



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

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DISTRICT: Knox County Schools

Public Plan - Needs Assessment for ESSER 3.0



General Information

LEA Name	Knox County Schools	Director of Schools	Robert Thomas
Address	912 South Gay Street Knoxville, TN 37902		
Phone#	(865) 594-1800		

Students & Enrollment

Mission & Vision	Our vision is to grow lifelong learners who contribute their talents, strengths and skills to build a stronger community. Our mission is to provide excellent and accessible learning opportunities that empower all students to realize their full potential.				
Grades Served	PreK-12	# of Schools	88	Total Student Enrollment	58,922
Race/ Ethnicity	American Indian/Alaska Native	0.4%	Asian	3.1%	
	Black/African American	17.1%	Hispanic	11.6%	
	Native Hawaiian/Pacific Islander	0.3%	White	67.6%	
	Multiracial	5.5%			
Economically Disadvantaged	25.9%	English learners	7.8%		
Students with Disabilities	14.9%	Foster	0.3%		
Students Experiencing Homelessness	0.6%	Students in Military Families	1%		
Migrant	0.1%	Students with High-Speed Internet at Home	92.68%		

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.	<ul style="list-style-type: none"> • 25% of kindergarten students selected virtual learning for the first semester of the 20-21 school year. • 14% of kindergarten students selected virtual learning for the second semester of the 20-21 school year. • 577 K Students from SY2021 have never attended in-person classes in their zoned schools (opting for virtual instruction during both semesters).
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.	Elementary = 158 in-person days, 95% of the school year Middle = 158 in-person days, 95% of the school year High = 158 in-person days, 95% of the school year
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 = 9 virtual days, 5% of the school year Middle = 9 virtual days, 5% of the school year High = 9 virtual days, 5% of the school year
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).	Knox County Schools did not experience closures due to quarantine. Instead, all schools moved to virtual learning.
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.	<ul style="list-style-type: none"> • The start of the school year was delayed (using inclement weather days) to allow for additional planning and staff development. SY2021 included 167 instructional days compared to the traditional 180 instructional days. • Some students transitioned to virtual learning due to quarantine. • Excessive staff absences related to quarantine - staff quarantined, spouse or child quarantined. • KCS responded to absences by hiring district substitutes, allowing quarantined teachers to teach virtually from home, and utilizing district personnel to teach classes.

Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	<ul style="list-style-type: none"> • Among grade bands, 29.5% of elementary students, 38.4% of middle school students, and 37.0% of high school students were enrolled in virtual learning at some point during SY2021. No pre-K students were enrolled in the virtual learning program. • Students who opted for virtual learning at any point during SY2021 were 2.3 times more likely to earn an “F” in math and ELA courses than in-person learners. • Families had an option to select virtual learning for the 20-21 school year. Virtual students received instruction from their zoned school or from the district’s QuEST school.
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Student Achievement, Instructional Materials and Interventions

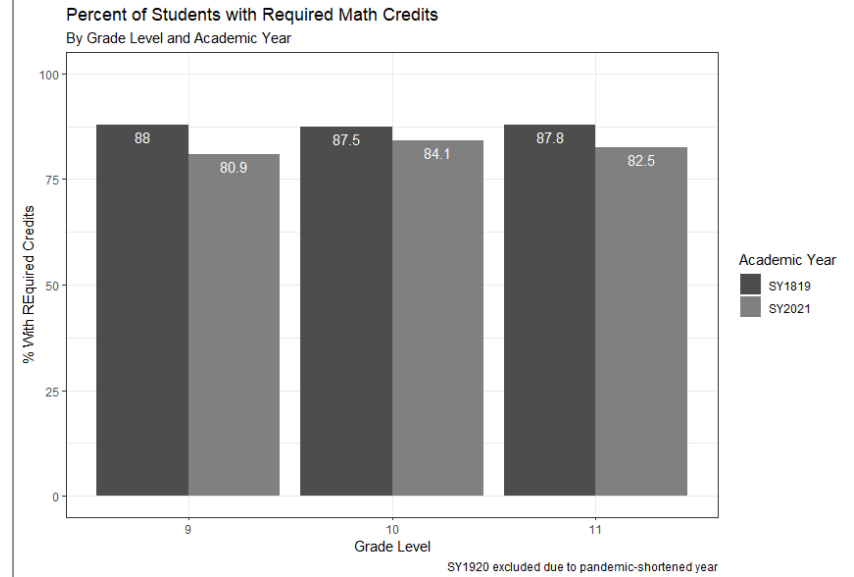
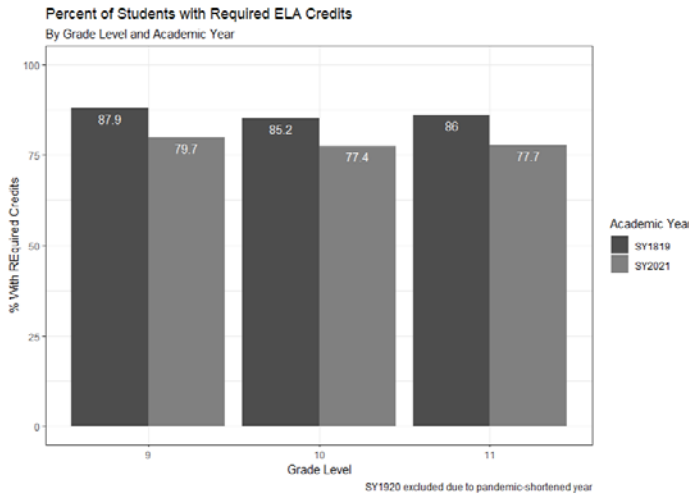
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	Responses are located in Supplemental Responses
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	Responses are located in Supplemental Responses
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	Responses are located in Supplemental Responses
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	Responses are located in Supplemental Responses
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	Responses are located in Supplemental Responses

