>nd</sup> through 9<sup>th</sup>.</p> <p>The <b>EarlyReading</b> assessment results in a score indicating overall reading readiness for kindergarten and 1<sup>st</sup> grade.</p> <p>The <b>EarlyMath</b> assessment results in a score indicating overall math readiness for kindergarten and 1<sup>st</sup> grade.</p> <p>The <b>Automaticity</b> assessment evaluates the degree to which students' basic math facts and operations are accurate and automatic (fluent) in grades 1 through 9.</p> <p>The <b>ReadingFluency</b> assessment evaluates the ability to read text with accuracy, automaticity, and prosody in grades 1 through 9 (part of required USC in grades 1-5; required for tiered intervention in 6-9).</p> <p>The <b>AutoReading</b> assessment evaluates a students overall reading skill in grades 4 through 9.</p> <p><b>SAEBRS</b></p> <p>The SAEBRS is a brief tool supported by research for use in universal screening for emotional, social, and academic risk. Teacher scores reflect student behaviors during the previous month. Student scores reflect the students responses.</p>
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Risk for Emotional Behavior Problems - student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

Risk for Social behavior Problems - student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.

Risk for Academic Behavior Problems - student displays behaviors that limit his/her ability to be prepare for, participate in, and benefit from academic instruction.

	At Risk	Not At Risk
<b>Emotional Behavior</b>	0-17	18-21
<b>Social Behavior</b>	0-12	13-18
<b>Academic Behavior</b>	0-9	10-18

		aReading BOY 2020-21 Avg. Percentile	aReading MOY 2020-21 Avg. Percentile	aReading EOY 2020-21 Avg. Percentile
All ES	All Students	49	46	44
All MS	All Students	51	47	45
All ES	Not BHN	53	50	49
All ES	BHN	45	40	37
All MS	Not BHN	56	53	50
All MS	BHN	45	41	39
All ES	Not ELL	50	46	45
All ES	ELL	25	24	21
All MS	Not ELL	51	48	46
All MS	ELL	15	14	12
All ES	Not Low SE	56	53	51
All ES	Low SE	44	40	37
All MS	Not Low SE	58	55	53

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All MS	Low SE	45	41	38
All ES	Not SPED	53	49	47
All ES	SPED	26	23	22
All MS	Not SPED	54	52	49
All MS	SPED	20	17	16
All ES	Not a Military Dependent	48	44	42
All ES	Military Dependent	54	50	49
All MS	Not a Military Dependent	49	45	43
All MS	Military Dependent	57	54	52

		aMath BOY 2020-21 Avg. Percentile	aMath MOY 2020-21 Avg. Percentile	aMath EOY 2020-21 Avg. Percentile
All ES	All Students	47	45	41
All MS	All Students	46	42	45
All ES	Not BHN	52	51	47
All ES	BHN	41	38	34
All MS	Not BHN	52	48	50
All MS	BHN	40	36	38
All ES	Not ELL	48	46	42
All ES	ELL	30	29	24
All MS	Not ELL	47	43	45
All MS	ELL	20	18	20
All ES	Not Low SE	53	52	49
All ES	Low SE	42	39	35
All MS	Not Low SE	54	49	52
All MS	Low SE	39	36	37
All ES	Not SPED	50	48	44
All ES	SPED	29	28	25
All MS	Not SPED	50	46	48
All MS	SPED	19	17	18
All ES	Not a Military Dependent	45	43	39
All ES	Military Dependent	52	50	46

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All MS	Not a Military Dependent	44	41	42
All MS	Military Dependent	52	47	50
		EarlyReadingBOY2 020-21Avg. Percentile	EarlyReadingMOY2 020-21Avg. Percentile	EarlyReadingEOY2 020-21Avg. Percentile
All ES		38	32	26
All ES	Not BHN	41	36	29
All ES	BHN	34	28	22
All ES	Not ELL	39	33	26
All ES	ELL	26	23	18
All ES	Not Low SE	44	38	30
All ES	Low SE	33	27	21
All ES	Not SPED	40	34	27
All ES	SPED	25	20	15
All ES	Not a Military Dependent	36	31	24
All ES	Military Dependent	43	36	29
		EarlyMath BOY 2020-21 Avg. Percentile	EarlyMath MOY 2020-21 Avg. Percentile	EarlyMath EOY 2020-21 Avg. Percentile
All ES	All Students	49	45	40
All ES	Not BHN	54	50	46
All ES	BHN	43	38	33
All ES	Not ELL	50	45	41
All ES	ELL	34	33	28
All ES	Not Low SE	56	52	48
All ES	Low SE	42	37	32
All ES	Not SPED	51	46	42
All ES	SPED	34	33	30
All ES	Not a Military Dependent	47	42	38
All ES	Military Dependent	54	50	45

