

ESSER III Federal Grant **Comprehensive Needs Assessment**

July 2021

Van Vleck Independent School District uses their local data and comprehensive needs assessment process to determine the best uses of funds for their students and staff. Van Vleck ISD plans for these funds over the entire covered period to facilitate a more comprehensive long-term approach to learning acceleration. The Comprehensive Needs Assessment (CNA) contains the Data Analysis Areas. The Data Analysis Areas contain four Multiple Measures of Data. The four Multiple Measures of Data are Demographics, Student Academic Achievement, District Processes & Programs, and Perceptions. The Data Analysis Areas each include: Summary, Strengths, and Needs. Van Vleck ISD addresses the intent and purpose of the ARP Act of 2021, ESSER III funding which is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. In addition to reviewing the statutory requirements, Van Vleck ISD reviewed the TEA established program requirements:

- 1) The LEA must document a plan for the expenditure of ESSER III grant funds per the statutorily allowable activities and an estimated timeline of the planned expenditures.
- 2) The LEA must document how it determined its needs caused by COVID-19.
- 3) The LEA must document how it prioritized the needs in determining its use of the ESSER III grant funds.

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

Our Comprehensive Needs Assessment is a cyclical continuous process at Van Vleck ISD that includes addressing improving academic achievement for students. The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds. The process involves a core committee of all stakeholders at the district/campus engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. The core committee is comprised of the superintendent of schools, business manager/CFO, assistant superintendents, principals, directors, counselors, parents, and community members.

The process includes:

- Stakeholders which include student, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, tribes, to the extent present in or served by the LEA, Civil rights

organizations (including disability rights organizations), stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students

- Core committee meets once a month to review district/campus data and CNA/DIP/CIP
- Subcommittees are instructed to review core committee minutes and data with members of the district/campus teams
- Grade level/district chairs are to report minutes to the subcommittee members, they report information to core committee members
- All components of the CNA are reviewed and addressed (goals, performance objectives, strategies/activities, funding)
 - a) We consider the following identified needs to address the impact of the COVID-19 pandemic on our campuses.
 - b) Aligned Strategies include:
 - Professional Development-comprehensive Reading Academies, high-quality instructional materials, dyslexia training, professional development stipends, technology integration training
 - Extended Instructional Time-extended day, extended year, high-dosage tutoring, summer learning
 - Staffing-tutors, reduced class sizes, small group instruction, staff retention, recruitment incentive pay, after school enrichment programs, instructional coaching and tutoring
 - Facilities-ventilation, cleaning, HVAC systems, specialized instructional spaces
 - Technology Devices-devices, infrastructure upgrades, learning management systems, digital tools, educational application
 - Mental Health & Behavioral Supports-social workers, at-risk coordinators, additional counseling services, teacher training and programming, wrap-around community partnerships
- Input on development of plan for use of ESSER III funds (understandable & uniform manner, written in a language parents can understand, orally translated, provide an alternative format accessible to apparent with a disability)
- Supplement/Supplant- flexibility within the allowable uses of funds to supplant state and local funds-Activities previously paid from local funds are allowable to be paid from this ESSER III funds (it must meet statute requirements)
- Review allowable/unallowable use of funds
- An evaluation of all programs funded is completed
- The CNA/DIP/CIP is reviewed annually to address needs.
- CNA is aligned with DIP/CIP.

DEMOGRAPHICS:

Van Vleck Independent School District is 3A public school district/campus located in the community of Van Vleck, Matagorda County, Texas.

Demographics Summary –

Total Students (1,073 on the 2018-2019 TAPRS)

White	55.5
Hispanic	30.6
African Americans	10.2
Economically Disadvantaged	55.1
At-Risk	50.6

Demographic Strengths –

- 100% Graduation Rate
- 100% Qualified Staff
- 90% Students in 3rd grade met approaches level in Reading STAAR
- 95% Students in 3rd grade met approaches level in Math STAAR
- 95% Students in 5th grade met approaches level in Math STAAR
- 90% Students in 9th grade met approaches level in Algebra I EOC
- 93% Students in 11th grade met approaches level in US History EOC

Demographic Needs –

- Increase rate of students meeting approaches level in 7th Grade Writing by 2%
- Increase rate of students meeting approaches level in Eng I EOC by 2%
- Increase rate of students meeting approaches level in Eng II EOC by 3%
- Develop academic interventions to support Special Education students
- Develop academic interventions to support ELL students

Fund Resources:

ESSER III Closing The Gap Paraprofessionals \$75,000 SY21-22, \$75,000 SY 22-23
 ESSER III Extended Day Tutorials By Closing the Gap Certified Teachers \$120,400 SY21-22, \$120,400 SY 22-23

ESSER III Daily Intervention For Embedded Accelerated Learning for Closing the Gap

Certified Teachers \$172,000 SY21-22, \$172,000 SY 22-23

ESSER III Intervention Coordinator \$18,060 SY21-22, 18,060 SY 22-23

ESSER III Extended Year/Summer Learning Closing The Gap Certified Teacher and Paraprofessional \$76,000 SY21-22 & SY22023

