

Comprehensive Needs Assessment Summary Report Overview

Introduction and Purpose

Under Every Student Succeeds Act (ESSA), the district or charter is responsible for leading and supporting a comprehensive needs assessment (CNA) process for schools identified for comprehensive or targeted support and improvement (CSI or TSI). The CNA Summary Report provides a template to capture all of the minimum requirements related to CNAs under ESSA.

- A CNA is required for *each school* identified for support and improvement.
- **Schools identified for *Comprehensive Support and Improvement* are required to submit a CNA Summary Report to the Minnesota Department of Education (MDE)** (submit PDF to MDE.schoolsupport@state.mn.us) **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. Prior to submission, CNA Summary Reports must have been reviewed and approved by the district or charter. Note: if the district or charter has a CNA template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement* are *not* required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the CNA process. Use of this CNA Summary Report is encouraged but not required.
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Districts, charters and schools are encouraged to engage in a robust comprehensive needs assessment as a critical first step in supporting school improvement. By reviewing and analyzing multiple evidence and data sets in relation to each other (demographic, perception, student learning, school process, and fidelity), a school system can better understand what is working and what is not working, including what factors or root-causes are at play

that lead to those results. Schools must disaggregate the data by ethnicity and special student populations and examine for gaps and inequities in student achievement/outcomes. When done well, a CNA allows for the evaluation of past and prediction of new or modified strategies, processes, and programs that best meet the learning needs of all students.

Outcomes

Following the CNA process with fidelity will help a school system to evaluate past strategies, practices, and programs, and predict what new strategies, practices, and programs will best meet the learning needs of all students.

The ultimate outcome is the school and district/charter teams use data-based decision making, research, and multiple stakeholder voices to identify the right focus (also known as an evidence-based practice, program or strategy) for their school improvement plan.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- “Five Categories of Evidence/Data” presentation resource
- “Data Source Inventory” document resource
- “Planning Your Needs Assessment” document resource
- “Designing Your Needs Assessment” document resource
- Data analysis protocols, such as:
 - ORID (Objective, Reflective, Interpretive, Decisional)
 - DIE Method (Describe, Interpret, Evaluate)
 - Independent Review to Large Group Consensus
- “An Introduction to Root Cause Analysis” document resource
 - Root-Cause Protocols
 - Hypothesis Setting
 - Five Whys
 - Fishbone

These materials are shared at the Regional Center of Excellence Continuous Improvement workshops and can be accessed through your Regional Center Advocate or schoolsupport@state.mn.us.

In preparation for CNA meetings, at least one team member must be able to access and prepare data (e.g., spreadsheets, visualizations) so the team can spend their time in data analysis as opposed to data preparation.

Who Should Be Involved

A school level continuous improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The continuous improvement team is accountable for making the school improvement work happen, including engaging in the comprehensive needs assessment process.

Specifically, school administration, district and/or school assessment coordinator, data coaches, and members of the school leadership team(s) charged with the school improvement work should be involved in the CNA process.

- At least one person on the team needs to have full access to all secure reports.
- At least one team member should have the ability to work with spreadsheets to visualize and manipulate data sets.

Time

To do this process with fidelity, there are several phases to the work.

- Preparing: 2-4 hours
- Planning: Recommended to allow four hours for an initial planning meeting, and up to a week to gather and prepare available data.
- Initial Analysis: 2-4 hours is recommended for initial analysis depending on the protocol and number of staff involved.
- Digging Deeper/Root-Cause: Once additional data has been gathered as identified during the initial analysis, 2-4 hours is recommended to complete a root-cause process.

It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

The following is an overview of a CNA process. Note that more detailed descriptions are provided with each step in the tool itself, and that training provided by Regional Center staff also provides greater detail for each step of the CNA process.

