



## 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: West Central Education District 6026	Supt/Director Phone: 320-256-6026
Superintendent/Director: Laurie Fevig	Supt/Director Email: lfevig@wced6026.com
District Address: 9 Second Street SW Melrose, MN 56352	District/Charter Fax: 320-256-6028

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: WCED ALC grades 6-12	Phone: 320-256-7836
School Address: 9 Second Street SW Melrose, MN 56352	Fax: 320-256-6026

Principal: Tara McLellan

Email: tmclellan@wced6026.com

The above school is identified as a **Comprehensive Support and Improvement** 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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd (Special Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL (English language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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)
Tara McLellan	Principal
Loretta Steckelberg	School Social Worker

Dave Norling	Teacher
Barb Aanstad	Teacher
Craig Slocum	Teacher
Tony Garcia	Teacher
Laurie Fevig	Executive Director/Director of Special Education

### 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	0%	0
Asian	0%	0
Hawaiian/Pacific Islander	0%	0
Hispanic	25%	6
Black, not of Hispanic Origin	0%	0
White, not of Hispanic Origin	70.8%	17
Two or More Races	4.2%	1
English Learner	0%	0
Special Education	33.3%	8
Free/Reduced-Price Lunch	75%	18
Homeless		2
Neglected	0%	0
Delinquent		6

Foster Care	0%	0
Military	0%	0
High Mobility	NA	NA

## 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
What data sources will the team review?  What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
<u>Review Enrollment Data (as indicated in above table)</u>	Enter Reflection Here: We generally have about 80% of our enrollment consistent. About 20% seem to “come and go”; some accessing treatment, some detention, some returning to the mainstream school, some move, and some drop.  If students are looking to “drop” we offer other options to pursue their high school diploma; advocating that MN values education to the point that there are many ways to obtain it (mainstream, other ALC programs, and online	Identify Next Data Source or Next Steps  Continue to be reflective in resources for students and families

	options). We follow up with phone calls to assist with their decision and help troubleshoot.	
Academic Achievement (grades 3-8, 10, 11):  Review MCA/Minnesota Test of Academic Skills (MTAS) Proficiency and Achievement Level Data at a School Level	.	
Academic Achievement (grades 3-8, 10, 11):  Review MCA/MTAS Proficiency and Achievement Level Data by Student Group	MTAS was not administered to any currently enrolled students  Results are shared with staff as individual student scores.	
Academic Achievement (grades 3-8, 10, 11):  Review MCA/MTAS Proficiency and Achievement Level Data by Grade*	<p><b>7th Grade: 2 students participated (reading: 1 meets 1 partially meets, math: 1 partially meets)</b></p> <p><b>8th Grade: 2 students participated (reading: 2 does not meet, math: 2 does not meet, science: 2 does not meet)</b></p> <p><b>10th Grade: 9 students participated (reading: 2 meet, 4 partially meet, 3 does not meet)</b></p> <p><b>11th Grade: 4 students participated (math: 1 meets, 3 partially meet)</b></p>	<p><b>We do know about test specs and state standards. Teachers use standards to base instruction. We are are learning about test specs.</b></p> <p><b>We do administer state testing. We do share the test results electronically.</b></p> <p><b>We need inservice time to hold a data retreat (using MCA data, progress monitoring with Star Testing, and classroom observation data).</b></p>
Academic Progress (grades 4-8):  Review MCA/MTAS Maintenance of Achievement Level Data at a School Level	NA	
Academic Progress (grades 4-8):  Review MCA/MTAS Maintenance of Achievement Level Data by Student Group	NA	
Academic Progress (grades 4-8):	NA	

Review MCA/MTAS Maintenance of Achievement Level Data by Grade*		
<p>Progress Toward English Language Proficiency (grades 1-12):</p> <p>Review ACCESS for ELLs Growth and Proficiency Data</p>	<p>Data selection is not available via MN report card- group number is too small to report. Students who are enrolled at the ALC with ELL needs have an intervention identified. ACCESS testing for those applicable continue which identifies growth and continued needs.</p>	<p>To enhance the programming, the interventions identified for the students will be shared with all teachers; maximizing opportunities to gain skills.</p>
<p>Graduation Rate:</p> <p>Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level</p>	<p>Four Year Grad Rate:</p> <p>All students 2013 (10) 41.7%</p> <p>All student s2014 (9) 42.9%</p> <p>All students 2015 (14) 60.9%</p> <p>All students 2016 (9) 40.9%</p> <p>All students 2017 (21) 70.0%</p> <p>5,6,7 Year Grad Rates are not available on MN Report Card</p>	<p>Continue to support students that are needing additional time to complete graduation requirements. Initiate phone calls and/or offer home visits/meet in home district community. Explore creative scheduling options as well as variety of instruction options (project based, teacher instruction, online).</p>
<p>Graduation Rate:</p> <p>Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group</p> <p>Free/Reduced Priced Lunch: <i>enter percentages</i></p> <p>English Learners:</p> <p>Hispanic:</p> <p>AI:</p> <p>Black:</p> <p>White:</p> <p>Two or More:</p>		