STUDENT ACADEMIC ACHIEVEMENT:

Student Academic Achievement **Summary** –

Accountability Rating 2018-2019:

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		83	B
STAAR Performance	48	80	
College, Career and Military Readiness	51	78	
Graduation Rate	100	100	
School Progress		81	B
Academic Growth	67	73	C
Relative Performance (Eco Dis: 56.0%)	50	81	B
Closing the Gaps	80	86	B

Accountability Rating 2019-2020

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020. accountability ratings

Campus Accountability Ratings 2018-2019

District / Campus Name	School Type	Grades Served	Eco Dis	Overall		Student Achievement		Academic Growth		Closing the Gaps		School Improvement
				Rating	Score	Rating	Score	Rating	Score	Rating	Score	
VAN VLECK ISD	All Campuses		56.0%	B	84	B	83	B	81	B	86	
VAN VLECK H S	High School	09 - 12	49.7%	B	82	B	82	B	82	B	83	
O H HERMAN MIDDLE	Middle School	06 - 08	57.2%	B	80	C	78	B	81	C	76	Tgt Supp
VAN VLECK EL	Elementary	EE - 03	60.8%	B	86	B	88	B	88	B	80	

District / Campus Name	School	Grades	Overall			Student Achievement		Academic Growth		Closing the Gaps		School Improvement
	Type	Served	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	
E RUDD INT	Elementary	04 - 05	57.1%	C	76	C	77	B	80	D	68	

Student Academic Achievement **Strengths** –

- 95% of students met or exceeded student progress in 5th grade Math.
- District met and exceeded the target scores in all indices on state accountability
- Over 47% of students achieved an advanced passing standard score in all subject areas
- AP Results for Grades 11-12 all subjects Up by 9.3%

Student Academic Achievement **Needs** –

- Improve performance rates by 2% for all subjects in Special Education
- Increase number of students achieving met or exceeded progress in ELAR EOC I and II by 2%
- 71% of 5th grade students met the approaches grade level standard on STAAR
- Increase tutoring attendance by 5%

Fund Resources:

ESSER III Technology Replacement

Purchasing educational technology (hardware, software, and connectivity for students that aids in regular/substantive educational interaction between students and instructors, including low income students and SWD, which may include assistive technology or adaptive equipment \$100,000 SY21-22, \$100,000 SY22-23

SCHOOL PROCESSES & PROGRAMS:

School Processes and Programs **Summary** –

The delivery of instruction to students is essential to student achievement. Administrators conduct regular visits to classrooms for observation and support teachers in engaging students. Data from these visits and professional learning community conferences with teachers are an integral component for increasing student learning due to positive student engagement. The curriculum utilized to increase student achievement is critical. The curriculum must be aligned with the TEKS. Van Vleck ISD uses TEKS Resource as well as state adopted, district approved curriculum and supplements. Our district and departments meet regularly to identify areas to be readdressed based on student progress and scores. The personnel at Van Vleck ISD are 100% highly qualified. 16.1% of personnel hold Master's Degrees, 83.9% have Bachelor's Degrees. Our instructional staff, consisting of teachers, instructional paraprofessionals, counselors, directors, principals, and central office administrators, attend ongoing professional development training for instruction and student intervention strategies. There is a 78.3% retention rate (personnel average stay at Van Vleck ISD is 20 plus years). The organizational component at Van Vleck ISD consists of on-going discipline and classroom management professional development. Van Vleck ISD utilizes Eduhero; Region 3 ESC training workshops; district approved, curriculum-based trainings; and TEA trainings for guidance for instruction.

School Processes and Programs **Strengths** –

- Discipline referrals, suspensions, expulsions down 56.05% from 2018-2019 to 2020-2021
- Personnel attendance and completion of professional development trainings is 100%
- Technology upgrades increased to 50%
- Teacher retention up 12.73%
- Average class size ratio 13:1

School Processes and Programs **Needs** –

- Monitor student attendance in 2021-2022 with COVID 19 absences - Student attendance remained 95.9 percent in SY2017-2018 to SY2018-2019
- Monitor staff attendance in 2021-2022 with COVID 19 absences - Increase personnel attendance by 3%
- Conduct family engagement trainings each semester
- Conduct yearlong professional and educator training development for digital and instructional practices for accelerated learning and progress monitoring
- Increase technology updates and program use by 10%
- Increase extended day programs (Certified Teachers/Custodian/Food Services/Admin/Transportation)
- Increase embedded supports for Accelerated Learning/Built in Time “Paw Period” for VVE and VVJH and STAAR Preparation courses for EOCs at VVJH
- Improve communication through use of new digital marquee, website, Catapult

Messenger, Remind, Google Classroom platforms, & other social media sites: Facebook and Twitter

