

DISTRICT: Tennessee Public Charter School Commission

Public Plan - Needs Assessment for ESSER 3.0



General Information			
LEA Name	Tennessee Public Charter School Commission	Director of Schools	Tess Stovall
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Students & Enrollment					
Mission & Vision	The mission of the Charter Commission is to provide positive academic and life outcomes for Tennessee's students through access to high-quality public charter schools. The effectiveness of these schools will be ensured through approval and support through rigorous oversight, transparency, and accountability.				
Grades Served	K-7, 9-12	# of Schools	4	Total Student Enrollment	1857
Race/ Ethnicity	American Indian/Alaska Native	.38%	Asian	3.34%	
	Black/African American	50.6%	Hispanic	16.6%	
	Native Hawaiian/Pacific Islander	0.11%	White	16.4%	
	Multiracial	12%			
Economically Disadvantaged	60%	English learners	14.3%		
Students with Disabilities	8.4%	Foster	.11%		
Students Experiencing Homelessness	.22%	Students in Military Families	1%		
Migrant	0%	Students with High-Speed Internet at Home	90%		

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.	NA
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.	K-4 - 60; 5th grade - 55; 6th grade - 45 days, 9-12 - 92
Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	K-4 - 120; 5th grade - 125; 6th - 135, 9-12 - 88
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).	KACPE: Virtual for 2/3 of the year. During in-person learning, about 10 kids were sent home to quarantine who were in person during that time KACPM: Virtual for 2/3 of the year, about 5 kids were sent home to quarantine who were in person during that time.
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.	KIPP Nashville was virtual during the winter storm in February, since the storm was before our phased in reopening it didn't impact our reopening efforts
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	Elementary and middle generally had strong ADA, but still saw attendance challenges across all grades, and challenges ensuring consistent learning experiences daily. This included students who would attend some but not all classes and this was the case. BCHS struggled with significant chronic absenteeism. Virtual learning was a natural fit for some students, but many others struggled to engage with virtual instruction in the same way as in person learning. With many of the traditional high school experiences (athletics, social events, clubs, etc.) were

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		missing or less robust during virtual learning. These challenges, paired with the newness and limitations of virtual learning, is coupled with a decrease in academic outcomes for some of our highest impacted students.																
Student Achievement, Instructional Materials and Interventions																		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	<p>KIPP Nashville saw a decline of about 25% in mastery on internal middle school assessments across all subject areas; however, decreases were greater for EL and SPED students.</p> <p>Bluff saw a significant decline in student mastery on benchmarks. While almost all BCHS students are classified as “at risk” declines were additionally pronounced for EL students.</p>																
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	KIPP Nashville : There was a decrease in the number of students scoring in the top 2 quintiles on Spring MAP compared to previous year. While the average was 43% for all students, it was 15% for SPED and 28% for EL students.																
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	<p>Bluff City did not have prior comparison year ACT data, Composite ACT results were:</p> <table border="1"> <tr> <td>All Students</td> <td>13.9</td> </tr> <tr> <td>Asian</td> <td>14.0</td> </tr> <tr> <td>Black/African American</td> <td>13.7</td> </tr> <tr> <td>Hispanic</td> <td>14.6</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>13.8</td> </tr> <tr> <td>English Learners</td> <td>13.5</td> </tr> <tr> <td>Students with Disabilities</td> <td>13.2</td> </tr> <tr> <td>Students Experiencing Homelessness</td> <td>16.5</td> </tr> </table>	All Students	13.9	Asian	14.0	Black/African American	13.7	Hispanic	14.6	Economically Disadvantaged	13.8	English Learners	13.5	Students with Disabilities	13.2	Students Experiencing Homelessness	16.5
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Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	Bluff City HS: Many students enrolled in Algebra I were also																

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		<p>enrolled in Math Support to address potential gaps in math knowledge and build foundational skills as 9th grade students in 2020-21 experienced interrupted 8th grade years.</p> <p>KIPP Nashville: We maintained all small group reading, utilized paraprofessionals even in a virtual setting, and we did family engagement and support work through technology and academics.</p>
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	<p>KIPP Nashville: For the majority of the year enrichment and sports were canceled. We did offer online music throughout the year.</p>