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
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	<p>No feeder visits or 5th grade nights due to school closure in March. No Orientation(s)</p> <p>Fragmentation because some students were virtual and some were in-person</p> <p>Virtual students needed to learn how to use Microsoft Teams, Canvas, and other educational software from home.</p>
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	<p>The transitions were mostly virtual. Campus tours were not held in person, but schools provided virtual tours.</p> <p>Lack of data made it difficult to appropriately place students in high school courses.</p> <p>Data suggests challenges during COVID resulted in fewer students who were performing at grade level. This will likely lead to a need for increased off-grade level instruction to address the gaps</p>
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	<p>Lack of orientation to the building prior to attending due to school closures in March. Scheduling was a challenge because students and parents could not attend informational gatherings about course offerings. Lack of personalization in scheduling. Schools offered both virtual and in-person classes. Students had to learn how to attend school virtually using software that was new to them including Canvas, Microsoft Teams, and a host of interactive websites.</p> <p>Lack of closure from the end of middle school to transition to high school</p>
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	<p>Transcript data suggests that the number of students with the required English/Math credits is about 8% lower than the previous year. These credits will have to be recovered in order for students to meet state graduation requirements.</p> <p>The percentage of students enrolling in a post-secondary institution in the Fall term following high school graduation dropped 1.3% (64.2% in SY2021 versus 65.5% in SY1920).</p>

Graduation Rates, continued.



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.

There was not an in-person credit recovery offered in the summer of 2020.

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.

CTE offerings to virtual students were limited. Approximately 44% of CTE courses were not taught to virtual learners, but were taught to in-person students.

Work based learning opportunities were limited for both virtual and in-person students (Many employers were unable to provide placements). The number of scheduled work-based learning opportunities decreased by more than 10% in SY2021. When practicum and clinical courses are included, the decrease in participation is 25%.

Decreasing ACT scores suggest that the number of students meeting ACT benchmarks for college enrollment has dropped. These students may need additional career/technical education opportunities after leaving Knox County Schools.

Year	Mean ACT Composite Score				
	All	ED	BHN	SWD	ELL
SY1718	21.0	16.76	17.20	15.22	15.04
SY1819	20.9	16.85	17.15	14.94	13.41
SY1920	21.4	17.31	17.35	15.23	16.12
SY2021	20.1	15.82	16.46	14.52	14.40

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).	<p>387 students were enrolled in dual enrollment in SY2021, up from SY2020 (n=302). Students enrolled in 47 different dual enrollment courses in SY2021, up from 39 courses from SY2020.</p> <p>World language and fine arts classes were impacted by teachers who took leave and left positions vacant because no certified teachers were available to fill those positions.</p>
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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>IN PERSON CHALLENGES</p> <ul style="list-style-type: none"> ● Teacher fragmentation <ul style="list-style-type: none"> ○ Personal views of COVID in general ○ Keeping students safe in the building ● Student gaps at the beginning of 2020 <ul style="list-style-type: none"> ○ students that accessed learning opportunities vs students who did not access any opportunities from March- August ● Instruction modality changed during quarantines ● The percentage of students considered chronically absent was higher among students who were members of subgroups. <ul style="list-style-type: none"> ○ % CA All Students = 16.6% ○ % CA BHN = 24.6% ○ % CA ED = 32.7% ○ % CA ELL (w/ T1-T4) = 17% ○ % CA SWD = 25.2% ● Ability to adhere to student SpEd evaluation time-lines was negatively impacted by scheduling difficulties during the pandemic. <p>VIRTUAL CHALLENGES</p> <ul style="list-style-type: none"> ● Implementation of Virtual Learning plans using a different modality ● Fidelity of data collection ● Technology access: bandwidth for homes with multiple students ● Students without the ability to have a learning space at home
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<p>Special Populations</p>	<p>Continued</p>	<ul style="list-style-type: none"> ● Supervision ● Secondary had more asynchronous vs synchronous instruction ● Direct instruction when class times did not line up with base schools interfered with initial and reteaching opportunities. ● Instruction modality changed during quarantines ● Attendance ● Inability to meet evaluation timelines <ul style="list-style-type: none"> ○ Validity of observations - comparing students behavior/performance in settings that were not standard up to this point <p>SPED</p> <ul style="list-style-type: none"> ● SY2021 saw a large increase in the number of students participating in the Alternative Diploma track (n = 450 in SY2021, n=257 in SY1920). <p>ELL</p> <p>In Person challenges</p> <ul style="list-style-type: none"> ● Hybrid classes ● Communication with parents <p>Virtual challenges</p> <ul style="list-style-type: none"> ● Parent contact and communication ● Seeing students to read body language of understanding/confusion- hard to do if student is not comfortable turning on camera
<p>Mental Health, Behavioral and Other Supports, Interventions and Staffing</p>	<p>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>	<p>Mental Health</p> <p>Students experienced</p> <ul style="list-style-type: none"> ● Social Isolation ● Family Stressors Illness, job loss ● Disrupted routine - some schools were quarantined more than others, leading to increased disrupted supports for students ● Limited access to Community agencies ● Reduced student voice ● Quarantine <p>Teachers</p> <ul style="list-style-type: none"> ● Increased stress <p>Behavioral Health</p> <ul style="list-style-type: none"> ● Staff lack of access to student who were virtual to model effective behavior ● Lack of immediate access to students during crisis ● Increase student time in the community and exposure to community issues. Targeted schools experienced the impact of student deaths due to community gun violence and subsequent student responses in school. ● Decrease in need for physical intervention ● Lack of consistent educational environments to promote and model appropriate behaviors