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		AutomaticityBOY2 020-21Avg. Percentile	AutomaticityMOY2 020-21Avg. Percentile	AutomaticityEOY2 020-21Avg. Percentile
All ES	All Students	53	47	47
All MS	All Students	55	51	.
All ES	Not BHN	56	51	53
All ES	BHN	49	42	41
All MS	Not BHN	59	55	.
All MS	BHN	51	47	.
All ES	Not ELL	54	47	47
All ES	ELL	48	42	47
All MS	Not ELL	55	51	.
All MS	ELL	38	34	.
All ES	Not Low SE	58	52	55
All ES	Low SE	49	42	40
All MS	Not Low SE	60	56	.
All MS	Low SE	50	46	.
All ES	Not SPED	55	49	49
All ES	SPED	41	34	36
All MS	Not SPED	58	54	.
All MS	SPED	32	29	.
All ES	Not a Military Dependent	52	46	45
All ES	Military Dependent	57	50	53
All MS	Not a Military Dependent	54	50	.
All MS	Military Dependent	59	54	.

		ReadingFluency BOY 2020-21 Avg. Percentile	ReadingFluency MOY 2020-21 Avg. Percentile	ReadingFluency EOY 2020-21 Avg. Percentile
All ES	All Students	46	41	36
All MS	All Students	12	11	9
All ES	Not BHN	49	45	39
All ES	BHN	42	36	31
All	Not BHN	13	12	10

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MS				
All MS	BHN	11	11	9
All ES	Not ELL	47	42	36
All ES	ELL	28	24	21
All MS	Not ELL	12	12	9
All MS	ELL	6	7	5
All ES	Not Low SE	51	47	41
All ES	Low SE	42	36	31
All MS	Not Low SE	13	13	10
All MS	Low SE	12	11	9
All ES	Not SPED	49	44	39
All ES	SPED	23	21	17
All MS	Not SPED	16	15	12
All MS	SPED	9	9	8
All ES	Not a Military Dependent	45	39	34
All ES	Military Dependent	49	45	39
All MS	Not a Military Dependent	12	11	9
All MS	Military Dependent	13	14	12

		AutoRead BOY 2020-21 Avg. Percentile	AutoRead MOY 2020-21 Avg. Percentile	AutoRead EOY 2020-21 Avg. Percentile
All ES	All Students	49	47	46
All MS	All Students	51	49	48
All ES	Not BHN	53	51	50
All ES	BHN	45	42	41
All MS	Not BHN	56	54	53
All MS	BHN	46	43	43
All ES	Not ELL	50	48	46
All ES	ELL	28	24	23
All MS	Not ELL	52	50	49
All MS	ELL	21	17	19
All ES	Not Low SE	54	53	51
All ES	Low SE	45	42	40

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All MS	Not Low SE	57	54	53
All MS	Low SE	47	44	44
All ES	Not SPED	53	51	49
All ES	SPED	25	23	23
All MS	Not SPED	55	53	52
All MS	SPED	23	20	20
All ES	Not a Military Dependent	47	45	44
All ES	Military Dependent	53	52	50
All MS	Not a Military Dependent	50	47	46
All MS	Military Dependent	55	53	54

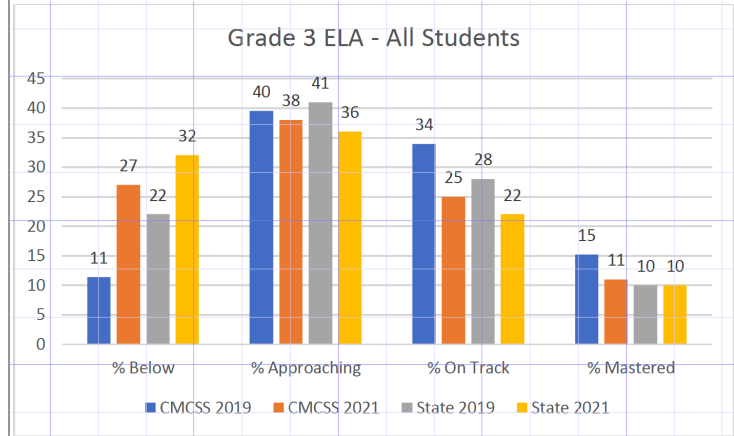
Literacy Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.