- Conduct observations monthly to ensure implementation of Think Strong, Be strong, and Finish Strong SEL, and Character Curriculum
- Offer facilitated Homebound Instruction for students who are in need and meet the requirements per their federal/special programs' individual education/accommodation plans
- Offer SEL/Attendance Counseling to struggling students

Fund Resources:

ESSER III Nursing/Medical Supplies SY21-22 \$8,000 & SY22-23 \$8,000
 ESSER III Compensation Plan (Board Approved) SY21-22 \$553,000

PERCEPTIONS:

Perceptions **Summary** –

Comprehensive needs assessment, stakeholder meetings and community/staff google surveys are completed to identify strengths and concerns. Our district/campuses hold community events such as open house, agricultural competitions with 4H and FFA, scouts, dinner theaters, Christmas gifting of books and gifts for students, school supply drives, drug free week activities, backpack giveaways of healthy snacks, and many sports-based youth events. Our district/campus makes monthly posts for parents and family members regarding STAAR preparation, volunteering, behavioral strategies, and homework tips. VVISD has partners and mentors from the surrounding communities to assist students and families: Tenaris, MeHOP, STP, Matagorda Regional Medical Center, Matagorda County Sheriff's Department, Bay City Pilot Club, Van Vleck Lion's Club and many other business & industry partners, churches, and local charities.

Perceptions **Strengths:**

- New Facilities and curriculum
- Additional Communities In Schools participation with additional CIS counseling position added
- Partnerships with Tenaris Bay City for Engineering STEM program with 7th grade science classes
- Partnership with South Texas Project Welding - Industry Based Certification
- Community alliance with several medical partners for Health Science Industry Based Certification
- 1:2 Technology Initiative
- Community involvement has increased by 2%
- Supportive student and family meeting opportunities available for all students in person

Perceptions Needs:

- Increase parent and family attendance at trainings by 5%
- Increase SEL programs for student and parents by 10%
- Increase motivational activities for students and staff by 20%
- Increase teacher contact with parent/guardian to twice monthly by phone/virtual or face-to-face conferences

Fund Resources:

ESSER III Communities In Schools (CIS) Site Coordinators/Social Workers SY 20-21 \$25,000 & SY 21-22 \$25,000; \$50,000

- The LEA must expend 20% of the grant funds on:
 - a) Evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs
 - b) Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations as defined in ESEA, Title I, Part A, students experiencing homelessness, and youth in foster care.

Student Needs:

- 1) GAP Paraprofessionals to work with all students to close the learning gap caused by the COVID 19 Pandemic
- 2) SEL Counseling
- 3) Intervention Coordination for closing the gap due to loss of instruction during the COVID-19 Pandemic
- 4) Extended Day Opportunities for Learning Enrichment
- 5) Opportunities for Enrichment/Accelerated Learning during embedded supports offered during the school day [Paw Period for VVE and VVJH and STAAR EOC Prep Courses for VVHS]

Fund Resources:

GAP Paraprofessionals to address learning loss among LEA students, including low-income students, SWD, English Learners, racial & ethnic minorities, students experiencing homelessness, and children in foster care. Implementing evidence-based activities to meet the comprehensive needs of struggling students. Work with small groups and/or individuals in tiered instruction to help rebuild skills or facilitate progress monitoring and curriculum based programs– SY21-22 \$75,000 & SY 22-23 \$75,000

Communities in Schools (CIS)/Social Worker to help provide mental health services and supports, including through implementation of evidenced based full-service community schools – SY 21-22 \$25,000 SY 22-23 \$25,000; \$50,000

Curriculum and Instruction:

- 1) Technology software that help educators perform and provide continuous progress monitoring for student performance and portfolio information – Istation, Edmentum/Study Island, Renaissance, and DMAC, Edgenuity)
- 2) Technology hardware, connectivity devices for home that aid in regular/substantive educational interaction between students and instructors, including low income students and SWD, which may include assistive technology or adaptive equipment
- Aligned & TEKS based scope and sequence and state adopted, district-approved curriculum available in both digital and consumable formats

Fund Resources:

Technology Replacement – SY21-22 \$100,000 & SY22-23 \$100,000

Professional Development:

Staff Development for teachers (Reading Academy, Dyslexia, and Accelerated Learning) and activities that are necessary to maintain the operation and continuity of services for VVUSD.

Fund Resources:

Staff Development – SY21-22 \$52,000 & SY22-23 \$52,000

Parent and Family Engagement:

Communities In Schools (CIS)/Social Worker – Providing mental health services and supports to parents, students, and staff, including through implementation of evidenced based full-service community in schools.

Fund Resources:

Communities In Schools (CIS)/Social Worker – SY21-22 \$25,000 & SY22-23 \$25,000; \$50,000

School Context and Organization:

- 1) Nursing Supplies – Other activities that are necessary to maintain the operation of and continuity of services for VVUSD: PPE, disinfectants
- 2) HVAC system/Specialized Instructional Spaces

Fund Resources:

Nursing Supplies – SY21-22 \$8,000 & SY22-23 \$8,000