- Preparing - Review all documents associated with evidence, data, and the CNA process.
- Planning - The leadership team completes the planning and design for the CNA process using the planning and design resources to determine:
 - who is involved
 - how it will be completed
 - what will be needed
 - when it will be done

Additionally, an individual(s) must ensure that all available data is gathered, visualizations are built, and copies (physical or digital) are ready for each step.

- Initial Analysis - Identify successes and prioritize concerns
 - It is recommended that the leadership team does an initial analysis prior to engaging all staff. This allows leadership to see if their initial analysis aligns with that of the overall staff. Initial analysis may also be completed jointly with the leadership team and staff.
 - When completed, teams will be able to evaluate previous school strategies, practice, and programs to find successes and opportunities to modify, adjust, and/or improve.
- Digging Deeper/Root-Cause - Using the Prioritized success and concerns, dig deeper into linked data using the “Five Why’s” or “Fishbone” process to confirm successes, and to find possible causes for concerns. This step often needs additional data identified during initial analysis.

Leading the Conversation

Facilitating the initial analysis and root-cause process can be done in many ways. It is recommended that the facilitator use a discussion protocol for these meetings so that team members have a way of engaging in a structured conversation that produces potential next steps. Below are three example protocols to lead the work with staff.

- - Initial Analysis Process Examples
 - ORID
 - DIE Method
 - Root-Cause Process Examples
 - Hypothesis Setting
 - Five Whys

- Independent Review to Large Group
- Fishbone
- Consensus

Using the CNA Summary Report as a guide, leadership will ensure that all parts are completed, including all items in the data review and data summary sections.

Modifications or Variations

There are several potential modifications or variations of the comprehensive needs assessment process. The following is a non-exhaustive list of changes.

- All settings are encouraged to include additional sources of educational data as a part of their comprehensive needs assessment.
- Sometimes as a result of a CNA and root cause analysis, the school leadership team may desire additional data to review in order to check their root-cause assumptions. For example: a team may hypothesize that school climate is the root cause of low graduation and attendance rates as well as high behavior incidents. However, the team does not have the data it might need to dig deeper into school climate work, such as the results of a student or family perception survey.
- Some school settings will not have Minnesota Comprehensive Assessment (MCA) or other standardized assessments results, in which case their academic measures must be used. Therefore, the sections on the CNA Summary Report that refer to MCA data will need to be ignored and/or substituted with local evidence/data.
- Engagement of all members within a system is best done by first following the data source inventory processes at all levels (district leadership, school leadership, staff). After that, engagement of all members in the data analysis process is critical.
 - This can be done at multiple levels during the spring, summer, and fall as members are available, and timing best works within the system. The important factor is to engage as many members as possible as early as possible.

Schools/districts can adapt the process based on the best data that is available at the time, provided they meet minimum requirements for data points to review. It is important to note what additional data will help over the next year, and take steps to build those data sets for the next CNA process.

Citations

- The process has been modified from the “Needs Assessment Continuum,” “Continuous Improvement Process,” and “Root-Cause Continuum” from the Minnesota Department of Education.
- Other supporting materials have been modified from:
 - Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.

- Brook, P. (1997). Planning and conducting needs assessments: A practical guide. Evaluation Practice, 18(2), 179-180. doi:10.1016/s0886-1633(97)90022-2
- “School Improvement Planning Basics: Root Cause Analysis” (2012), Clark County Schools.

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/Charter Name and Number: Cloquet Public Schools ISD 94

District Phone, Fax, Email
Dr. Michael Cary: (218) 879-6721

Superintendent/Director: Dr. Michael Cary

Supr/Director Email: mcary@isd94.org

District Address: 302 14th St., Cloquet, MN 55720

District/Charter Fax: 218-879-6724

School Information

School Phone, Fax, Email

School Name, 90 Students grades 6-12: Cloquet Area Alternative Education Program	Phone: 218-879-0115
School Address: 302 14 th St., Cloquet, MN 55720	Fax: 218-879-6941
Principal: Connie Hyde	Email: ch Hyde@isd94.org

The above school is identified as a Comprehensive Support and Improvement school.

