

New Frontiers Public Schools

901 NE Loop 410 suite 711, San Antonio, Texas 78209



ESSER III Federal Grant **Comprehensive Needs Assessment** **(CNA) Template**

New Frontiers Public Schools uses their local data and a comprehensive needs assessment process to determine the best uses of funds for their students and staff. **New Frontiers Public Schools** 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. **New Frontiers Public Schools** 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, **New Frontiers Public Schools** 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 **New Frontiers Public Schools** 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 includes the Superintendent, teachers, principal, administrator(s), counselor(s), Curriculum and Instruction Director, PEIMS Coordinator, Special Education Director, Business Manager/CFO, Human Resources Coordinator, Technology Coordinator parent(s) and community member(s).

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 *based on our community demographics*.

- ☐ 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:

For the CNA, the following data sources were used:

- 2019-2020 TAPR
- 2021 Preliminary STAAR scores
- 2020 PEIMS Snapshot data
- Texas Primary Reading Inventory data collection (TPRI)
- Anecdotal district/campus data
- Parent Engagement meeting feedback/survey
- TEA Special Education Cyclical Review Report
- Dyslexia Audit

New Frontiers Public Schools is an open enrollment **public charter district** located in the community of **San Antonio**, TX in **Bexar county**.

Demographics **Summary-**

	NFPS	FLM ACA	FLM ECHS
Total Enrollment	485	321	164
Total Hispanic/Latino	465	311	154
Total White	14	8	6
Total Black/African American	5	2	3
Economically Disadvantaged	82.27%	85.98%	75%
At-Risk	61.24%	71.03%	42.07
ESL	11.55%	14.33%	6.10%
SPED	7.42%	9.35%	3.66%

Demographic **Strengths-**

- Maintain 0% dropout rate at grades 7 and 8 and in grades 9-12
- Maintain 100% College Ready Graduate rate
- 100% Graduation Rate
- 25% Students in 3rd grade met master level in Reading STAAR
- 48% Students in 8th grade met approaches level in Reading STAAR
- 24% Students in 7th grade met approaches level in Math STAAR

Demographic **Needs-**

- Increase student attendance rate of 94.8% to 96% across NFPS district
- Increase post-secondary enrollment rate
- Develop a professional learning plan to support Special Education staff and administrators to ensure FAPE
- Decrease retention rate by 2% in 2nd and 9th grade
- Social Emotional support for all students returning to campus
- Increase college awareness among all students in grade 9-10
- Increase Algebra 1 Approaches/Meets/Masters percentages

STUDENT ACADEMIC ACHIEVEMENT:

Student Academic Achievement **Summary-**(TAPR, RDA, teacher data, State/Federal requirements, NWEA, TPRI, EOC, STAAR, TSI, SAT)

READING	3rd	4th	5th	6th	7th	8th
Approaches	50%	62%	55%	35%	50%	78%
Meets	38%	5%	15%	12%	25%	48%
Masters	25%	5%	10%	0%	8%	16%
Math	3rd	4th	5th	6th	7th	8th
Approaches	19%	38%	37%	35%	44%	53%
Meets	0%	10%	16%	15%	24%	19%
Masters	0%	0%	11%	10%	8%	6%

Writing	4th	7th		Science	5th	8th
Approaches	40%	39%		Approaches	21%	65%
Meets	10%	4%		Meets	10%	38%
Masters	0%	4%		Masters	0%	9%
Social Studies	8th					
Approaches	53%					
Meets	6%					
Masters	0%					

2020-2021 EOY	Developed	Still Developing
Kinder	64%	36%
1st Grade	18%	82%
2nd Grade	69%	31%
3rd Grade	50%	50%
Average	50%	50%
GPM 1.1 Goal :	50% Developed	
	COVID-19 Pandemic	

Frank L. Madla Early College High School 2021 STAAR Raw Scores (6/14/21)

	English I	English II	Biology	Algebra I	US History
Approaches	83%	95%	90%	45%	100%
Meets	55%	76%	50%	10%	86%
Masters	8%	5%	13%	10%	51%

Frank L. Madla Early College High School 2021 Composite TSI Scores (6/14/21)

		ELAR		Math	
Class of 2022		No. of Student	Percent	No. of Student	Percent
29 Students	Students College-Ready	25	86.2%	18	62.1%
Class of 2023		No. of Student	Percent	No. of Student	Percent
39 Students	Students College-Ready	26	66.7%	6	23.1%
Class of 2024		No. of Student	Percent	No. of Student	Percent
43 students	Students College-Ready	15	34.9%	2	4.65%

Frank L. Madla Early College High School Productive Grade Rate in Dual Credit Course (Grades of C or higher)

Fall 2019	89.40%
Spring 2020	87.70%
Fall 2020	84.10%
Spring 2021	82.70%

Frank L. Madla Early College High School SAT Participation

Class of 2018	87%
Class of 2019	89%
Class of 2020	70%
Class of 2021	15%

Student Academic Achievement **Strengths**-(gather data utilizing TAPR results, district/campus goals, surveys, etc.)