CMCSS experienced an increase in the number of students in need of TIER II and TIER III Literacy supports. TCAP TN Ready denoted a shift from 49% proficient in 2019 to 36% in 2021 in third grade ELA. The percent achieving below proficient I in 3<sup>rd</sup> grade ELA increased from 11% to 27% moving 2019 to 2021 data. When this data is coupled with SAEBRS social emotional and academic risk factors, it is clear students have struggled as the country, state, and district have navigated the pandemic. As part of the district’s strategic work critical work around literacy action steps include: implementing resources and supports to meet students’ social and emotional needs, enhanced standards-based curriculum, instruction, and assessment resources and focusing on insuring strong instructional practices are in place, appropriate grade level assignments are utilized, and classrooms reveal deep engagement and high expectations for students.

		EarlyReadingBOY2 020-21Avg. Percentile	EarlyReadingMOY2 020-21Avg. Percentile	EarlyReadingEOY2 020-21Avg. Percentile
All ES		38	32	26
All ES	Not BHN	41	36	29
All ES	BHN	34	28	22
All ES	Not ELL	39	33	26
All ES	ELL	26	23	18
All ES	Not Low SE	44	38	30
All ES	Low SE	33	27	21
All ES	Not SPED	40	34	27
All ES	SPED	25	20	15

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All ES	Not a Military Dependent	36	31	24
All ES	Military Dependent	43	36	29



		Academic Risk Student Avg BOY 2020-21 Average Risk Level	Academic Risk Student Avg MOY 2020-21 Average Risk Level	Academic Risk Student Avg EOY 2020-21 Average Risk Level
All ES	All Students	12	12	12
All MS	All Students	12	11	11
All ES	Not BHN	12	12	12
All ES	BHN	11	11	11
All MS	Not BHN	12	11	11
All MS	BHN	11	11	10
All ES	Not ELL	12	12	12
All ES	ELL	11	11	11
All MS	Not ELL	12	11	11
All MS	ELL	10	9	10
All ES	Not Low SE	12	12	12
All ES	Low SE	11	11	11
All MS	Not Low SE	12	12	12
All MS	Low SE	11	11	10
All ES	Not SPED	12	12	12
All ES	SPED	11	11	10

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All MS	Not SPED	12	11	11
All MS	SPED	10	10	10
All ES	Not a Military Dependent	12	12	12
All ES	Military Dependent	12	12	12
All MS	Not a Military Dependent	11	11	11
All MS	Military Dependent	12	12	11

		Emotional Risk Student Avg BOY 2020-21 Average Risk Level	Emotional Risk Student Avg MOY 2020-21 Average Risk Level	Emotional Risk Student Avg EOY 2020-21 Average Risk Level
All ES	All Students	13	13	13
All MS	All Students	13	13	13
All ES	Not BHN	13	13	13
All ES	BHN	13	13	13
All MS	Not BHN	13	13	13
All MS	BHN	13	13	13
All ES	Not ELL	13	13	13
All ES	ELL	13	14	13
All MS	Not ELL	13	13	13
All MS	ELL	13	13	13
All ES	Not Low SE	13	13	13
All ES	Low SE	13	13	13
All MS	Not Low SE	13	13	13
All MS	Low SE	13	13	12
All ES	Not SPED	13	13	13
All ES	SPED	13	13	13
All MS	Not SPED	13	13	13
All MS	SPED	13	13	12
All ES	Not a Military Dependent	13	13	13
All ES	Military Dependent	13	13	13
All MS	Not a Military Dependent	13	13	13
All MS	Military Dependent	13	13	13

ACT Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.

CMCSS College reportable data reveal the district has experienced mixed results as students and teachers have navigated the two years of the pandemic. Minority [BHN} and economically-disadvantaged students struggle the most during the pandemic experiencing composite scores around 16.5 dropping from previous averages ranging around 17.5 to 18.0.

