DEPARTMENT OF EDUCATION

Regional Centers *of* EXCELLENCE

Comprehensive Needs Assessment Summary Report Overview

Comprehensive Needs Assessment Summary Report

Reviewing and analyzing multiple evidence and data sets in relation to each other (Demographic, Perception, Student Learning, School Process, and Fidelity) allows a school system to understand how they are getting their results (what is working and what is not working), including what factors or root-causes are at play that lead to those results. When done well, a needs assessment allows for the prediction of new or modified adult strategies, processes, and programs that best meet the learning needs of all students. The CNA is done as part of the EXPLORATION stage in Active Implementation.

In districts, with a designated Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school, in partnership with stakeholders, complete needs assessments for schools that examine:

- Academic achievement information from math and reading MCAs for all students and for student groups,
- Performance on all indicators of the state accountability system for all students and for student groups,
- The reason(s) schools were identified for comprehensive support and improvement,
- At the districts' discretion, performance on locally selected indicators that affect student outcomes.

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number *Houston Public Schools, ISD294*	Supt/Director Phone: *507-896-5323*
Superintendent/Director *Krin Abraham*	Supt/Director Email: *krin.abraham@hps294.us*
District Address: *306 West Elm Street, Houston, MN 55943*	District/Charter Fax: *507-896-3452*

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: *Minnesota Virtual Academy, 012, K-12*	Phone: *507-896-5323*

School Address: *306 West Elm Street, Houston, MN 55943*	Fax: *507-896-3603*
Principal: *Angela Specketer*	Email: *angela.specketer@hps294.us*

The above school is identified as a **Choose an item** school.

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	■	☐	☐	☐	☐	☐	☐	☐
Hispanic/Latino	☐	☐	☐	☐	☐	☐	☐	☐
American Indian/Alaska Native	☐	☐	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐	☐	☐
Native Hawaiian/Pacific Islander	☐	☐	☐	☐	☐	☐	☐	☐
Black/African American	☐	☐	☐	☐	☐	☐	☐	☐
White	■	☐	☐	☐	☐	☐	☐	☐
Two or more races	☐	☐	☐	☐	☐	☐	☐	☐
FRP (Free/Reduced-Priced meal eligible)	■	☐	☐	☐	☐	☐	☐	☐
SpEd (Special Education)	■	☐	☐	☐	☐	☐	☐	☐
ELL (English language Learner)	☐	☐	☐	☐	☐	☐	☐	☐

Continuous Improvement Leadership Team

Enter the name and position information for each member of your continuous improvement leadership team. To add additional rows, put the cursor in the last box and click the **Tab** key.

Name	Position (e.g., principal, lead teacher, community member)
Angela Specketer	*Principal*
Laura Yehlik	*High School Assistant Principal*
Jodie English	*High School Counselor*
Reba Leither	*High School Teacher*
Jacob Nylund	*High School Teacher*
Kristen Rohloff	*High School Teacher*

Demographic Information

Use the Minnesota Report Card or Secure Reports to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	2%	32
Asian	2%	36
Hawaiian/Pacific Islander	.1%	1
Hispanic	5%	80
Black, not of Hispanic Origin	9.6%	148
White, not of Hispanic Origin	75%	1,159
Two or More Races	5%	83
English Learner	1.8%	27
Special Education	18%	283
Free/Reduced-Price Lunch	32%	493
Homeless	.6%	9

Neglected		
Delinquent		
Foster Care		
Military		
High Mobility		

1. **Data Review**
   - At minimum, the data points identified in the left column in the table below need to be analyzed as part of the initial analysis. What is learned from each data point is entered into the middle column. If there is a need to dig deeper into the data or if questions about how it may be linked to other data, or any other next steps, that information is entered into the right column. A school may have additional data points that are reviewed, and those can be added to the summary report. As teams complete the following table, keep in mind that:
   - Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
   - Information below represents possible data sources to be used at minimum.
   - Rows can be added or deleted as needed.
   - Some schools will not have MCA, or other standardized assessments, and should use their local student academic and achievement evidence/data. Therefore, the sections on the CNA Summary Report that refer to MCA data can be disregarded and/or substituted with local evidence/data.

   Supporting data documentation for all data sources identified below must be maintained at the school/district.

Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Review Enrollment Data	*70% here with MNVA less than one year;*	*Look at cohorts: by grade level, data by subgroups, look at how long kids stay with us*
Academic Achievement (grades 3-8, 10, 11): Review MCA/Minnesota Test of Academic Skills (MTAS) Proficiency and Achievement Level Data at a School Level	*We reviewed MCA data: As a school, Reading about 58%, Math @38% and Science @ 40% . Below universally in all subject areas.*	*Pull data and fill in for multiple subgroups*

| Academic Achievement (grades 3-8, 10, 11):

Review MCA/MTAS Proficiency and Achievement Level Data by Student Group | *No student groups stood out as having lower achievement than others..*

Math:
11th grade Math Males - 30%, females - 25% proficient
Race: Hispanic- 12%, male - not enough to report, females - 18% (16 students)
American Indian - no data
Asian - no data
African American - no data
EL - too small
SPED - 3.6% proficient
Free and reduced - 13.7 % proficient

Reading- *all 63.2% proficient*
Males 64.6%, females 62.3%
Hispanic - no data
Asian - no data
African American - no data
White - 66.3%
EL - no data
SPED - 25% proficient
Free Reduced - 35%

Science *- 41% proficient, males 46%, females - 38%*
Hispanic - 10% proficient
Asian - no data
African American - no data
White - 46%
SPED - 9 % proficient
Free and reduced - 20% proficient | *Follow through with SPED modifications in service minutes/direct instruction and credit for classes*

Free and reduced lunch students - identify areas and ways to provide extra support.

Additional resources and support for SPED

Review whole school RtI program |

Academic Achievement (grades 3-8, 10, 11): Review MCA/MTAS Proficiency and Achievement Level Data by Grade*	*High school is low, but we see low performance at all grades. Decline starts in 4th grade.* *Grade Level - 11th grade math 26.4% proficient*	Identify Next Data Source or Next Steps
Progress Toward English Language Proficiency (grades 1-12): Review ACCESS for ELL's Growth and Proficiency Data	*EL - sub-group too small*	Identify Next Data Source or Next Steps
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level	**6**0-70% of HS students come to us deficient in credits to graduate *High level of unknown and dropout rates. We need to clarify coding. 7 year is higher than 4 year. More in line. No real difference across sub-group when evaluated. Data has been consistent except between 2014-2015. In comparison to other online schools; MN Virtual School, Insight, and TRIO Wolf Creek and we are similar in graduation rates.*	*Talk to Erin about graduation rate coding.* *Follow up with Specific students about why they aren't graduating on time. Look at SPED student data, white and free and reduced.*
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group	*No difference between groups showed up except for the students that are deficient.*	

Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data at School Level	*We are on par with state at about 70%*	*Looking at engagement of students. What about kids on the bubble? What other issues occur with attendance? Cross reference deficient with attendance.* *Dec Next Steps- After staff training and streamlining attendance process, check data again to see if it impacts*
Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data by Student Group	*Bottom line, sub groups aren't showing inconsistencies apart from our overall attendance.* *Below average: Hispanic (85), Black 1.5 % below average, 2 or more races (68) 60% consistently attending, EL (32) slightly off average*	
Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data by Grade*	*Attendance becomes more of an issue as students age, and possibly turn 17.* *9th grade - median 2.2 days absent (Sept- Dec: about 55 days)* *10th grade - median 2.0* *11th grade - median 3.17* *12th grade - median 4.02*	*Follow up survey to students about attendance, HR communication- change in requirements for seniors?*
Review perception data collected from staff, students, families, or other stakeholders.	*Staff morale for staff is at 67% mid Nov up from 20% at the start of the year. Roll out of STRIDE, Launch Live and late student placement impact teacher satisfaction and perception. Instructional trainers are doing a good job with mentees.*	*November meeting: Create surveys and send them out. 2 different groups to not engaged and engaged families.* *Staff surveys and student surveys.*