<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data at School Level</p>	<p>2018-2019 (data as a whole school)</p> <p>1st quarter: 80% attendance (students enrolled in grades 8-12+)</p> <p>2nd quarter: 69% attendance (students enrolled in grades 8-12+)</p> <p>3rd quarter:</p> <p>4th quarter:</p>	<p>Continue to meet at MEIRS group to explore interventions for individuals with 2-3 deficit areas (attendance less than 90%, academics...not passing 1 or more classes, and attitude...not following school expectations).</p> <p>Interventions to improve relationships and emotional well-being; how these areas can directly impact attendance, academics, and attitude</p> <p>Few situations that contributed to attendance: student experienced death of parent, student surgery, student significant medical support, court/counseling appointments</p> <p>Explore ways to make this data more accessible and adjustable (to sort by by groups)</p>
<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data by Student Group</p> <p>Free/Reduced Priced Lunch: <i>enter percentages</i></p> <p>English Learners:</p> <p>Hispanic:</p> <p>AI:</p> <p>Black:</p> <p>White:</p> <p>Two or More:</p>	<p>Not currently collected</p>	<p>Member district administration meet with their students 1 time per quarter to review attendance, academics, and attitude. Some students/parents have given positive feedback in being able to meet with their district admin. It makes them feel a part of their district and proud of their accomplishments.</p> <p>District administration have expressed positive feedback regarding meeting with their students. They appreciate being a more active role in the progression toward earning a high school diploma. (students participate in graduation ceremonies in their home district and at the ALC).</p>



<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data by Grade*</p>	<p>2018-2019</p> <p>1st quarter:</p> <p>8th grade- 92% (1 student)</p> <p>9th grade- 86% (3 students)</p> <p>10th grade- 88% (8 students)</p> <p>11th grade- 78% (11 students)</p> <p>12th grade- 68% (7 students)</p> <p>12+- 80% (9 students)</p> <p>2nd quarter:</p> <p>8th grade-73% (1 student)</p> <p>9th grade-65% (3 students)</p> <p>10th grade- 82% (9 students)</p> <p>11th grade- 69% (13 students)</p> <p>12th grade- 60% (8 students)</p> <p>12+-62% (7 students)</p> <p>3rd quarter:</p> <p>4th quarter:</p>	<p>Advisory is grade specific grouping: consider activities specific to improving emotional well-being at appropriate developmental levels.</p> <p>Life Skills Classes will focus on Social Emotional Learning; using SEL standards from CASEL</p>
<p>Review perception data collected from staff, students, families, or other stakeholders.</p>	<p>TBD ie. Minnesota Student Survey, Various Climate and Culture Student and Staff Surveys</p>	<p>Staff conducted a student survey in November 2018 specific to school culture. The data was reviewed during their PLC time. Overall, the majority of students (75%+) provided very positive feedback specific to the length of the school day being appropriate, feeling challenged yet supported, and receiving positive feedback from staff. There were some responses that appeared to conflict; “students are often</p>

		<p>bullied-84% agreed yet “I feel safe at school” 89% agreed. Staff will continue to monitor and reflect on feedback received specific to culture.</p> <p>Explore collecting perceptual data from other sources</p>
Review additional data sources (e.g. implementation data, behavior data)	<p>OSS data: 8 incidents over the course of 1st and 2nd quarter (which is significantly higher than the past 3 years): 2 students for physical fighting, 3 incidents for alcohol/drug, 2 significant disruption to the learning environment, and 1 for vandalism</p> <p>Students earn daily points for having a positive attitude (being respectful, responsible, and safe).</p>	<p>Ongoing review of individual/group progress. Student recognition, earning privileges both scheduled and random. OSS is automatic elimination for designated rating period.</p> <p>Explore ways to have the data more accessible to sort and analyze</p>

\*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	The teachers at ALC are “out of field” yet they have extensive experience in alternative education, special education, or secondary education	Some of the teachers have made professional connections with content teachers in the mainstream or other alternative learning centers. They share instructional content and ideas.
2. Per-pupil expenditures (across schools and student groups)	2018: \$16,583.09 expense per pupil	

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.	2018: \$426.67 (travel), \$5446.07 (supplies), \$6678.89 (instructional supplies) 2019: instructional software added: \$7000 *supplies/expenses in this area are used for the ALC, credit recovery (night school) and credit recovery (summer school)	explore alternative online programs to support the ALC and credit recovery in member districts
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## 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

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

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

**Graduation (if required):**

### **West Central Education District ALC Identified Successes and Prioritized Concerns**

Protective Factor to Address Root Causes: USE HIGH QUALITY DATA TO MONITOR STUDENT PROGRESS OF ALL STUDENTS WHO ARE STRUGGLING (IN ATTENDANCE, BEHAVIOR, AND COURSEWORK), INTERVENE WITH APPROPRIATE SUPPORT AND MONITOR SUCCESS OF SUPPORT.