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)
Connie Hyde	Principal
Rebekkah Morrison	English Teacher; WBWF
Dave Perry	Special Education Teacher
Rylee Martin	English Teacher
Cheyenne Deters	Science Teacher
Rod Syck.	Math 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	26.2%	22
Asian	N/A	
Hawaiian/Pacific Islander	N/A	
Hispanic	N/A	
Black, not of Hispanic Origin	N/A	
White, not of Hispanic Origin	53.6%	45
Two or More Races	20.2%	17
English Learner	N/A	
Special Education	23.8%	20
Free/Reduced-Price Lunch	67.9%	57
Homeless	3.6%	3
Neglected	3.6%	3
Delinquent	22.6%	19
Foster Care	10.7%	9
Military	2.4%	2

High Mobility	3.6%	3
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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	Reflection	Next Steps
<p>What data sources will the team review?</p>	<p>What did you learn from the data you reviewed?</p>	<p>If needed, what will you do next to advance the data review process?</p>
<p>Review Enrollment Data: See above demographic numbers</p>	<ul style="list-style-type: none"> ● Low socioeconomic population (66%) <ul style="list-style-type: none"> ○ 3 homelessness ○ 10.7% (9 students) foster care ● Delinquent students (22%, 19 students)- Number determined by students on probation, working with the county RJ program, Students in CD treatment 	<p>Look into these different student specific scenarios not identified in the MN Report Card By Demographics to determine if this changes data by/January 30th, 2019</p> <ul style="list-style-type: none"> ● students living with alternative guardians (9 students) ● Students that are independent and 18 (4 students)

	<ul style="list-style-type: none"> ● American Indian or two or more races (46.4%)- highest percent in the district ● SPED population is 23.8% with only one full time SPED high school teacher, one additional 1.0 FTE split between the two staff member, with 0.4 FTE set aside specifically for testing <ul style="list-style-type: none"> ○ with an additional 3 high school students undergoing initial evaluation. 	<ul style="list-style-type: none"> ○ working full time students that are attempting independence that are under 18 (0 students)
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Academic Achievement (grades 3-8, 10, 11):

Review MCA/Minnesota Test of Academic Skills (MTAS) Proficiency and Achievement

Level Data at a School Level ~ Stars Math / Reading

[MCA-III Data](#)

Reading MCA-III Proficiency (%) Data

Measure	2016	2017	2018
MCA Grade 10 All	CAAEP: N/A State: 58.9	CAAEP: 8.3 State: 60.3	CAAEP: 11.8 State: 59.8
MCA Grade 10 FRP	CAAEP: N/A State: 38.4	CAAEP: 10 State: 39.3	CAAEP: 16.7 State: 40
MCA Grade 10 SPED	CAAEP: N/A State: 19.9	CAAEP: 0 State: 21.3	CAAEP: 0 State: 26
MCA Grade 10 AM-IND	CAAEP: N/A State: 38.2	CAAEP: 0 State: 36.7	CAAEP: 0 State: 35.3
MCA Grade 10	CAAEP: 0 State: 55.2	CAAEP: 33.3 State: 55.5	CAAEP: 25 State: 56

How much of this is reflective of students not being given the tests (across all content)?

We do not have lower grade information. We have a small population of 7th and 8th grade students -- statistically relevant?

In science, reading and math the American Indian education population has 0%

proficiency. Nothing that with two or more races it was 25% proficient in reading.

No CAAEP students take the MTAS

Identify Next Data Source or Next Steps

Track and follow-up with students who were absent during the initial testing session.

Offering more opportunity within the test window to complete testing.

Provide possible incentive to take test to avoid the large numbers of students in the past who have refused to take the test.

Discussion to take place at future staff meetings

Discover what is the percentage of students that did take the test versus student enrolled.