<p>Mental Health, Behavioral and Other Supports, Interventions and Staffing</p>	<p>Continued</p>	<ul style="list-style-type: none"> ● Lack of opportunity for response to rigorous academics ● The students who opted for virtual learning during SY2021 were more likely to have had recorded discipline incidents in SY1920. The mean number of SY1920 discipline referrals per student was 0.4 for students who opted for virtual learning in SY2021, versus 0.2 for students who opted for in-person instruction. This historical data suggests that there will be increased discipline challenges as the SY2021 virtual learners transition back to in-person environments in SY2122. ● 5.5% of students who were at or below the 25th percentile in math or ELA screeners were suspended compared to 4.1% of students who were above the 25th percentile. <p>Chronic Absenteeism Knox County Schools is projected to have a 17% CA rate for the 2020-2021 school year. SY2021 virtual students were 1.5 times more likely to have been chronically absent in SY1920 than in person learners.</p> <ul style="list-style-type: none"> ● Lack of relationship development ● Lack of monitoring of the safety and well-being of students ● Learning loss and its impact on the choices available to students for the 2021-2022 school year. <p>Knox County Schools served over 430 students in transition during the 2020-2021 school year.</p> <ul style="list-style-type: none"> ● The Knox County schools served 467 homeless students during SY2021. ● Internet access and technology supplies ● Need for required increased community partners collaboration to identify homeless students <p>Training for school-based staff on the McKinney-Vento Law, signs of homelessness and referral process, but our students and families are resistant to notify the school of their living situation</p>
<p>School Nurses</p>	<p>Summarize challenges related to shortages or limitations in school nurses (or similar).</p>	<p>Contract Tracing</p> <ul style="list-style-type: none"> ● Notification of schools/parents of quarantine ● Interviewing Students/Teachers about contacts <ul style="list-style-type: none"> ○ Space in proximity with others/how long were you with someone/who else were you with ● Documenting of who is in quarantine until when <p>School</p> <ul style="list-style-type: none"> ● Increase nursing access in all schools ● Increase access to medical services

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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.	<p>Higher classified retirements</p> <p>Increased teacher attrition rate (SY1819 to SY1920 attrition rate = 7.5%, SY1920 to SY2021 attrition rate = 9.7%)</p> <p>Increased percentage of administrators who are in the first year in the head principal role (SY1920 to SY2021 = 5.7% SY2021 to SY2122 = 8%)</p>
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.	Lower certified resignations
Extended Quarantines	Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).	1,693 certified staff quarantines, 921 classified quarantines, unable to calculate multiple staff quarantines with current data set. Allowing quarantined employees to work remotely skewed our FFCRA/quarantine numbers
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	Math departments are not fully staffed.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	<ul style="list-style-type: none"> • 366 teachers were paid to teach during their plan time in SY2021. • 106 math teachers were paid to teach during their plan time in SY2021. This represents nearly 30% of the total number of teachers paid to teach during plan time. • Staffing difficulty at schools with a federal ATSI/TSI designation. These schools, and the subgroup to identify the school as ATSI/TSI is listed below. <ul style="list-style-type: none"> ○ TSI: Belle Morris, White ○ TSI: Cedar Bluff Elementary, Black/Afr. Amer. ○ TSI: Cedar Bluff Middle, Black/Afr. Amer. ○ TSI: Chilhowee Intermediate, White ○ TSI: A.L. Lotts Elem., ED, SWD ○ TSI: Holston Middle, Black/Afr. Amer, BHN, ED, Hispanic, SWD ○ TSI: Inskip Elementary, White ○ TSI: Karns Elementary, ED ○ TSI: Norwood Elementary, Black/Afr. Amer, White ○ TSI: West Haven Elementary, White ○ TSI: Emerald Academy, White ○ ATSI: Maynard Elementary, ED ○ ATSI: Northwest Middle, ELL, SWD ○ ATSI: Vine Middle, Black/Afr. Amer., BHN, ED, ELL, SWD