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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.	There were some attendance challenges and general challenges with support in the home to create consistent environments conducive to learning virtually on a daily basis.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	Similar to entering middle school, we saw some increased attendance and engagement issues for students who exited middle school as well as challenges ensuring consistent learning experiences daily.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	For 9th grade students entering in 2020-21, they ended their middle school experience virtually and began high school in a virtual setting. Socio-emotional learning and connection was a challenge via Zoom as well as connecting with peers and new teachers in a virtual setting.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	2020-21 was the first graduation for Bluff City so there are no prior year comparisons available. Covid did provide challenges, however.
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.	Covid presented some disengagement challenges for many older students as many had to choose between virtual school work and working full or part-time to support their families. Students' home lives were interrupted with many caregivers losing their jobs due to COVID. As a result, the school had to work hard to help students identify either other employment that would not interfere with virtual class attendance or provide the family other resources to enable student attendance. School staff worked incredibly hard calling students daily who were absent to be able to diagnosis individual needs as well as support some of the more chronic issues. For credit recovery, as the 2020-21 school year came to

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		a close, the school was able to offer in-person summer school opportunities as a way to help close the gap and address missed learning.
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	N/A
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 adapted to meet the new challenges.
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.	<p>KIPP Nashville: Standard interventions that are highly effective in-person became less effective in a virtual setting -- i.e. paraprofessional support, push-in and pull out services. The importance of parent communication with supporting virtual learning is critical in working with EL students and sometimes proved challenging in distance learning.</p> <p>Bluff City HS: Technology was heavily leaned on to support students with disabilities and English learners who struggled with virtual learning. Teachers used breakout rooms via Zoom to support students with reteach opportunities, translation apps for language barriers, and hot spots for students who were experiencing homelessness.</p>
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.	<p>KIPP Nashville: We saw increased stressors at home including financial, health related and academic.</p> <p>Bluff City HS: As a significant number of students participated virtually, counseling staff relied heavily on teacher recommendations and observations to support students. Counselors also worked hard to try and create opportunities for student interaction and ran social skills groups virtually. The school also conducted student surveys to assess behavioral health needs during the pandemic and worked to provide opportunities to engagement and connection such as</p>

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		month PACK meetings and virtual club days.
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	<p>KIPP Nashville: It was challenging to manage all COVID protocols and handle each case.</p> <p>Bluff City HS: None, the school was able to obtain and keep a full time nurse during the in person learning period.</p>

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EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	There were no staff retirements during the 2020-21 school year for any schools.
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.	All schools reported fewer resignations than in previous years, and did not have significant difficulties with retention comparatively.
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).	No staff members experiences more than two quarantine periods at any schools.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	One math vacancy (filled through a third-party contract) and one mid-year special education vacancy.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	In April of the 2020-21 school year, one AP resigned for personal reasons. The remaining admin team members were able to divide up the outstanding responsibilities.

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.	Very few students did not have access to internet. KIPP = secured wireless hotspots and devices for 100% of all students before the start of the school year, which Bluff provided Chromebooks to all students. The only variability was in cases where staff were notified about Internet issues and then moved to solve them, or device damage/failure.

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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.	<p>KIPP Nashville: Hotspots were supplied for all students who needed one.</p> <p>Bluff City HS:</p> <p>Staff- Only one staff member did not have access to high-speed internet at the beginning of virtual learning. That staff member was provided with as school purchased hotspots.</p> <p>Students: All students were surveyed for connectivity robustness and nearly 40% saw connectivity as a barrier to virtual learning. In response Bluff City 1) created a free to start and reduced ongoing cost relationship with Comcast for in home internet and 2) when Comcast was not the appropriate option, Bluff City provided students with school purchased hot spots.</p> <p>In a virtual learning environment connectivity is a key to successful learning. However, we believe we were successful in mitigating impacts through the afore mentioned efforts.</p>
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	<p>KIPP Nashville: There was limited space to both leverage a limited number of teachers and yet offer truly socially distant learning for students. This was a challenge.</p> <p>Bluff City: The facility is designed for pre-social distancing utilization. During social distancing the flexible use square footage was not robust enough to adapt to all school needs. This required approaches that moved students out of traditional spaces to meet the needs or outdoors, when possible, if the need was not able to be met by indoor spaces.</p>

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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	Decrease student to teacher ratios by adding core curricular teachers
2	Targeted math and reading interventions and curriculum, especially through adapted curriculum and professional development to address learning loss exacerbated by COVID
3	Accelerating learning through tutoring, additional academic support, and summer school offerings

STUDENT READINESS

1	Improving student attendance and engagement, through targeted supports
2	Provide additional supports for special populations, who saw greater declines during the pandemic
3	Invest in additional mental health supports for students and staff

EDUCATORS

1	Decrease student to teacher ratios by adding core curricular teachers
2	Provide targeted support for teachers with instructional coaching and professional development
3	Comprehensive curriculum and intervention planning services

FOUNDATIONAL ELEMENTS

1	Makes facilities safer and provide greater outdoor areas for social distancing
2	Invest in strategic technology supports to enhance student learning opportunities and engagement
3	Improve the health and safety of students to promote the safe return to in-person learning