13- math (10th grade)

14- reading (10th grade)

10- biology (10th grade)

Fully staffed Indian Education room (teacher and tutor)

2 or more races			
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Math MCA-III Proficiency (%) Data

Measure	2016	2017	2018
MCA Grade 11 All	CAAEP: N/A State: 47.1	CAAEP: 7.1 State: 58.6	CAAEP: 0 State: 57
MCA Grade 11 FRP	CAAEP: N/A State: 24.8	CAAEP: 7.7 State: 37.9	CAAEP: 0 State: 36
MCA Grade 11 SPED	CAAEP: N/A State: 9.8	CAAEP: 0 State: 26	CAAEP: 0 State: 24.7
MCA Grade 11 AM-IND	CAAEP: N/A State: 22.3	CAAEP: 0 State: 29.7	CAAEP: 0 State: 28.7
MCA Grade 11 2 or more races	CAAEP: 0 State: 52.7	CAAEP: 0 State: 51.8	CAAEP: 0 State: 49.7

Science MCA-III Proficiency (%) Data

Measure	2016	2017	2018
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- After school tutor program available to all students twice a week, includes a light meal and transportation

Does this play a part to the data.

Look into new curriculum change (digital curriculum/Edgenuity) on a quarterly basis

Tracking math/reading with Stars test twice a quarter

MCA Grade 10 All	CAAEP: N/A State: 55.5	CAAEP: 18.2 State: 53.9	CAAEP: 0 State: 51.7
MCA Grade 10 FRP	CAAEP: N/A State: 34.3	CAAEP: 17.6 State: 33	CAAEP: 0 State: 30.7
MCA Grade 10 SPED	CAAEP: N/A State: 19.7	CAAEP: 0 State: 24.9	CAAEP: 0 State: 23.2
MCA Grade 10 AM-IND	CAAEP: N/A State: 29.1	CAAEP: 0 State: 27.1	CAAEP: 0 State: 23.8
MCA Grade 10 2 or more races	CAAEP: 0 State: 49.5	CAAEP: 0 State: 48.4	CAAEP: 0 State: 46

*MN Dept of Ed Secure Reports

Many students did not test

Next steps are the same for each of the data groups. See above.

Our scores increased FRP (reading).

Need to work with SPED and AM-IND (reading).

Data and scores are reviewed on a yearly basis by all staff

All student groups decreased/stayed at 0 for Math and Science.

Academic Achievement (grades 3-8, 10, 11):	Overall 10th grade increased (Reading)	Next steps are the same for each of the data groups. See above.
Review MCA/MTAS Proficiency and Achievement Level Data by Grade*	We do not have lower grade information. We have a small population of 7th and 8th grade students -- statistically relevant?	
MCA-III Data	Overall math (11th) and science(10th) decreased.	Data and scores are reviewed on a yearly basis by all staff
Academic Progress (grades 4-8):	N/A	N/A
Review MCA/MTAS Maintenance of Achievement Level Data at a School Level	N/A	N/A
Academic Progress (grades 4-8):	N/A	N/A
Review MCA/MTAS Maintenance of Achievement Level Data by Student Group	N/A	N/A
Academic Progress (grades 4-8):	N/A	N/A
Review MCA/MTAS Maintenance of Achievement Level Data by Grade*	N/A	N/A
Progress Toward English Language Proficiency (grades 1-12):	N/A	N/A
Review ACCESS for ELL's Growth and Proficiency Data	Many students come to us behind in their senior year	In 2018, new staff and strategies for credit tracking and credit recovery are being implemented.
Graduation Rate:		
Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level		

GRADUATION RATE DATA (4 Year)