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.	<p>All grade bands (Elementary, Middle and High) had consistent and reliable access to devices due to adequate inventory both with on-hand and ordered devices. Identified Need: these devices will need to be replaced at regular intervals to address any out-of-warranty failures, non-repairable damage, and aging equipment.</p> <p>Identified Need: To ensure that access continues to be ubiquitous, investments need to be made towards developing and implementing procedures and systems to improve the preparedness and response efforts of our Cyber Security operations.</p>
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>Staff were provided access to district facilities with appropriate high-speed internet access before and during the school year. As the year progressed, hot-spots were deployed in identified areas of need to facilitate quarantine or extended absence.</p> <p>Students were provided multiple opportunities to request high speed internet before and during the school-year. Hot spots were deployed to identify areas of need, with a focus on identifying those students who had access to wired high-speed internet, yet had a barrier (financial or otherwise) that assistance could be provided through a community partner.</p> <p>Identified Need: On-going financial support will be needed to pay any recurring costs related to hot-spots.</p>
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	<p>Facility constraints were basically in the design of the core amenities and classrooms not being such that they were large enough to facilitate social distancing. This is efficient in a normal instructional environment, but it does not provide much flexibility in an environment that requires greater student personnel space.</p> <p>Due to COVID-19 restrictions:</p> <ul style="list-style-type: none"> ● Small group instruction was limited in the classrooms. ● Encore classes were conducted within the classroom settings or an alternate schedule was implemented. ● Students had limited interactions with peers due to zones on the playgrounds, assigned seats in the classroom and cafeteria areas. ● Center work time was limited or restricted.

<p><i>Facility Constraints</i></p>	<p>Continued</p>	<p>With 1/3 of students in virtual instruction for the entire year, classroom spaces existed to expand into. However, to do so would have required expanding the teacher workforce by about 30%. Additionally, this space was not available equally across the district since schools' virtual enrollment varied greatly from site to site.</p> <p>However, having a significant number of students in virtual instruction for the year did help relieve the strain on core amenities at a number of sites.</p> <p>In order to enhance social distancing capability we propose to implement some targeted construction programs to reduce the student population at several schools and to expand the usable classroom space at several other locations.</p> <p>Instruction was constrained by the fact that our classrooms are not designed to support virtual instruction. While all students had devices, teacher access to technology that would enhance the learning experience was limited. An identified need would be to provide additional classroom technology, other than student and teacher devices, that supports instruction in a virtual environment.</p> <p>While HVAC systems have not been a constraint at this point, properly functioning and modern HVAC systems are critical to maintaining a healthy environment in a pandemic or epidemic affected learning environment. Newer systems are much more programmable and able to be used by a single classroom versus multiple classrooms being tied to a single unit (20 classrooms or a wing of a school building), making a newer system more reliable than many of the older designed systems. We would propose to redesign or eliminate a number of older designed HVAC systems to reduce our reliance on large units that have limited programmability and are subject to failure at the building or wing level rather than the individual classroom.</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	Teachers need tools and knowledge to recognize individual student learning needs as well as guidance and materials to be responsive to the information.
2	Students need additional time to recover unfinished learning from the previous grade while accelerating in the current grade.
3	Teachers need professional development to support planning that aligns with content-specific vision with embedded planning and classroom follow-up to ensure consistency of instruction across the district.

STUDENT READINESS

1	Support student readiness by ensuring every school offers a viable curriculum that promotes post-secondary success, including high-value CTE programs and advanced academics.
2	Transition and engagement activities that support better access for all stakeholders.
3	Prioritize strategies that increase graduation rates and reduce the dropout rate.

EDUCATORS

1	Teacher Retention
2	Substitute shortage
3	Recruitment for high priority schools

FOUNDATIONAL ELEMENTS

1	Targeted HVAC redesign and replacement
2	Reduction of student population at targeted schools
3	Enhanced classroom technology to support virtual instruction.

SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and **be sure to include which area you are adding a response to at the beginning.**

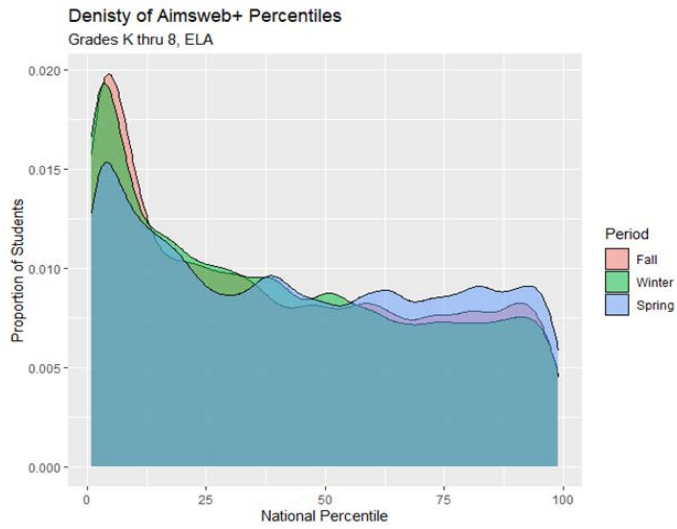
Student Achievement, Instructional Materials and Interventions