- ECHS remained within 2 points of 2019 STAAR results with 5% of campus participating in on-campus instruction
- 86% of students in grade 11 are College Ready students
- STAAR Science and Social Studies at the ECHS
- District met GPM 1.1 of 50% of K-3rd grade identified *Developed* at EOY TPRI
- 50% Approaches and 38% Meets at 3rd grade Reading
- 62% Approaches 4th grade Reading
- 78% Approaches and 48% Meets at 8th grade Reading
- 24% Meets at 7th grade Math
- 38% Meets at 8th grade Science

Student Academic Achievement **Needs**-(gather data utilizing TAPR results, district/campus goals, surveys, etc.)

- Improve overall Masters performance rates by 10% for all students in 3rd-8th grade Math
- Improve overall Masters performance rates by 10% for all students in 3rd-8th grade Reading
- Increase number of students achieving approaches in 5th grades Science to 70%
- Increase number of students achieving approaches in 8th grade Social Studies to 70%
- Increase number of students at Approaches (50%) and Meets (15%) in 3rd grade Math
- Increase number of students at Meets and Masters in 4th and 7th grade Writing by 5%

- Increase the number of students at Meets and Masters in 5th grade Science and 8th grade Social Studies by 5%
- SAT and ACT participation increase to 90% for all students in grade 11-12
- Student Progressive Grade Rate for dual credit classes increase by 5%
- Improve grade 9 TSI scores

SCHOOL PROCESSES & PROGRAMS:

School Processes and Programs Summary-Instruction is essential to student achievement. Administrators conduct regular visits to classrooms for observation and support/foster teachers in engaging students. Data from these visits and 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 and must be TEKS-aligned.

Frank L. Madla Accelerate Collegiate Academy utilizes the TCMPC /TEKS Resource System as its dedicated curriculum management system. During the 2020-2021 school year, FLMACA's primary on-line learning platform was Google (K-8th grade) and SeeSaw (K-2nd grade). Over the course of the past 3 instructional years, FLMACA has partnered with our Educational Service Center, Region 20 to support the overall instructional program at the campus. The FLMACA utilized a Positive Behavior System to support the behavioral needs of the students.

Frank L. Madla Early College High School utilizes the Common Instructional Frameworks as its early college design core component. During the 2020-2021 school year, FLM ECHS's primary on-line learning platform remained Schoology. The campus has utilized Schoology for the last six years. 99% of our families have Schoology accounts. Over the course of the past 5 instructional years, FLM ECHS has partnered with Ms. Liz Melson to support the overall instructional program at the campus.

Our district/campus departments meet regularly to identify areas to be readdressed based on student progress and scores. The personnel at New Frontiers Public Schools are 100% highly qualified. 8.6% of instructional personnel hold a Master's Degrees. 60.9% of staff have between 1-5 years of experience. 18.4% have between 6-10 years experience and 16.3% have between 11-20 years of experience. NFPS teachers have on average 13.8 students compared to the 15.1 average for the state.

School Processes and Programs Strengths-

FLMACA strengths

Due to COVID-19 pandemic approximately 33% of students consistently attended in-person instruction. Therefore, a significantly reduced rate of discipline referrals occurred. An increased amount of parental participation in meetings was noted throughout the year and determined to be a direct result of providing for virtual participation.

- All NFPS staff were trained to support both virtual and in-person instruction
- Discipline referrals were drastically decreased due to majority of students in a virtual setting
- Teacher Turnover Rate 16.4% compared to State rate of 16.8%
- Parental participation in meetings/trainings due to virtual participation being offered
- Significant decrease in student discipline infractions
- Maintain NFPS inexperienced teacher average of 9.68% or less (state average 13.05%)

School Processes and Programs Needs-(district/campus data, PEIMS, personnel evaluations, etc.)

FLMACA Needs-

Due to the COVID-19 Pandemic, attendance for both in-person and remote learners remained a key priority and area of need throughout the 2020-2021 SY. Additionally, attendance for staff was also an area that was an issue during this academic school year. We saw an increased need for counseling and social emotional support as the pandemic greatly affected our students, staff and families that will likely continue into the 2021-2022 school year.

FLMECHS Needs

The 2020-2021 school year presented various challenges. The ECHS was bound to restraint set forth by ACD. All offerings taught at the college were 100% online. This shift beginning in Spring 2020 has led to a drop in campus performance in dual credit courses. With the re-introduction of AVID, a program used by the ECHS for the first four years, we are hoping this course will provide skills for students to regain success. The use of a proctor position to better monitor and support virtual learners was employed this school year, however the role will need to be expanded to increase student success. Schoology, the learning management system used at the high school has been used over the past 5 years, and we have increased parent participation on the page. Students have transitioned successfully from the ECHS to higher education or military upon graduation.

