

# **IDEA Public Schools**

## **Achieve College Prep**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness

**Board Approval Date:** October 21, 2022

**Public Presentation Date:** September 16, 2022

# Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

## Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

## Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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# Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

## Demographics

### Demographics Summary

IDEA Achieve College Prep is a charter school in the heart of Haltom City, TX with Grades 6-9. We stand at 406 students. We 1/4 campuses of IDEA Tarrant County and the only school outside of the Fort Worth district, but very close in proximity. We are school that offers many special programs for all students. We offer a variety of athletics, Special Education, and advanced curriculum to include, but not limited to Pre-AP and AP courses.

See PDF in Addendum for more information.

### Demographics Strengths

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need for consistent, school wide forecasting and communication. **Root Cause:** (1) Lack of communication in terms of progress towards goals. There has not been clear forecasting of the year's arc and how all stakeholder's impact school wide success.

# Student Learning

## Student Learning Summary

At December of 2021, Achieve College Prep was predicted to score a C Rating per TEA from Semester Exam results. By Mock exams, our student were vetted to be rated at B rating. At the end of the year our results from the previous year STAAR and EOC are as follows, that lead to an Overall A Rating of 91/100. We were able to pull a 12 point increase to reach the A rating. This year alone over 80% percent of our students met their individual growth goals in Mathmatics as well as the ELA subjects. In terms of Domain 1: Student Achievement, we landed an 84/B, Domain 2:School Progress, we landed a 92/A, and for Domain 3: Closing the Gaps, we landed a 90/A that led to the Overall rating of a 91/A. IDEA Achieve College Prep outperformed District in every category in terms of Approaches, Meets, and Masters.

### Math

	Results:	Achievement Average:	Growth:
6	80 49 21	50	91% Met   81% Exceed
7	78 40 15	44	90% Met   75% Exceed
8-Algebra 1	80 40 24	48	45% Met   25% Exceed

### ELA

	Results:	Achievement Average:	Growth:
6	80 43 18	47	71% Met   37% Exceed
7	88 66 41	65	98% Met   75% Exceed
8	85 59 39	61	90% Met   47% Exceed

### SS

	Results:	Achievement Average:	Growth:
8	62 22 11	32	N/A

### Bio

	Results:	Achievement Average:	Growth:
8	92 70 17	60	N/A

See PDF in Addendum for more information.

## Student Learning Strengths

See PDF in Addendum for more information.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need for streamlining all stakeholders on campus so that students are practicing the same/similar Humanities strategies across all classes. **Root Cause:** (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies. (2) Lack of academic vision from leadership/region on which processes/systems will best support ELAR development.

**Problem Statement 2 (Prioritized):** There is a need to redesign the ways in which we support special education, ELL, and CSI scholars across contents. **Root Cause:** (1) Lack of clarity on the how SPED teachers give support in push in accommodations. (2) Lack of Resource accommodations and supports for all students who need or might benefit from pull-outs.

**Problem Statement 3 (Prioritized):** There is a need to upgrade the lesson design for IDEA Mathematics curricula. Instruction is lacking in the area of extended student practice. **Root Cause:** (1) Lack of at bats for students to get sufficient practice in the lesson, therefore they are getting fewer opportunities to actually grasp the content before moving on to something new. (2) Lack of effective supplemental curricula to give additional at bats to grapple with Math Problem Sets.

# School Processes & Programs

## School Processes & Programs Summary

Our campus has a total of 3 Instructional Leaders, broken up into 3 groups: ELAR & Humanities, Mathematics & SPED, and Science and Electives. Each leader manages two groups of content. The leadership team develops our skills in Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to observe and hold observation feedback meeting to their entire caseload. Professional development is held every Tuesday afternoon, we determine our PD's from our weekly instructional coaching meetings where we spar on trends we see, as well as the use of instructional rounds to pick up on academic upgrades. We use observations, lesson rehearsals, student work analysis meetings, and data tracking to support powerful teaching.

“See PDF in Addendum for more information.”

## School Processes & Programs Strengths

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

### Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students met that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

## SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

“See PDF in Addendum for more information.”

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a need to increase the consistency of Communications in terms of academic success, cultural clarity, progress towards goals, and staff culture to students, staff, and families. **Root Cause:** (1) There was a lack of cadenced communications to all stakeholders due to loss of leadership early on and a new leader being added late in the year. Lack of systemic cadence on what and when to report.

**Problem Statement 2 (Prioritized):** Our lack of connection and involvement with families led to a hit on Persistence. The need to invest families has shown up in terms of our New Student Persistence. **Root Cause:** (1) Our Academy and College Prep Student Services Teams lacked collaboration to engage families campus wide.