Measure	2015	2016	2017
GRADUATION RATE All	CAAEP: 42.9 State: 81.9	CAAEP: 29.4 State: 82.2	CAAEP: 33.3 State: 82.7
GRADUATION RATE FRP	CAAEP: 48.0 State: 67.2	CAAEP: 25.9 State: 68.2	CAAEP: 29.2 State: 69
GRADUATION RATE SPED	CAAEP: 46.2 State: 61.1	CAAEP: 33.3 State: 60.8	CAAEP: 55.6 State: 61.2
GRADUATION RATE AM-IND	CAAEP: 36.4 State: 51.9	CAAEP: 18.2 State: 52.6	CAAEP: 20 State: 50.7
GRADUATION RATE 2 OR MORE RACES			CAAEP: 50 State: 71.1

GRADUATION RATE DATA (5 Year)

Measure	2015	2016	2017
GRADUATION RATE	CAAEP: 72.7	CAAEP: 66.7 State: 85.1	CAAEP: 55.6 State: 85.5

Some need to focus on mental health for a year before they can continue academic progress

Many graduate in year 5 or 6

Our graduation rate in 15-17 was significantly lower than 12-14.

- Staffing and programming changes may have influenced that.
- Student enrollment increased, which brought our student : teacher ratio up
 - Class sizes are now larger

Counselor is meeting with seniors quarterly to check up on credits and progress towards graduation

Homerooms were established by age group and they will continue to move through with the same teacher for entire time at CAAEP providing continuity.

- each homeroom is working with students starting in 9th grade and going through credits after each quarter. Allowing students to become aware/accountable of credits needed to graduate.

More Credit Recovery Opportunity

- MEA, Winter, Spring, Summer Academies
- Symposium
 - Dec. 12-17, 2018
 - Will continue once a semester
- Work Based Learning

Teachers are providing students with incomplete if grade is lowered do to attendance issues, allowing more time to earn the credit.

All	State: 84.4		
GRADUAT ION RATE FRP	CAEP: 71.4 State: 72	CAEP: 66.7 State: 73.1	CAEP: 54.5 State: 74
GRADUAT ION RATE SPED	CAEP: 70 State: 65.3	CAEP: 75 State: 67.2	CAEP: 80 State: 66.8
GRADUAT ION RATE AM-IND	Too small to report	Too small to report	Too small to report
GRADUAT ION RATE 2 OR MORE RACES	Too small to report	Too small to report	Too small to report

GRADUATION RATE DATA (6 Year)

Measure	2015	2016	2017
GRADUAT ION RATE All	CAEP: 50 State: 85	CAEP: 72.7 State: 85.9	CAEP: 76 State: 86.4
GRADUAT ION RATE FRP	CAEP: 46.4 State: 73.2	CAEP: 71.4 State: 74.3	CAEP: 76 State: 75.3
GRADUAT ION RATE SPED	CAEP: 62.5 State: 70.1	CAEP: 70 State: 71	CAEP: 90.9 State: 72

GRADUATION RATE AM-IND	Too small to report	Too small to report	Too small to report
GRADUATION RATE 2 OR MORE RACES	Too small to report	Too small to report	Too small to report

GRADUATION RATE DATA (7 Year)

Measure	2015	2016	2017
GRADUATION RATE All	CAAEP: 61.7 State: 84.4	CAAEP: 50 State: 86.1	CAAEP: 75 State: 87
GRADUATION RATE FRP	CAAEP: 55.9 State: 72.1	CAAEP: 46.4 State: 75	CAAEP: 74.1 State: 76
GRADUATION RATE SPED	CAAEP: 56.3 State: 74.4	CAAEP: 62.5 State: 75.1	CAAEP: 70 State: 75.7
GRADUATION RATE AM-IND	Too small to report	Too small to report	Too small to report
GRADUATION RATE	Too small to report	Too small to report	Too small to report

2 OR MORE RACES			
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*MN Report Card

Graduation Rate:

Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group

[Grad Rate Data](#)

See above

Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12):

Review Attendance Data at School Level

[NorthStar Consistent Attendance Report](#)

North Star Accountability Data on Consistent Attendance

Attendance

3 year average ending in 2017-'18

State thresholds = bottom 25% of Title I Schools

	<p>% of students attending 90% or more of the time; not chronically absent</p>
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Our SPED and AM-IND (and 2 or More Races) are close to state average.

