IDEA Public Schools

Amber Creek College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
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 6, 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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

IDEA Robinson College Prep is located in the far West side of San Antonio, Texas. For the 2022-2023 school year, we offer 6th and 7th grade.

<u>Enrollment</u>

- Grade 6 - 51
- Grade 7 - 67

<u>Student Demographics</u>

- 86% Hispanic
- 12% African American
- 12% White
- 2% Asian/Pacific Islander
- 1% American Indian

<u>Staff Demographics</u>

- 50% Hispanic
- 38% White
- 13% African American

<u>Income Status:</u>

- 76% Low Income
- 24% Non-Low Income

Demographics Strengths

We have diversity of both scholars and staff members on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 78% of scholars returned for the 2022-2023 school year. **Root Cause:** Lack of effective communication around school culture and expectations to parents and students.

Problem Statement 2 (Prioritized): Our Average Daily Attendance was 92.07% **Root Cause:** Lack of effective implementation of the ADA matrix.

Student Learning

Student Learning Summary

IDEA Robinson College Prep is an A-rated campus. We earned 5 out of 5 eligible academic distinctions.

For Domain 1 and 2, we earned a 90 and 92.

For Domain 3 (Closing the Achievement Gaps) we earned a perfect score of 100.

See PDF in addendums

Student Learning Strengths

Vast majority of our scholars met their reading and math growth goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggled with engaging with texts with multiple re-reads. **Root Cause:** We did not have a clear process for scholars to follow with close reading.

Problem Statement 2 (Prioritized): We were not effective with aggressive mastery laps with clear feedback at the point-of-error. **Root Cause:** We did not have a clear vision for both teacher and student actions during independent practice time.

Problem Statement 3 (Prioritized): Students struggled with authentic writing tasks to produce a polished piece of writing. **Root Cause:** We did not have a clear, consistent writing method across all contents.

School Processes & Programs

School Processes & Programs Summary

We offer advanced coursework in reading, math, science, and social studies.   There is one-to-one scholar/computer ratio allowing scholars to use Chromebooks during class and at home. We also offer 5 sports after-school to engage scholars.   This school year, we include computer science into scholars schedules.

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 meet 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 reatins 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 formore information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We did not effectively engage all families in campus culture or family engagement events. **Root Cause:** We did not effectively communicate and advertise our engagement opportunities for families.

Problem Statement 2 (Prioritized): There is a lack of extra instructional programs to invest scholars authentically. **Root Cause:** We did not find a creative solution for offering more than just the minimum programming.

Perceptions

Perceptions Summary

We offer parental engagement events monthly for parents and guardians.

We partner with 20 different business to help us communicate the great things happening at IDEA Robinson College Prep.

Perceptions Strengths

100% of staff said that IDEA Robinson College Prep was a "Great place to work" on the GPTW survey and only 2 staff did not return for the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was an increase in scholars claiming they do not feel connected to the school or to peers.. **Root Cause:** We did not prioritize Social-Emotional Learning as a routine in every classroom.

Problem Statement 2 (Prioritized): There was an increase over the course of the year that students said they felt anxiety about meeting growth goals. **Root Cause:** There was not a consistent system to celebrate successes.

Priority Problem Statements

Problem Statement 1: Only 78% of scholars returned for the 2022-2023 school year.
Root Cause 1: Lack of effective communication around school culture and expectations to parents and students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Average Daily Attendance was 92.07%
Root Cause 2: Lack of effective implementation of the ADA matrix.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggled with engaging with texts with multiple re-reads.
Root Cause 3: We did not have a clear process for scholars to follow with close reading.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: We were not effective with aggressive mastery laps with clear feedback at the point-of-error.
Root Cause 4: We did not have a clear vision for both teacher and student actions during independent practice time.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was an increase in scholars claiming they do not feel connected to the school or to peers..
Root Cause 5: We did not prioritize Social-Emotional Learning as a routine in every classroom.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There was an increase over the course of the year that students said they felt anxiety about meeting growth goals.
Root Cause 6: There was not a consistent system to celebrate successes.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a lack of extra instructional programs to invest scholars authentically.
Root Cause 7: We did not find a creative solution for offering more than just the minimum programming.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We did not effectively engage all families in campus culture or family engagement events.
Root Cause 8: We did not effectively communicate and advertise our engagement opportunities for families.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Students struggled with authentic writing tasks to produce a polished piece of writing.

Root Cause 9: We did not have a clear, consistent writing method across all contents.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 6, 2022

Goal 1: Increase staff retention

Performance Objective 1: IDEA Robinson College Prep will have a staff retention of at least 85%

High Priority

Evaluation Data Sources: Staffing rosters
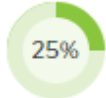
Strategy 1 Details	Reviews			
Strategy 1: Implement effective on-boarding for all staff.	**Formative**			**Summative**
Staff Responsible for Monitoring: principal	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals	75%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Hold routine public celebrations for successes.	**Formative**			**Summative**
Staff Responsible for Monitoring: principal	**Oct**	**Jan**	**Mar**	**June**
	25%	70%		
Strategy 3 Details	Reviews			
Strategy 3: Hold effective PD for staff to improve their skill at effective teaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improve	**Oct**	**Jan**	**Mar**	**June**
	25%	65%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Meet full enrollment

Performance Objective 1: IDEA Robinson College Prep will meet 100% enrollment by the 10th day of school.