- Increase student attendance
- Develop social emotional learning system
- School Processes and Programs **Strengths-**(Use district/campus data, PEIMS, personnel evaluations, etc.)
- 76% of graduates enrolled in post-secondary education or military the subsequent fall after graduation

PERCEPTIONS:

Perceptions Summary: Through the support of our campuses, the district hosts monthly training sessions for parents and family members on student achievement, post secondary readiness, STAAR, volunteering, behavioral strategies, and homework tips. Community hosts events such as carnivals, family Thanksgiving luncheon, Christmas gifting for students, and community nights out.

The ECHS upon switching to virtual learning has improved parent involvement through Schoology. The use of virtual meetings and conferences has also improved utilizing Zoom for parent conferences, and Schoology for parent messages. There was a 35% increase in parent usage on Schoology despite a 22% decrease in enrollment.

Perceptions Strengths:

- Attendance at trainings/meetings increased with virtual participation options
- NFPS has been in the community for 22 years
- FLMACA has a “C” rating
- FLM ECHS has a “B” rating
- FLMACA offered extra curricular program opportunities
- Rated by Niche, and US News and World Report a Top High School

Perceptions Needs:

- Develop an onboarding program for new employees
- Create a district-wide calendar
- Development of a 6th-8th grade feeder campus for the ECHS
- Provide more resources for Spanish Speaking families in Schoology

The LEA must expend 20% (\$464,949) 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) Social Emotional and Mental Health needs 9th-12th
- ☐ 2) School based guidance and counseling needs 9th-12th
- ☐ 3) Provide academic counseling

ESSER III Fund 6100 Salaries Resources: \$422,662

ESSER III Fund 6200 Contracted Services: \$436,864

Curriculum and Instruction:

- ☐ 1) Targeted intervention and support on all core content areas 9th-12th
- ☐ 2) Targeted intervention on special populations regarding learning gaps
- ☐ 3) Increase TSI counts across 9th-12th grade

Fund Resources:

ESSER III Fund 6100 Salaries Resources (College Success Liaison): \$144,480

ESSER III Fund 6200 Contracted Services: \$242,200

ESSER III Fund 6300 Supplies and Materials: \$40,000

Professional Development:

- ☐ 1) Targeted technology professional development district-wide for new technologies
- ☐ 2) Targeted SEL professional development district-wide
- ☐ 3) Targeted professional development to support learning gaps across core content areas

ESSER III Fund 6100 Salaries Resources:

ESSER III Fund 6200 Contracted Services: \$203,911

ESSER III Fund 6300 Supplies and Materials: \$10,000

Parent and Family Engagement:

- ☐ 1)Develop a targeted family support plan
- ☐ 2)Support communication at functions/events and in media in both English and Spanish
- ☐ 3)Develop increase parental engagement to support the utility of parent/school collaboration

ESSER III Fund 6100 Salaries Resources: \$0

ESSER III Fund 6200 Contracted Services: \$90,000

ESSER III Fund 6300 Supplies and Materials: \$22,000

School Context and Organization:

- ☐ 1)Establish systems of support across curriculum and instruction
- ☐ 2)Develop appropriate district-wide health and safety guidelines
- ☐ 3)Review and update district webpage to ensure communication is timely and meets the needs of our school community

ESSER III Fund 6100 Salaries Resources: \$191,271

ESSER III Fund 6200 Contracted Services: \$0

ESSER III Fund 6300 Supplies and Materials: \$10,000

<i>Expenditures</i>	<i>2021-2022 Appropriations</i>	<i>2022-2023 Appropriations</i>	<i>2023-2024 Appropriations</i>	<i>2024-2025 Appropriations</i>
<i>Salaries</i>	<i>\$521,893</i>	<i>\$596,416</i>	<i>\$452,539</i>	<i>\$1,570,849</i>
<i>Contracted Services/PD</i>	<i>\$170,663</i>	<i>\$242,737</i>	<i>\$199,100</i>	<i>\$612,500</i>
<i>Supplies and Materials</i>	<i>\$62,360</i>	<i>\$19,440</i>	<i>\$4,720</i>	<i>\$86,520</i>
<i>Other Operating/Travel/Fees</i>	<i>\$20,000</i>	<i>\$32,000</i>	<i>\$2,880</i>	<i>\$54,880</i>
<i>Total Expenditures</i>	<i>\$774,916</i>	<i>\$890,594</i>	<i>\$659,240</i>	<i>\$2,324,751</i>