	Survey data parent (29 responds)- attendance is weekly, grades weekly, emails daily. Teachers are great at communicating, flexibility, *Improvement- posting CC recordings quickly, who do you call with an issue, more parent involvement, SPED has too much workload, issue about work time and recording of log in, improved communication about SPED services* *Survey data student (34 HS) Doing well- teachers, flexible, easy to get help, good environment, good variety of classes, teachers care about students, good technology tools to use, having until Sunday to finish, student choice of assignments and assessments* *Improvement: attendance- communicating it to families and consistency, how to help kids understand how to use the tools, more clubs, improved communication about midterm grades,*	*December meeting: we need to create a staff survey, we need to find out how K12 shares info about setting up a student accounts, Website tab for onboarding and FAQ section,* *Next Step: send parent and student surveys again to "non-engaged" families* *Sort parent and student results for the HS level.* *Convey expectations of 6 hr school plus homework. Have parent meeting to show parents how to use technology Focus on sharing info about the grad planner with parents.* *Contact parents with specific concerns from our survey and follow up on how they are doing.*
Review additional data sources (e.g. implementation data, behavior data	*Talk about BbC tracker data and log-ins, class connect attendance on engagement. Look at student engagement committee and RtI processes. Look at instructional strategies. Fidelity- class connect offerings;formative assessment, STAR 360, etc*	

*Indicates the data set is not required by ESSA, but may be important for your needs assessment.

Equitable Resource Distribution
Review the district and school level resources among and within schools with respect to each of the following areas:

Areas to Consider	Reflection	Next Steps
	What did you learn from the data you reviewed?	What will you do next to advance the data review process?
1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers	*MNVA doesn't have any out of field teachers, but 10 of the teacher are considered inexperienced, which is about 11%. This is not disproportionate in comparison to the rest of the state. None of the teachers are out of area teachers, which is disproportionate in the positive sense. Using Q Comp observations, last year every teacher had satisfactory observations and each earned the stipend associated with being a satisfactory teacher. Therefore, we did not have any ineffective teachers using the metric of Q Comp observations.*	Identify Next Data Source or Next Steps
2. Per-pupil expenditures (across schools and student groups)	*Per pupil expenditures from the MDE finance page for 2017 (most recent numbers):* *MNVA:* *Reg instruction per ADM:* $7,091.92 *Special Ed per ADM:* $1,115.82 *School Admin:* $191.50 *District wide:* *Reg Instruction:* $6,758.69 *Special Ed per ADM:* $1,437.15 *School Admin:* $325.79 *Considering the staffing ratios we are now using for Special Education in MNVA, the special education cost per ADM will increase for 2019, but likely not*	*Think about data we can collect to reflect and report on equity resource distribution in the future.*

	by $300. Administration covers all administrative personnel, not just principals and the superintendent.	
3. At the districts' discretion, district- and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.	*The per pupil expenditure is more per pupil in MNVA than local. Therefore, the Title I dollars are allocated to the HES site, which only has a $5951.62 allocation per ADM.* *The Title II dollars are used proportionately according to the teaching staff's school placement.* *At MNVA students who qualify for Special Education services or Free and Reduced Price Lunch receive computers and can have a portion of transportation costs reimbursed.* *Since MNVA only enrolls students through open enrollment, no pre-school program exists.* *MNVA does offer a robust selection of AP courses and a full slate of world language courses.*	Identify Next Data Source or Next Steps

2. **Comprehensive Needs Assessment Summary**

The Comprehensive Needs Assessment (CNA) results are used to determine the following:
- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: *Our reading scores are close to both state and district levels*

Mathematics: *No disparity between all sub-groups*

Graduation (if required): *Graduation rates improved with years 5-7; No disparity between all sub-groups*

English Language Proficiency: *No disparity between this sub-group*

Attendance: *Consistent Attendance for MNVA matches state levels*

Other: *20% increase in live attendance at teacher-led instruction this year compared to last; strong communication between students/teachers; staff morale is improved this year compared to last;*

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading:

Mathematics:

Graduation (if required): *Approximately 61% of our seniors are not graduating on time*

English Language Proficiency:

Attendance:

Other:

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading:

Mathematics:

Graduation (if required): *MNVA does not have a clearly defined process to identify and provide intervention support for students who fall behind in credits or become disengaged.*

English Language Proficiency:

Attendance:

Other:

Note: Comprehensive needs assessment supporting documentation should be maintained at the school and district/charter. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.