# Perceptions

## Perceptions Summary

There are monthly family engagement events as well as two events at the start of the year that help to invest families in the culture of the school. Those events are called Welcome to Idea and Culture Camp/Meet The Teacher Night. Parent participation was around 45%.

## Perceptions Strengths

See PDF Addendum.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parental involvement and participation in school events are only taken up by less than half students families. There is a need to increase the amount family investment. **Root Cause:** Lack of strategic planning in terms of the what and when events are had at our school.

**Problem Statement 2:** There is a need for parental leadership on campus to help invest families into the IDEA culture and build Persistence with our families. **Root Cause:** There has been a lack of information given to leaders on how to build and rollout such systems.

# Priority Problem Statements

**Problem Statement 1:** There is a need for consistent, school wide forecasting and communication.

**Root Cause 1:** (1) Lack of communication in terms of progress towards goals. There has not been clear forecasting of the year's arc and how all stakeholder's impact school wide success.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a need to redesign the ways in which we support special education, ELL, and CSI scholars across contents.

**Root Cause 2:** (1) Lack of clarity on the how SPED teachers give support in push in accommodations. (2) Lack of Resource accommodations and supports for all students who need or might benefit from pull-outs.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need to upgrade the lesson design for IDEA Mathematics curricula. Instruction is lacking in the area of extended student practice.

**Root Cause 3:** (1) Lack of at bats for students to get sufficient practice in the lesson, therefore they are getting fewer opportunities to actually grasp the content before moving on to something new. (2) Lack of effective supplemental curricula to give additional at bats to grapple with Math Problem Sets.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a need for streamlining all stakeholders on campus so that students are practicing the same/similar Humanities strategies across all classes.

**Root Cause 4:** (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies. (2) Lack of academic vision from leadership/region on which processes/systems will best support ELAR development.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Our lack of connection and involvement with families led to a hit on Persistence. The need to invest families has shown up in terms of our New Student Persistence.

**Root Cause 5:** (1) Our Academy and College Prep Student Services Teams lacked collaboration to engage families campus wide.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Parental involvement and participation in school events are only taken up by less than half students families. There is a need to increase the amount family investment.

**Root Cause 6:** Lack of strategic planning in terms of the what and when events are had at our school.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:




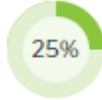




## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

# Goals







**Goal 1:** IDEA Achieve College Prep will have 85% Teacher Retention.

**Performance Objective 1:** 1.1 Teammate Social and Emotional Initiative: Attend to the social and emotional well-being of teammates and scholars.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focus on student SEL across the region at recommended 60 minutes/week across all classrooms. <b>Strategy's Expected Result/Impact:</b> Increase student emotional regulation to decrease student misbehavior, in tern to increase staff satisfaction. <b>Staff Responsible for Monitoring:</b> SSA  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To address adult SEL, JCS will utilize Onward by Elena Aguilar to begin cultivating emotional resilience in educators. <b>Strategy's Expected Result/Impact:</b> Increase teacher retention, by way of understanding how our own trauma impacts our work. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1:** IDEA Achieve College Prep will have 85% Teacher Retention.

**Performance Objective 2:** 1.2 Talent: Strengthen a community of educators who catalyze change in our schools.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a strategy to help teachers obtain licensure/pass PRAXIS. Send non licensed educators cadenced information on licensure programs in check-ins. <b>Strategy's Expected Result/Impact:</b> Increase Retention by way way of licensure. <b>Staff Responsible for Monitoring:</b> APO,AA  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Plan monthly and sporadic moments of joy in the everyday experience. <b>Strategy's Expected Result/Impact:</b> Increase staff retention  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 2:** All IDEA students matriculate to college.

**Performance Objective 1:** 2.1 Partnerships: Develop and maintain positive collaborative relationships with internal and external partners to strengthen support of IDEA Achieve College Prep in terms of On Track To Graduate, through College Counselor.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor and track student grade weekly and develop On Track To Graduate reports for teachers in order to develop student intervention plans for failures. <b>Strategy's Expected Result/Impact:</b> 96% student body maintains C+ Average. <b>Staff Responsible for Monitoring:</b> College Counselor, Student Success Advisor  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 3:** IDEA Achieve receives an A Rating.

**Performance Objective 1:** 3.1 Diagnose, address, and monitor learning: Adopt tools and processes that provide a detailed picture of what our students know and clear next steps for instruction and progress monitoring.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement and analyze a coherent suite of assessments (screener, diagnostic, progress monitoring). <b>Strategy's Expected Result/Impact:</b> Leads to 90/60/30, A in each Domain. <b>Staff Responsible for Monitoring:</b> Principal, API  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** IDEA Achieve receives an A Rating.