Benchmark Data

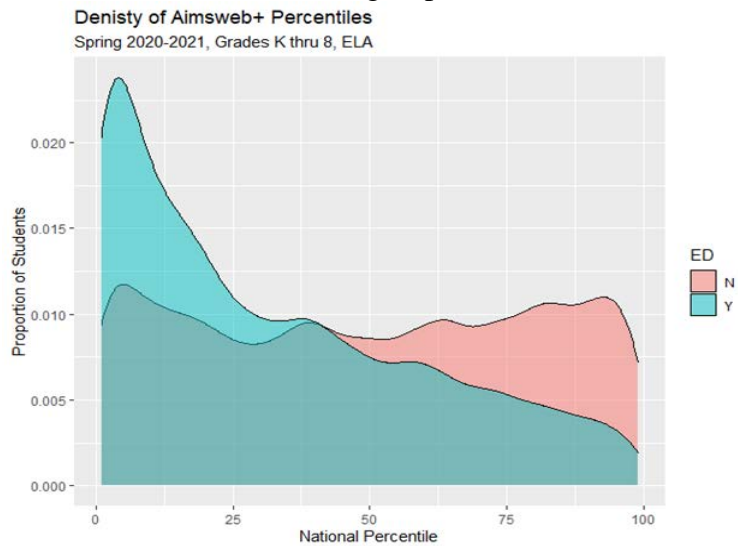
- RTI2 screening data (Aimsweb+) was collected three times per year (Fall, Winter, Spring) in grades K-6 and once in grades 7-8 (Spring).
- RLA screening data
 - Mean national percentiles for RLA (Early Literacy Battery in K-1, Oral Reading Fluency in 2-5, Reading Comprehension in 6-8) were 41, 41, 45 (Fall, Winter, Spring Respectively). Mean scores were significantly lower for state subgroups (Economically Disadvantaged, Black/Hispanic/Native Amer., Students with Disabilities, English Language Learners).

		Mean National Percentile Ranks				
Content	Period	All	ED	BHN	SWD	ELL
ELA	Fall	41.3	29.6	30.5	19.7	16.0
ELA	Winter	40.6	28.6	29.5	18.4	17.1
ELA	Spring	45.1	32.3	33.3	20.4	19.5
Math	Fall	45.5	30.8	30.8	25.3	19.7
Math	Winter	49.2	33.5	34.0	27.4	24.6
Math	Spring	53.5	37.3	38.3	28.9	27.6

- Graphical analysis of the spring benchmark data suggests a high concentration of students ending the year at or below the 25th percentile. The winter to spring period exhibited the highest decline in the proportion of students at or below the 25th percentile.



- The data suggests that students who are members of subgroups have significant deficits in foundational RLA skills compared to students who are not members of subgroups.

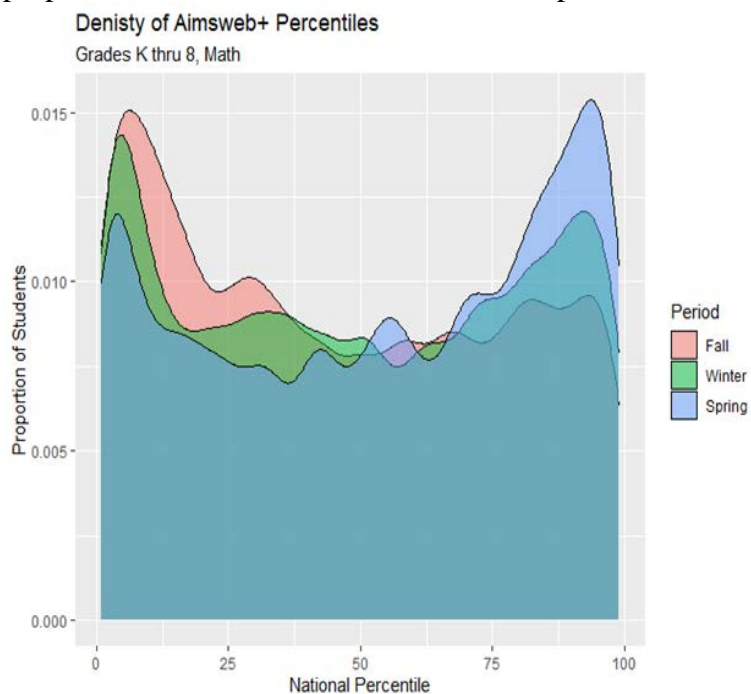


- Math screening data

- Mean national percentiles for Math (Quantity Total Fluency in K, 1-Digit Math Fact Fluency in 1, Math Composite Benchmark in 2-8) were 46, 49, 54 (Fall, Winter, Spring Respectively). Mean scores were significantly lower for state subgroups (Economically Disadvantaged, Black/Hispanic/Native Amer., Students with Disabilities, English Language Learners).