High Priority

HB3 Goal
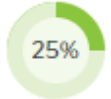
Strategy 1 Details	Reviews			
Strategy 1: Staff members will fully participate in recruitment events.	**Formative**			**Summative**
Staff Responsible for Monitoring: Enrollment Coordinator and APO	**Oct**	**Jan**	**Mar**	**June**
	15%	60%		
Strategy 2 Details	Reviews			
Strategy 2: Staff will train and practice recruitment pitches and strategies.	**Formative**			**Summative**
Staff Responsible for Monitoring: EC and APO	**Oct**	**Jan**	**Mar**	**June**
	25%	35%		
	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars will earn an achievement average of at least 53 for Domain 1 on the 2022-2023 STAAR

    High Priority

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement effective instructional coaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teaching and learning	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Hold effective reading and math academic block interventions using the Title 1 interventionist	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve scholar performance	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: At least 80% of scholars will meet their growth targets in reading and math for Domain 2 on the 2022-2023 STAAR

    High Priority
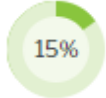
    Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Implement effective data-driven instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve scholar growth		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Emma Tapia - Interventionist - Federal Grant - $57,499.99		15%	25%		
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 3: Scholars will meet at least 90% of Domain 3 indicators for RLA and Math on the 2022-2023 STAAR
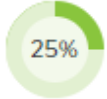
    High Priority

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement and effectively use domain 3-specific data tracking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve scholars RLA and Math scores	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	15%	20%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 4: At least 40% of the SPED scholars earn "meets" level on RLA and Math 2022-2023 STAAR

    Evaluation Data Sources: STAAR

Strategy 1 Details			Reviews			
Strategy 1: Implement effective in-class SPED supports			**Formative**			**Summative**
Strategy's Expected Result/Impact: increase scholar meets performance			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and gen. ed SpED teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			10%	25%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: IDEA achieves an A rating

Performance Objective 5: IDEA Robinson College Prep will earn the college readiness distinction on STAAR.

    HB3 Goal

    Evaluation Data Sources: STAAR
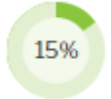
Strategy 1 Details		Reviews			
Strategy 1: Track scholar data toward college readiness.		**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers and principal		**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Robinson College Prep will have an average ADA of 97%.

High Priority

Evaluation Data Sources: Locus Dashboard
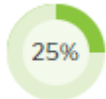
Strategy 1 Details	Reviews			
Strategy 1: Effectively implement a strong ADA matrix	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in attendance percentage	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	15%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: At least 90% of IDEA Robinson College Prep scholars return for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Implement a Positive Behavior Interventions and Support system that celebrates positive behaviors		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student following code of conduct		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture		25%	50%		
Strategy 2 Details		Reviews			
Strategy 2: Implement monthly family engagement events.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase the amount of families engaging with the campus		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture		25%	55%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Increase student persistence

Performance Objective 2: 100% of scholars successfully complete a violence prevention and intervention program aimed at promoting positive behaviors.
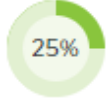
    Evaluation Data Sources: Internal discipline tracking

Strategy 1 Details		Reviews			
Strategy 1: Implement PBIS system for rewarding positive behaviors		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and teachers		Oct	Jan	Mar	June
Title I: 2.6 - **ESF Levers:** Lever 3: Positive School Culture		25%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Implement restorative discipline system.		**Formative**			**Summative**
Strategy's Expected Result/Impact: reduce the number of office referrals		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal and GTL **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture		25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of scholars will earn 1200 or more minutes in the student fitness program.

Evaluation Data Sources: EHT monitor data

Strategy 1 Details			Reviews		
Strategy 1: Scholars track their own progress in PE class using the EHT monitors.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Scholars own their own goal	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE teacher and co-teacher **ESF Levers:** Lever 3: Positive School Culture	25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Title I Personnel

Name	Position	Program	FTE
Emma Tapia	Interventionist	Title 1	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Emma Tapia - Interventionist		$57,499.99
				Sub-Total	$57,499.99