Below the threshold in all categories. Many of our students have barriers outside of school (jobs, mental health, homelife, substance abuse, etc) that impact their ability to attend school.

Continue to track data compared with the state on a yearly basis.

At the end of the 2018-19 school year, we will analyze data to compare the grad rates from last year to this year now that we have a fully staffed Amer. Ind. Ed. Dept.

Need break down of grade level attendance (IC report?) by January 2019.

Collect barriers to attendance via student survey in February 2019 and at IEP meetings throughout the year.

Attendance committee established 2018-2019 school year. Incentives and strategies (reward afternoons for students with improved or consistent attendance every quarter, celebration restorative circles, weekly school wide recognition, check and connect through Indian Education, relation based check and connect between staff and students, attendance report evaluation at weekly staff meetings,

principal calls absent students daily, and creation of independent study programs).

State Threshold	62.47
All Students	23.33
F&R Lunch	23.68
Am. Indian	N/A
Sped	22.86
White	22.99
2 or More Races	N/A

Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12):

Does not meet threshold in any category.

See above.

Review Attendance Data by Student Group: See above

[NorthStar Consistent Attendance Report](#)

Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12):

Attendance continues to be an issue.

Develop and conduct a survey to determine reasons why students are not attending school by February 2019.

Review Attendance Data by Grade*

Based on current enrollment on 1-16-2019:

Grade 6 = 30% (3 students)

Grade 7 = 0% (2 students)

Grade 8 = 43% (7 students)

Grade 9 = 0% (3 students)

Grade 10 = 21% (14 students)

Grade 11 = 29% (21 students)

Grade 12/12+ = 23% (22 students)

Review perception data collected from staff, students, families, or other stakeholders.

Student survey administered at the end of Semester 1:

[CAAEP Student Survey](#)

The surveys from community members came back very positive and supportive of this school and the teaching within it.

The students survey reflected very positive remarks about the school and staff with some suggestions on what we can do better.

The students really enjoyed the winter symposium and have requested that more opportunities as this are brought to the students in the future.

Administer student survey again at the end of semester 2.

Staff is currently investigating curricular options that are more “hands on” and co-curricular in meeting standards. For next year.

Review additional data sources (e.g. implementation data, behavior data:

Infinite Campus Behavior Report Summary based on behavior reports entered into the IC system by school staff:

[IC Behavior Report Summary](#)

Behavior Report Summary

**Number of behavior referrals include both behavior and reward referrals.*

The behavioral reports will be declining significantly in subsequent years as we are no longer tracking attendance issues in the behavioral reporting (tardies, etc)

Restorative Practices is impacting student behavior positively because of the relationship building, increased levels of support for staff and students,

Identify Next Data Source or Next Steps

Continue with the RP process. Look at the RP data and relate it to Infinite Campus data. Data will be continued to be collected through behavior referrals. Continue to have behavior chats. Students sent to the RP room

S c h o l	Enrollment 2015-2016 016	*Number of behavior referrals 2015-2016	Enrollment 2016-2017 17	*Number of behavior referrals 2016-2017	Enrollment 2017-2018	*Number of behavior referrals 2017-2018
					75	
C A A E P	76	1488	86	1434	75	1058

*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

1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers

[Cloquet Schools 2018 Teacher Equity](#)

Cloquet Schools 2018 Teacher Equity			
2018 Percent of			
2018 Percent of Staff Inexperienced	Classes Taught by an Educator Out of Field	2018 Percent of Staff without an Advanced Degree	
8.8%	6.7%	36.8%	

*WBWF District Data Profile

are now sent back to the classroom as the goal.

Reflection

What did you learn from the data you reviewed?