		Mean National Percentile Ranks				
Content	Period	All	ED	BHN	SWD	ELL
ELA	Fall	41.3	29.6	30.5	19.7	16.0
ELA	Winter	40.6	28.6	29.5	18.4	17.1
ELA	Spring	45.1	32.3	33.3	20.4	19.5
Math	Fall	45.5	30.8	30.8	25.3	19.7
Math	Winter	49.2	33.5	34.0	27.4	24.6
Math	Spring	53.5	37.3	38.3	28.9	27.6

- Graphical analysis of the spring benchmark data suggests a high concentration of students ending the year at or below the 25th percentile and a high concentration of students at or above the 75th percentile. The fall to winter to spring periods exhibited declines in the proportion of students at or below the 25th percentile and increases in the percent of students at or above the 75th percentile.

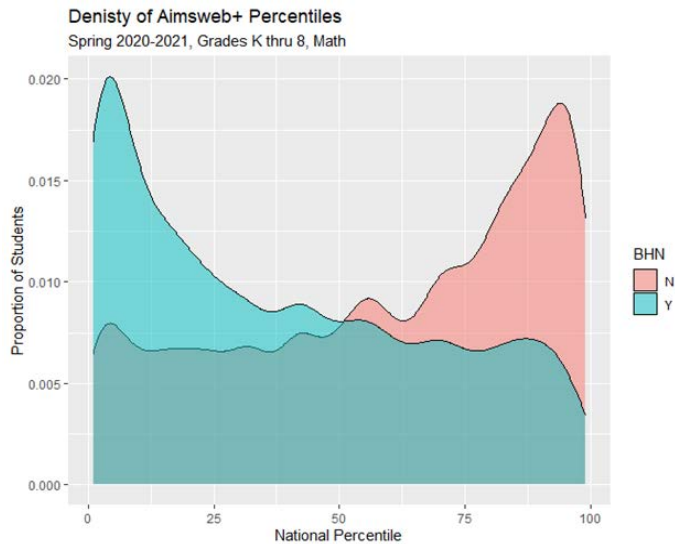


- Growth data (National SGP) indicates that the students who started the school year at or below the 10th were growing at a rate slower

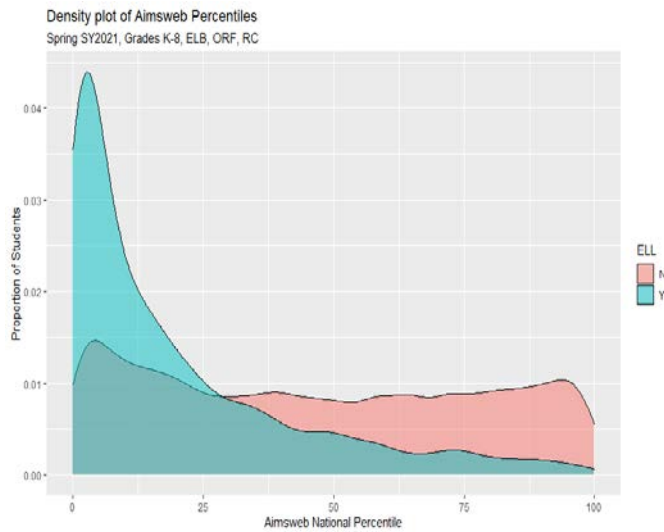
than the national norming group between fall and spring (KCS mean SGP = 42). The data suggests that students who started the year above the 25th percentile were growing at rates higher than the national norming group (KCS mean SGP = 59). This suggests that the foundational knowledge gap between the highest and lowest performing students is increasing with time.

Category	Mean SGP	
	ELA	Math
Fall Percentile>25	54	59
10<Fall Percentile<=25	55	48
Fall Percentile<= 10	48	42

- Plots suggest that the students most likely to test at or below the 25th percentile were members of the state accountability subgroups (BHN, ED, SWD, ELL). The plot for BHN vs. non-BHN students is illustrative of the trends seen when students in all subgroup-to-non-subgroup comparison plots.



- ELL Benchmark data shows a significantly lower distribution of national percentiles in both ELA and Math skills-based assessments.



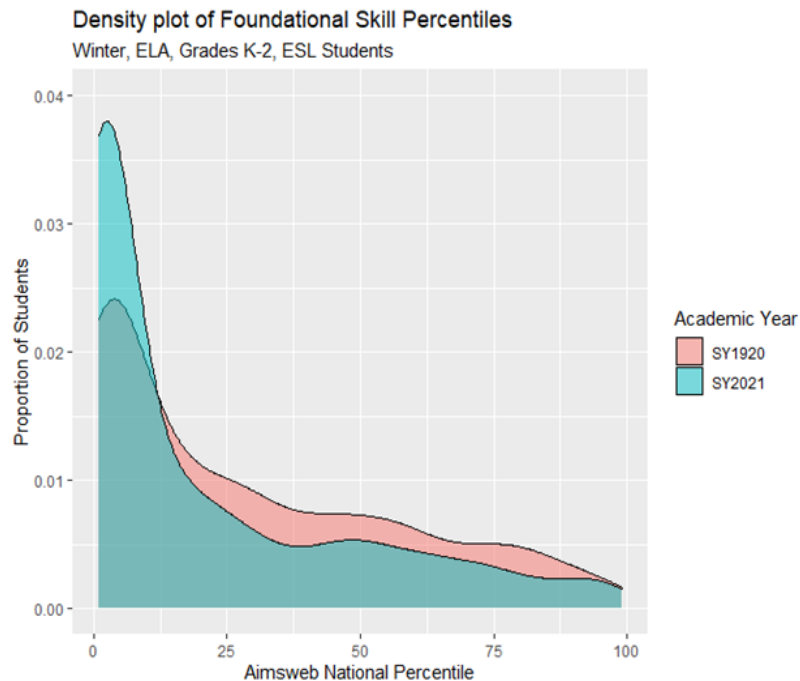
- Currently, Knox County Schools has no common standards-based benchmark assessment. The effective monitoring of our proposed plan needs to include both skills-based data and standards-based data. The purchase of and required participation in a standards-based assessment (such as Case 21) will allow KCS to monitor the intra-year progress of our interventions and supports.