**Performance Objective 2:** 3.2 Revise the instructional program with a focus on literacy. Revise the instructional program to maximize learning across content areas and student subgroups using literacy as a foundation.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement an Intervention block plan for ELA focusing a comprehensive reading diagnostic, writing, and vocabulary, through Interventionist. <b>Strategy's Expected Result/Impact:</b> 90/60/30 School ELA Performance <b>Staff Responsible for Monitoring:</b> Humanities API  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue



**Goal 3:** IDEA Achieve receives an A Rating.

**Performance Objective 3:** 3.3 Close the Digital Divide: Research, pilot, and recommend an approach to online learning that increases student access to the devices, platforms, and digital experiences that will most effectively improve learning outcomes.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine the digital instruction model to match students method of assessment. <b>Strategy's Expected Result/Impact:</b> Increase student accessibility to perform and lead to an A rating. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 3:** IDEA Achieve receives an A Rating.







**Performance Objective 4:** 3.4 Implement a resource style exclusion opportunity to increase SPED performance data.

**Goal 3:** IDEA Achieve receives an A Rating.

**Performance Objective 5:** Increase student fitness activity and reach 100% Fitness Ambassadors.





**Goal 4:** IDEA Achieve College Prep will maintain 97% ADA.

**Performance Objective 1:** 4.1 Attendance: Adopt and implement clear and aligned attendance expectations, processes, and supports to ensure all students across our school is maximizing their learning opportunities by being present every school day.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Clearly identify counselor, SSA, API, SIS roles with attendance to ensure alignment across the school K-12. Train on systems, processes, etc. <b>Strategy's Expected Result/Impact:</b> 97% daily ADA. <b>Staff Responsible for Monitoring:</b> SSA, API, SIS, Teacher  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train teachers and staff on all ADA and persistence systems, processes, etc.	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 5:** IDEA Achieve will increase student persistence to 90%.

**Performance Objective 1:** 5.1 Teammate and Scholar SEL: Attend to the social emotional well-being of teammates and scholars.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> To address adult SEL, ICP Achieve will utilize Onward by Elena Aguilar to begin cultivating emotional resilience in educators. <b>Strategy's Expected Result/Impact:</b> Gain an understanding of trauma and increase teacher capacity to impact 90%+ teacher retention. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	





**Goal 5:** IDEA Achieve will increase student persistence to 90%.

**Performance Objective 2:** 5.2 Maintaining Positive School Culture: Adopt best practices to aid schools in developing and maintaining a positive school culture and decrease school violence.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focus on ICP Achieve having effective, living, proactive and data driven RTI2-B plans in place to identify PBIS that has strong Tier 2 structure as measured by data/success outcomes. <b>Strategy's Expected Result/Impact:</b> Increase student support to lead to 90% student persistence. <b>Staff Responsible for Monitoring:</b> SSA, CC, Principal  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** IDEA Achieve will increase student persistence to 90%.

**Performance Objective 3:** 5.3 Attrition: Develop written and applied processes and systems across IDEA Achieve College Prep to create maximum growth and stability.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Reduce student attrition by intentionally addressing factors that can be controlled by IDEA public schools, transportation. Build 2-3 partnerships with community programs as another means of afterschool transportation. <b>Strategy's Expected Result/Impact:</b> Decrease the amount of student leavers due to transportation.  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eryn Caffrey	Interventionist	Title 1	1
Manuel Saldivar	College Counselor	Title 1	1



# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	10%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.  Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP  Campus IB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.  For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI  Campus IB Reports  Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.  Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> .  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

## 2021-22 Student Achievement Improvement Plan - College Prep

[illegible]



## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

### Needs Assessment

S-STAAR  
D-DIBELS  
E-EOC  
A-ACT  
RR-Reading Renaissance  
ST-STAR for Math  
DR-Discipline Report  
AP-AP Tests  
O-Other

### Special Populations

All  
AR-At Risk  
ELL-English Language Learners  
ED-Economically Disadvantaged  
M-Migrant  
SE-Special Education

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	51	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	N/A	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	80	87	84			
% Meets	43	65	59			
% Masters	18	41	39			
% Student Achievement Average						

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

### Reflections

Areas of Strength	Areas of Need
1 Practicing across genres and streamlined across grade levels so that strategies are used in all grade levels and continue to build	1 Ensure that resrouces are available in a timely manner (books, dictionaries, supplies, supplemental
2 Academic rigor that is above the level of the STAAR test	2 Streamline all stakeholders on campus so that students are practicing ELA strategies across all
3 Teacher/Student growth mindset	3 Special Education and CSI intervention, inclusion, and resource.

## Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	80	78	80		
% Meets	49	41	39		
% Masters	21	15	24		
% Student Achievement Average	41	34	31		
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1 Analyzing data within 24hrs to adjust lessons	1 Start off strong with supplemental resources such as IXL and Desmos for Algebra
2 Quick sort of ET to adjust lessons for next class period and/or next day	2 Clarity of what curriculum will look like considering the change in STAAR
3 Having lesson plans/exemplars ready at least one week ahead to be prepared along with unit planning	3 More practice for online to prepare for STAAR

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing			

#### Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches		92	
% Meets		70	
% Masters		17	
% Student Achievement Average		60-AA	

#### Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

#### Reflections

Areas of Strength	Areas of Need
1 Goal of approachees and meets were obtained.	1 Increasing scores in the area of "Masters".
2 Use of labs and hands on instruction.	2 Closing the gap between SPED and ELL scholars.
3 Having a "growth mindset".	3 Increasing student engagement and buy in.



## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	<b>93%</b>	<b>90%</b>	

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>	
<b>% Approaches</b>	62		
<b>% Meets</b>	22		
<b>% Masters</b>	11		
<b>% Student Achievement Average</b>			

#### Data Source: AP/IB

<b>AP Scores</b>	<b>Pass AP Human Geography</b>	<b>Pass AP World History</b>	<b>Pass AP US History</b>	<b>Pass AP Government</b>	<b>Pass AP Economics</b>	<b>IB Scores</b>	<b>IB Group 3</b>
<b>% Score 1</b>						<b>% Score 1-3</b>	
<b>% Score 2</b>						<b>% Score 4-5</b>	
<b>% Score 3+</b>						<b>% Score 6-7</b>	

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
1 Access to primary sources	1 Uniformity in class annotations
2 Collaborative learning environment in partners and groups	2 Opportunities to build a background in other spaces about humanities
3 The students knew their growth goal	3 Stronger Curriculum

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning				3	
% Intermediate				26	
% Advanced				34	
% Advanced High				26	

#### Reflection

Areas of Strength	Areas of Need
1 Efficient and effective grading system, as well as team cooperation and collaboration.	1 Organization of TC to purposefully lead trainings in relation to TELPAS writing
2 Variety of samples per content.	2 All teachers should use the same verbage when framing the expectation for scholars.
3 Small pull out groups to practice the online portion throughout the year	3 Scholars should have a clear understanding of what TELPAS encompasses and how they can best perform to exit the program

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### 100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %

#### Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG

#### Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

## Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	
% Instructional Support Retention	87%
% Teacher Retention	76%
% Campus Support Retention	
% SPED Certified Teachers	
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1 Opportunities for team building created a strong bond	1 Communications- finding out things last minute; respectful of staff's time; ex. NJHS ceremony for all staff to attend; staff weekly with announcements of school events
2 Teachers/Staff that are dedicated to working hard for kids	2 Consistency- Discipline consequences amongst admin; fair and equity to all students for suspension or other discipline consequences; teacher to student and manager to student; lesson rehearsals; non-STAAR tested teachers growth was cared about less
3 Administrative visibility and teachers feel comfortable going to at least one admin	3 Last two weeks need more structure; the students felt as though once testing was over there was no seriousness to culture and instruction by admin and students

## Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.32%
% Overall Persistence	91.14%
% New Student Persistence	88.51%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	4
% ELL	9
% Eco Dis	23
% Migrant	0
% Race: American-Indian- Alaska-Native	1
% Asian	2
% White-Hispanic	14
% Multi	0
% Black-African-American	10
% Native-Hawaiian-Pacific- Islander	0
% White	4
% Male	10
% Female	18

### Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. Providing high level academics	1. Lack of communication: mail outs, plan the entire year and give one pager,
2 Programs offered	2 adhere to culture norms consistency: communication flow chart for staff (regarding behavior system)
3. Team and family: one to one support system	3 Consistency with culture and systems.



## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended BTS Bash	76.66%
% Families Attended WTI	6th 36% 7th 54.55% 8th 32.26% 9th 25.64%
% Families Who Attended EOY Ceremonies	89 people
% Families who attended Fall Festival	26%
% Families who attended Spring Festival	14%

Reflections	
Areas of Strength	Areas of Need
1 Continuous communication to parents through remind and parent	1 Communicate more directly to st
2 Events where students were celebrated had high family engagemen	2 Scheduling events after schools o
3 Giving flyers directly to parents at carline upped attendance at aw	3 There is no PTO or parent volun

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udents and teachers wh
n weekdays as opposed
teer group for the schoo