Advanced degrees data is not accurate. We do have the highest number of inexperienced teachers (district wide). We also have the highest percentage of students in the AM-IND, 2 of more races, and FRP categories.

Next Steps

What will you do next to advance the data review process?

We need to dig into the data around the degrees within our school. By March 1st.
Our data is just district wide.
Our lower staff number will skew our results.

Building	% of American Indian Students	% of Students of 2 or More Races	% of Students Receiving Free or Reduced Lunch	% of Teachers with less than 3 Years Experience	% of Teachers Licensed in Field	% of Teachers with Advanced Degrees
CAEP (Alternative)	26.2	20.2	67.9	14.3	100	28.2
Cloquet Middle School	10.6	14	42.5	4.1	98.7	54.1
Cloquet High School	12.4	9.4	35	2.3	98.4	63.6
Churchill Elementary	12.9	12.1	49	2.2	97.6	54.4
Washington Elementary	12.1	17.1	49.6	0	100	61.4

*Source: MN Report Card Demographics and Staffing Profiles

2. Per-pupil expenditures (across schools and student groups):

General Fund Expenditures per ADM (Does not include capital expenditures)

We feel we currently have a sufficient amount of budgeted funds to run the current school

We need to actively recruit for our next school year.

	2014	2015	2016	2017	2018
District	9,248	9,724	10,296	10,941	11,743
State	10,433	10,878	11,279	11,548	0

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.

CAAEP Annual Budget:

\$39,818 Total per school year:

Instructional Supplies: 8,000

Principal expenses (office): 10,000

General Office expenses: 2,500

EDHS Expenses: 1,000

EDHS Textbooks: 3,000

Special Ed Instructional: 3,000

Textbooks: 3,000

Equipment: 5,000

programming. The students of CAAEP do not have access to a PE, health, FCS teacher resulting in many students needing to take health via engenuity and PE (recreation) via non certified (in PE) staff. This would result in additional district funding needed to support these positions. Having additional staff would also alleviate the issue of larger class sizes then CAAEP has had in the past (due to raising the student cap. But having limited electives to offer students).

- We are allocated the same amount of price per ADM (via the audit report). The CAAEP students have access to CHS classes and Post secondary options. The tech plan for the high School includes CAAEP
- Could more students have access to high school courses? What is the process and criteria for a student to take classes there?

We need to dig into the data more to figure out if we are getting the amount we should be.

staff Development: 3,318 (changes each year based on district allotments from state)

Principal memberships and dues: 1,000

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: We read over 350 books last year with our choice initiative.

Mathematics: We have increased our rigor with our digital curriculum to help increase our MCA scores.

Graduation (if required): Our 5th year graduation rate is our best. Our students come back to graduate. Every one of our graduates is a success. Without us they wouldn't have a high school diploma. Our American Indian and 2 or more races groups are near the state average 4 year rate.

English Language Proficiency: N/A

Attendance: We are seeing a positive increase with our increased intervention. Quarter one had 20 students with 90% or better attendance.

Other: We have reduced our OSS numbers (from 60 to 2).

Prioritized Concerns:

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

Reading: We need to increase our lexile scores for all students to order to help support the academics in all areas.

Mathematics: We want everyone to pass ALG II so they can graduate. Developed a modified class and kids are taking the appropriate leveled class.

Graduation (if required): Losing students to outside influences (turning 18) and increasing our rates for all

English Language Proficiency: N/A

Attendance: We want our students to attend more consistently to help support increasing academics and our grad rate.

Other: Our staff is stretched thin with all of our students, need to get qualified staff that want to stay.

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: Click or tap here to enter text.

Mathematics: Click or tap here to enter text.

Graduation (if required): attendance and school environment (skill deficits, credit deficiency, engaging curriculum, class size)

English Language Proficiency: Click or tap here to enter text.

Attendance: Click or tap here to enter text.

Other: Click or tap here to enter text.

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.

What activities will the team engage in to explore possible instructional strategies/practices?