SUPPLEMENTAL RESPONSES *(continued)*

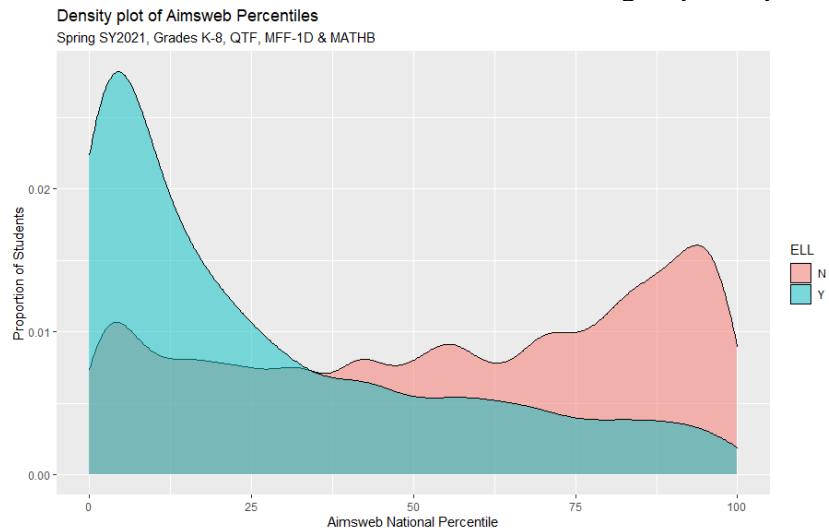
Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

Literacy

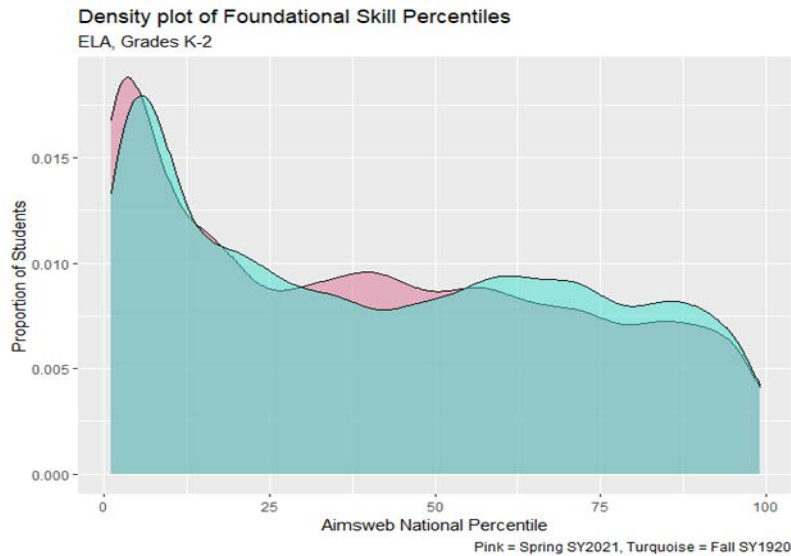
- Longitudinal analysis of early literacy performance uses Aimsweb+ data in grades K-2 (Early Literacy Battery in K-1, Oral Reading Fluency in 2). Comparison could only be made between current data and data collected during the fall and winter of 2019-2020. Prior to 2019-2020 a different assessment tool was used for RTI2 screening, making data comparisons inappropriate. No Aimsweb+ data was collected in the spring of 2019-2020 due to COVID shutdown.
- In comparable time frames (winter), 2020-2021 shows a much higher concentration of students at or below the 25th percentile in foundational literacy skills.



- The subgroup-specific data suggests that BHN, ED, SWD, and ELL students are impacted to a greater degree than students who are not members of these subgroups. However, both students who are not members of the subgroup were also impacted, just not to the same degree. Illustrative data from the ELL and non-ELL subgroups are provided.



- Comparison of the distribution of foundational early literacy percentiles indicate that the Spring 2021 is comparable to the Fall 2019 data. This suggests that the 162 instructional days in SY2021 produced K-2 students with early literacy skills comparable to where pre-COVID K-2 students started.



- Primary students were impacted in learning foundational literacy skills due to mask wearing by both teachers and students. It was difficult for teachers to teach phonemic awareness and difficult for students to hear and see letter sound formation to learn sounds correctly.
- Primary students were impacted in learning correct handwriting skills including proper letter formation and other penmanship expectations.