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		Composite (21)	Math (22)	Science (23)	STEM	English (18)	Reading (22)	Writing	ELA
DISTRICT	17-18	19.9	19.3	20.1	20.0	19.3	20.4	7.4	24.4
DISTRICT	18-19	19.8	19.2	19.9	19.8	19.2	20.2	7.3	22.9
DISTRICT	19-20	20.1	19.4	20.0	19.9	19.8	20.6	7.0	22.2
DISTRICT	20-21	19.0	18.4	19.4	19.1	18.3	19.7	7.0	23.0

Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	CMCSS provided a number of curriculum resources and adaptive software supports, such as Imagine Learning, that students were able to access both in the school environment and at home. All supports are posted at <a href="https://sites.google.com/cmcss.net/cmcssparentacademicresources/home?authuser=0">https://sites.google.com/cmcss.net/cmcssparentacademicresources/home?authuser=0</a> and easily accessed through the district's home page <a href="http://www.cmcss.net">www.cmcss.net</a> under the Student & Parent drop down menu.
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	CMCSS continued to provide enrichment programs, school activities, before school, and afterschool programs. The design and/or timing of programs and opportunities were adjusted to keep students safe and provide appropriate staffing. CMCSS did not permit field trips. Before/afterschool programming included virtual options as well as significantly smaller size programs meeting over multiple areas and days. Number of classroom volunteers/visitors and spectators at events were limited significantly. CMCSS worked in partnership with the YMCA Fun Company to continue to provide the Before/After School Care.

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## 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.	<p>CMCSS has several transition programs that enable to students transition to middle school in a supportive process. With the closure in March of 2020 several of these measures were unavailable. CMCSS has a weeklong jump start program that enables rising 6<sup>th</sup> graders the opportunity to become immersed in the middle school experience without the distraction of navigating the regular day. Students receive schedules, are assigned lockers, meet counselors and administrators, learn to navigate everything from cafeterias to arriving to classes on time. The district also provides summer ELA and Math supports to bolster skills necessary to succeed in middle school content. Though these were provided through online opportunities summer 2020 they were provided in-person at each middle school for summer 2021.</p> <p>CMCSS experiences a 25-30% mobility rate throughout the academic year. Additionally, 30% of the students in CMCSS are military connected. The district is mindful of quickly engaging children with the learning environment, assessing learning needs, and working to assist the student with getting on track with their cohort.</p>
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	CMCSS provides transition programs for students moving from middle school to high school to include Freshmen Orientation. The greatest concern this year was for the 947 students who were in virtual program for the 2020-21 academic year. CMCSS provided summer learning loss programs specifically designed to address the needs of 8 <sup>th</sup> grade students who were either being administratively promoted or were identified as struggling students in either ELA or math.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	CMCSS provides transition programs for students moving from middle school to high school to include Freshmen Orientation. The greatest concern this year was for the 947 students who were in virtual program for the 2020-21 academic year. CMCSS provided summer learning loss programs specifically designed to address the needs of 8 <sup>th</sup> grade students who were either being administratively promoted or were identified as struggling students in either ELA or math.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	CMCSS graduation rate is similar to the previous couple of years where CMCSS has hovered between 93 and 95%. The district had 35 summer graduates for 2021.
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.	CMCSS provides credit recovery throughout the academic year. This year there was a 35% increase in participants as compared to previous years with approximately 5,980 half credits earned across the 8 high schools. The work permitted 1,065 students 9-12 to get back on track with their graduation cohorts. The district had 23 under 18 dropouts and 23 over 18 dropouts for a total of 46 as compared to 36 in 2020. There was an increase in students transitioning to a 5 <sup>th</sup> year moving from 52 in 2020 to 83 in 2021. The greatest challenge for most of these students was meeting the math requirements, especially Algebra II.