Addendums

IDEA Amber Creek College Prep

Comprehensive Needs Assessment COLLEGE PREP					
Data Source: CSI					
% Meeting CSI Goal	**Reading CP CSI**				
% CSI (EOY Ren.)	84				
% of CSI Passing STAAR	50				
% of SPED Passing STAAR	57				
Data Source: STAAR					
	STAAR Reading 6th	**STAAR Reading 7th**	**STAAR Reading 8th**	**STAAR Writing 7th**	**English I EOC**	**English II EOC**
% Approaches	84					
% Meets	57					
% Masters	34					
% Student Achievement Average	57					
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**		12	88
% Score 2			**% Score 4-5**			
% Score 3+			**% Score 6-7**			
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Scholars used textual evidence to prove answers.	1 Students struggle with engaging with text with multiple re-reads.
2 Curriculum has many higher-order questions and tasks.	2 Students need to build grit with re-reading the passage multiple times.
3 Students were bought in to their own growth goals.	3 Scholars want to go straight to questions instead of spending time on understanding the text.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment - College Prep
COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	89			
% Meets	53			
% Masters	30			
% Student Achievement Average	57			

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 2					
% Score 3+					

Reflections	
Areas of Strength	**Areas of Need**
1 90% of scholars met their growth goals	1 We must improve in the quality of feedback we give to scholars at the point-of-error.
2 Scholars were invested in their own growth goals.	2 We need to provide clear, concise steps for unpacking questions.
3 Scholars had multiple at-bats for the same skill.	3 Scholars did not have grit to stick with more challenging questions.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	92		

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

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 2						
% Score 3+						

Reflections	
Areas of Strength	**Areas of Need**
1 The curriclum included hands-on experiments.	1 The teacher had limited content knowledge.
2 The curriculum was chunked into logical patterns and flowed with scholars.	2 Mastery laps did not effectively provide feedback to every scholar every time.
3 Higher-order questions engaged scholars at different levels of Bloom's Taxonomy.	3 High leverage skills need more practice time and less time for low-leverage skills.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	92		

Data Source: STAAR		
	STAAR 8th US History	**EOC US History**
% Approaches		
% Meets		
% Masters		
% Student Achievement Average		

Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1							
% Score 2							
% Score 3+							

Reflections	
Areas of Strength	**Areas of Need**
1 The teacher was a content expert for social studies.	1 The curriculum available was in Nearpod form only - there were not lessons prepped like other contents.
2. Students were highly engaged with the EOY project.	2. At times, the performances tasks scholars wored on were unclear.
3 Master laps were a regular part of instruction.	3. Feedback given to scholars needs to be more effective and more often.

IDEA Amber Creek College Prep

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	0%	11%	0%	0%	0%
% Intermediate	22%	33%	44%	11%	0%
% Advanced	44%	33%	33%	44%	22%
% Advanced High	33%	22%	22%	55%	11%

Reflection	
Areas of Strength	**Areas of Need**
1 33% of scholars grew on ore more composite OR achieved advanced high	1 66% of scholars did not grow one or more composite score.
2 88% of EL scholars hit growth goals on Readin g STAAR	2 Teachers had limited use of SIOP strategies in class and on tests.
3 Scholars were bought in to their growth goals.	3 Teachers were unaware of all the SIOP strategies they had at their disposal.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	N/A	N/A	N/A	N/A	N/A
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**
N/A	N/A	N/A	N/A	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
N/A	N/A
N/A	N/A
N/A	N/A

IDEA Amber Creek College Prep

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	50%
% Campus Support Retention	100%
% SPED Certified Teachers	66%
% State/National Certified Teachers	50%
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Core Content Teachers stayed on campus for the year.	1 Hiring managers need to hire the right culture fit for IDEA and Amber Creek.
2 Core Content Teachers are all returning next year.	2 Administrators must onboard sooner in order to help fit in with IDEA culture and academics.
3 There were no gaps in hiring stay to support all scholars.	3 SPED and RISE teachers need clear expectations and coaching earlier rather than later.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.36
% Overall Persistence	94.75
% New Student Persistence	96.83
# of Admin Withdrawals/ Level 3 Offenses	8
% SPED	16%
% ELL	14%
% Eco Dis	76%
% Migrant	0
% Race: American-Indian-Alaska-Native	3%
% Asian	0.00%
% White-Hispanic	71%
% Multi	0
% Black-African-American	9
% Native-Hawaiian-Pacific-Islander	1
% White	19
% Male	43
% Female	57

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Scholars want to stay with our campus.	1 We did not fully execute the ADA Matrix for our sc
2 We are highly responsive when parents have a concern.	2. We did not fully invest parents as to why being in c was important.
3 We had limited level 3 behaviors due to restorative discpline practices.	3. We did not have an effective tracker for scholars or matrix.

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IDEA Amber Creek College Prep

Comprehensive Needs Assessment **COLLEGE PREP**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	75%
% Families Attended Curriculum Night	33%
% Families Who Attended EOY Ceremonies	62%
% Families who attended Fall Festival	50%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	42%

Reflections	
Areas of Strength	**Areas of Need**
1. Administration had strong NTI family onboarding program.	1. We need better, consistent communication around events, academics, etc.
2 Parents provided very positive feedback about the quality of our events.	2. We need to increase parent attendance for events
3 We celebrated both scholars and parents' commitments and hard work.	3 We need better tracking of who attended WTI and who did not.