ACT

- ACT data for SY2021 is only available through April 30th.
- The number of students taking at least one ACT in SY2021 (7,836) was comparable with SY1718 and SY1819 (7,875 and 8,128 respectively). The number of students taking at least one ACT in SY1920 (5,037) was considered non-comparable to SY1718, SY1819, and SY2021. Therefore, SY1920 data is provided for information only, but will not be used for comparison purposes.
- The mean ACT composite is approximately 1 point from the SY1718 and SY119 means. Mean subscores are between 0.6 and 1.3 points from historical averages.

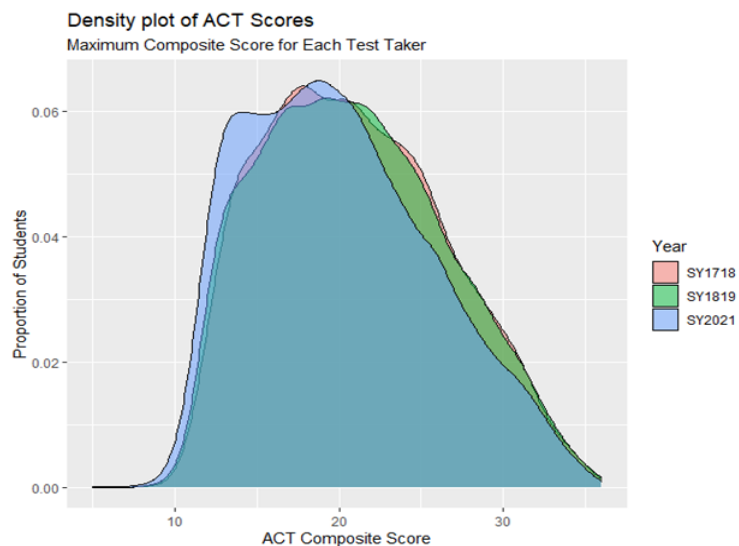
Year	N Students	Mean ACT Score				
		Composite	English	Math	Reading	Science
SY1718	7875	21.0	21.0	20.2	21.3	20.9
SY1819	8128	20.9	20.8	20.3	21.4	20.8
SY1920	5037	21.4	21.5	20.6	21.8	21.2
SY2021	7836	20.1	19.6	19.4	20.8	20.0

- The mean ACT composite by subgroups suggests the mean composite or each subgroup was not impacted the same way. ELL students

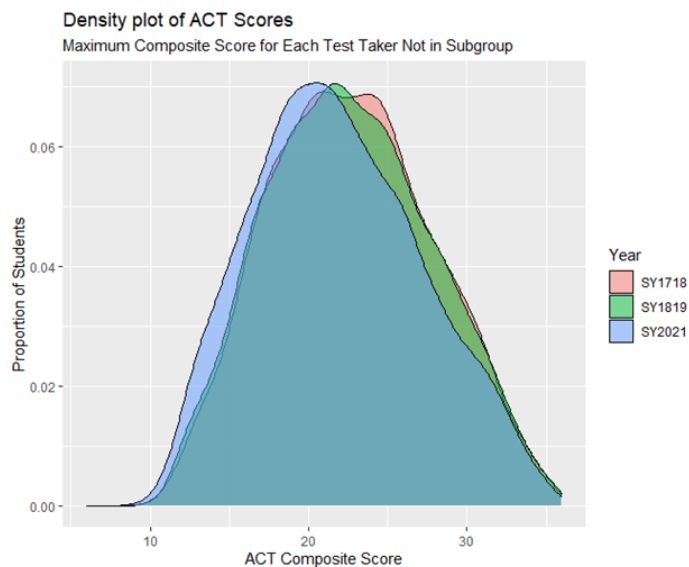
performed near historical averages, with the mean composite slipping 0.6, 0.7 and 1 point for SWD, BHN, and ED subgroups.

Year	Mean ACT Composite Score				
	All	ED	BHN	SWD	ELL
SY1718	21.0	16.76	17.20	15.22	15.04
SY1819	20.9	16.85	17.15	14.94	13.41
SY1920	21.4	17.31	17.35	15.23	16.12
SY2021	20.1	15.82	16.46	14.52	14.40

- Distribution plots of ACT scores indicated significant losses in the proportion of students with an ACT score greater than a 21. The distribution has also developed a noticeable bi-modal shape that suggests a much higher concentration of students with ACT scores less than 15.



- Analysis suggests the peak associated with lower performance includes students in the subgroups. The distribution of ACT composite scores associated with students who are not a member of a subgroup does not exhibit the secondary peak.



- Our historical average suggests that 0.1 changes in ACT scores are reasonable expectations from one year to the next.

Interventions (Above and Beyond RTI)

- 123 Connect utilized to support social/emotional needs of students and staff.

Schools Activities

Career and Technical Student Organizations (CTSOs) could not hold typical student events at the local, regional, and state levels as they have in years past, although some were held virtually - Participation was decreased over typical years. (Keith W.)

- Out-of-school enrichment experiences did not occur and in-school experiences were limited due to COVID restrictions.
- Community partners, mentors and other classroom supports were not utilized due to COVID restrictions.