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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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. CMCSS CTE offerings remained as scheduled with some activities being provided through virtual opportunities.
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).	CMCSS CTE offerings remained as scheduled with some activities being provided through virtual opportunities.
<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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. A special concerted effort was made to work with families of special populations to encourage participation in the traditional in-person option. For those families with concerns around COVID-19, the greatest challenges experienced included: <ol style="list-style-type: none"> <li>1. Access to interventions, health, and meal services.</li> <li>2. Conducting meetings for IEP, Section 504 plans, and ILP's due to the reluctance to share information in the virtual settings.</li> <li>3. Difficulty in curriculum assistance in the home environment.</li> <li>4. Difficulty with non-English supports.</li> <li>5. Difficulties families were facing such as loss of jobs, homes, medical insurance, and impacts on health due to COVID-19.</li> </ol>
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.	CMCSS has partnerships with the Mental Health Co-op, Military Family and Life Counselor program, Centerstone, school counselors and social workers to assist students. CMCSS utilizes the SAEBRS social emotional risk analysis and were concerned with the data revealed that 89% of the students who participated in the SAEBRS screener struggling with social emotional risk factors. Second concern as the district entered the 2021-22 academic year, 9,582 students participated in the virtual program option for 2020-21 as the country navigated COVID-19 with most having been out of the public-school setting for 17 months. The district did develop and deploy a self-report system for students, families, and teachers to report needs around mental health struggles and social emotional struggles. Support was provided and connection to community resources provided, however the SAEBRS screener revealed a continued concern. Struggles for students participating in the traditional in-person was aggravated by masks preventing teachers to read student emotions or health concerns. In the development of the ESSER 3 grant, survey data from students, families, stakeholders and special interest groups it was noted a need for the development of a comprehensive social emotional support program and resources.
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	CMCSS has nurses assigned to all schools in CMCSS, the greatest challenge for 2020-21 was filling positions when nurses were out due to COVID-19 or other health needs.

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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.	CMCSS teacher retirements were similar to previous years with 49 PreK-12 teacher's retirements. The most impactful retirements are bus drivers. Though there were only 18 retired the fleet was already running 20% short staffing. 2021-22 saw the district opening short 103 bus drivers and running 33 double routes.
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.	Few resignations were experienced during 2020-21 with the most notable being bus drivers who resigned shortly after being hired.
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).	CMCSS had a staff of 5,048 employees in 2020-21 with 4,040 quarantines of 10 days or longer following FFCRA rules.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	Teacher vacancies for 2020-21 were PreK = 4; K-5 = 26; 6-8 = 18; HS = 17
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	Teacher vacancies for 2020-21 were PreK = 4; K-5 = 26; 6-8 = 18; HS = 17 Bus Driver vacancies for 2020-21 = 39

## 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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. CMCSS did not utilize hybrid schedules. CMCSS has been a 1:1 technology district before the pandemic, however some grade levels did not take devices home. All teachers are assigned laptops when joining the district. At the beginning of the pandemic March 13, 2020, 3,325 CMCSS students lacked access to a device. K-2 = 635; 3-5 = 827; 6-8 = 819; and 9-12 = 1,044.
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.	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. CMCSS did not utilize hybrid schedules. CMCSS has been a 1:1 technology district before the pandemic, however some grade levels did not take devices home. All teachers are assigned laptops when joining the district. As the pandemic began 72 teachers did not have access to broadband and were provided with appropriate hotspots. Teachers were required to report to the schools even when teaching virtual or a group of students that were remote

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		once the 2020-21 academic year began. For the students 3,208 did not have access to a connection sufficient to engage in remote learning. PrK-2 = 640; 3-5 = 795; 6-8 = 786; and 9-12= 987. Each was provided with hot spots capable of providing sufficient access for remote learning. CMCSS has and continues to provide Computer First Aid for families to address any computer equipment problems and computer desktop support. CMCSS provides software and platform access support on going as well.
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	CMCSS opened traditionally in 2020-21 providing parents the option to select a virtual setting, with 9,582 of 36,538 students participating in virtual. CMCSS did not utilize hybrid schedules. All space within a facility was maximized to account for social distancing, CMCSS operations set up disinfecting stations throughout schools as well as conducted two-step cleaning process throughout the day to include deep cleaning with pressurized spraying of disinfectants each evening. Water fountains were taped off with touchless water bottle filling stations set up.

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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	Early Literacy and mathematics skill development
2	Tutoring [high dosage/small ratio], summer opportunities, before school and after school programming
3	Interventionist [RTI, Social Emotional]

### STUDENT READINESS

1	Mental Health and social emotional support
2	College Career Readiness, transitions from ES to MS, MS to HS, HS to postsecondary, learning acceleration
3	Special population [supporting all subgroups]

### EDUCATORS

1	Strategic Teacher Retention and support
2	Grow your own, pathways to teaching
3	Class size reduction

### FOUNDATIONAL ELEMENTS

1	Technology and highspeed internet
2	Facilities needs and deferred maintenance permitting the safe return to school
3	Conducting other necessary activities that permit the safe and efficient running of schools during a pandemic.