SUCCESSSES	PRIORITIZED CONCERNS
<ul style="list-style-type: none"> <li>• Daily monitor/recording- all staff access to info</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance: do not have flexible schedule unless</li> </ul>

<ul style="list-style-type: none"> <li>• “Missing assignments” doc</li> <li>• Triple A recognition/reward</li> <li>• Monthly MEIRS meeting</li> <li>• Progress reports, individual meeting</li> <li>• Asking questions</li> <li>• Parent/student/teacher conferences</li> <li>• Promoting blended schedule between home district</li> </ul>	<ul style="list-style-type: none"> <li>• student assumes transportation responsibility ○○○○○○</li> <li>• ½ sheet from Mr. Slocum ○○○○○</li> <li>• Evaluate the 90% attendance goal. Students can only miss 1 day of 15. Many have valid reasons for absences. ○</li> </ul> <p><i>GROWTH PRIORITY SCORE</i>  <i>Green (3pts each) = 15</i>  <i>Orange (2pts each) = 2</i></p> <p><i>Total= 17</i></p>
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Protective Factor to Address Root Causes: RESPOND TO THE NON ACADEMIC FACTORS THAT INFLUENCE SCHOOL PARTICIPATION (TRAUMA, TOXIC ENVIRONMENTS) AND PROVIDE/REFER APPROPRIATE STUDENT SUPPORT.

SUCSESSES	PRIORITIZED CONCERNS
<ul style="list-style-type: none"> <li>• Collaborate with Anna Marie’s (healthy relationship)</li> <li>• Refer to mental health</li> <li>• Building relationships</li> <li>• Refer to chemical health supports</li> <li>• Staff are aware of ACEs</li> <li>• Build family supports</li> <li>• Parent/teacher conferences</li> <li>• Teacher/staff phone calls to parents</li> <li>• Home visits</li> <li>• Probation collaboration</li> <li>• Positive notes and phone calls</li> <li>• Immediate feedback to students</li> <li>• AAA Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Co-located therapist on site/and space ○○○○○○○○○○○○</li> <li>• Understanding trauma informed care ○○○○○○</li> <li>• Inform all staff of situations to be aware of (i.e. death in family, suicide attempts, etc.) ○○○○</li> <li>• Develop a procedure for determining if a student is under the influence and how to respond accordingly ○○○</li> </ul> <p><i>GROWTH PRIORITY SCORE</i>  <i>Green (3pts each) = 21</i>  <i>Orange (2pts each)= 14</i></p> <p><i>Total= 35</i></p>

Protective Factor to Address Root Causes: ENGAGE STUDENTS BY OFFERING CURRICULA AND PROGRAMS THAT CONNECT SCHOOL WORK TO COLLEGE, CAREER, AND REAL LIFE. ACTIVE AND ENGAGED LEARNING.

SUCCESSSES	PRIORITIZED CONCERNS
<ul style="list-style-type: none"> <li>• Career and college day</li> <li>• Advisory groups discuss career and colleges</li> <li>• Topics in class discussions</li> <li>• Lifeskills</li> <li>• Student schedule focus on coursework for 7 weeks then credit recovery for 2 weeks</li> <li>• Transition goal for IEP students</li> </ul>	<ul style="list-style-type: none"> <li>• More engaging academic learning ○○○</li> <li>• Offer more project based classes ○○○○○○○</li> <li>• Work release program (Work Based Learning)○○○○○○○</li> <li>• Explore job shadowing opportunities ○○○○○</li> <li>• Service learning situations ○○○</li> <li>• Teach and reinforce behavioral expectations so they can find and keep a job ○○○○○○○</li> <li>• After school life skills (independent living) ○○○○○</li> </ul> <p><i>GROWTH PRIORITY SCORE</i>  <i>Green (3pts each) = 48</i>  <i>Orange (2pts each) = 28</i></p> <p><i>Total=76</i></p>

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.

**Graduation (if required):**

[Hypothesized Root Causes According to National Research](#)

1. Disengagement
2. Lack of positive adult relationships
3. Subject to toxic environments

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.