

# **IDEA Public Schools**

## **Bluff Springs Academy**

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

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** August 30, 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 PuIDEA Bluff Springs Academy students are courageous and empathetic, self-driven learners who believe they have the power and responsibility to shape their community. Curiosity will drive students to flex their college readiness by generating solutions to complex challenges and envisioning the world as it might be. Our students will be equipped with the skills to develop claims, justify their positions, and communicate in ways that influence change and strengthen relationships. BSA staff is in the business of creating a positive space that will help them reach their true, limitless potential of becoming brave critical thinkers, passionate and elite lifelong learners, and overall good people. 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: August 30, 2022**

## **Needs Assessment Overview**

### **Needs Assessment Overview Summary**

Our public meeting will be held on August 30, 2022.

# Demographics

## Demographics Summary

Bluff Springs Academy launched in 2016 with kinder, 1st, and 2nd grade. Since then, we have become a full scale campus serving 674 students from kindergarden to 5th grade. We are an open enrollment primary campus in the South Austin area. BSA was awarded an A rating by the TEA for its academic achievment in 21-22. 84.1% of our students have been identified as economically disadvantaged. Our student population is composed of 80.6% hispanic, 8.6% white, and 8.6% black. 52.4% of our staff is hispanic whic aligns with the demographics of our students. Our classrooms hold an average of 24.5 students per adult. 57.1% of our teachers have been in their role for more than 1 year.

## Demographics Strengths

Our student population is composed of 80.6% hispanic, 8.6% white, and 8.6% black. 52.4% of our staff is hispanic whic aligns with the demographics of our students. Our classrooms hold an average of 24.5 students per adult. 57.1% of our teachers have been in their role for more than 1 year.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Many students left so we have low student persistence. **Root Cause:** We need to have clear communication systems for families so they feel confident bringing their scholar to our campus.

**Problem Statement 2 (Prioritized):** Our organizational heath survey dropped by 10% from last year. **Root Cause:** Inconsistent communication from the district causing campus to cascade messages with very little time.

# Student Learning

## Student Learning Summary

Students have made a significant improvement in the area of closing the achievement gap. 96% of Bluff Springs Academy students met and exceeded their growth goal for the year on STAAR. 34% of our EL students exceeded their goal in ELA. Students in all demographics (hispanic, EL, economically disadvantaged, ect) met both growth and meets indicators in ELA. 83% of our 2nd grade students ended the school year at grade level and are ready for 3rd grade STAAR. Bluff Springs Academy performed higher than other IDEA campuses in the Austin region in ELA and 2nd in the Austin region in math. Our benchmarks showed this progress throughout the year

## Student Learning Strengths

Our students have historically shown strength in ELA for the past 2 years. Math skills have developed but are not at the level of our ELA.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively). **Root Cause:** Foundational math skills have not been fully addressed, staff shortages, and inconsistent math teachers throughout the year in 4th and 5th grade math.

**Problem Statement 2 (Prioritized):** Masters indicators were significantly low in math (15%) for all grade levels. **Root Cause:** Foundational math skills, have not been fully addressed, staff shortages, and inconsistent math teachers.

# School Processes & Programs

## School Processes & Programs Summary

The instructional leaders at our campus are developed through coaching academy, principal leader observations, lead team rounds, in field observations, and through in the moment feedback. During observations leaders are coached by gathering low inference data to identify the most pressing problem. Leader professional development is identified according to need. Leader PD is typically carried out weekly on campus and through the district.

## 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 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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Low teacher retention this school year has caused many new teachers to be onboarded. **Root Cause:** Staff leaves due to IDEA's rigorous curriculum and high level of accountability.

**Problem Statement 2 (Prioritized):** Student safety education at the student level. **Root Cause:** Student culture lessons don't include safety sessions on drugs (vaping), student handbook, keeping our spaces clean, and being proactive about bullying.



# Perceptions

## Perceptions Summary

This past year we prioritized family engagement events, skill building opportunities and data transparency with families. We invited families through Remind and FaceBook but still lacked the invlvmnt that we hoped for. We typically had about 30% of families participate in our academic events and about 60% in nonacademic events. Our families typically give feedback around communication. We have added paper communication to also capture those families who do not use social media and Remind. We have also created competition opportunities to champion families to get the Remind app.

## Perceptions Strengths

Our family engagement events have significantly improved in planning and participation. Families leave events happy and have positive interactions with teachers. Our students are excited to come to school because of the many engegment, celebrationnn, and competitive opportunities that are offered.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** ADA had dropped significantly. **Root Cause:** Communication systems need to be improved post-pandemic.

**Problem Statement 2 (Prioritized):** Families are not using campus communication methods. **Root Cause:** Families are unaware of how to use the Remind app.

# Priority Problem Statements

**Problem Statement 1:** ADA had dropped significantly.

**Root Cause 1:** Communication systems need to be improved post-pandemic.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Families are not using campus communication methods.

**Root Cause 2:** Families are unaware of how to use the Remind app.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Our organizational health survey dropped by 10% from last year.

**Root Cause 3:** Inconsistent communication from the district causing campus to cascade messages with very little time.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively).

**Root Cause 4:** Foundational math skills have not been fully addressed, staff shortages, and inconsistent math teachers throughout the year in 4th and 5th grade math.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Low teacher retention this school year has caused many new teachers to be onboarded.

**Root Cause 5:** Staff leaves due to IDEA's rigorous curriculum and high level of accountability.

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

**Problem Statement 6:** Student safety education at the student level.

**Root Cause 6:** Student culture lessons don't include safety sessions on drugs (vaping), student handbook, keeping our spaces clean, and being proactive about bullying.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Many students left so we have low student persistence.

**Root Cause 7:** We need to have clear communication systems for families so they feel confident bringing their scholar to our campus.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Masters indicators were significantly low in math (15%) for all grade levels.

**Root Cause 8:** Foundational math skills, have not been fully addressed, staff shortages, and inconsistent math teachers.

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results








# Goals

**Goal 1:** Increase staff retention

**Performance Objective 1:** Bluff Springs will retain at least 85% of its instructional staff.

**High Priority**






**Evaluation Data Sources:** End of year data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and carry out staff retention plan. <b>Strategy's Expected Result/Impact:</b> 85% or more of staff is retained. <b>Staff Responsible for Monitoring:</b> APO, SA, AA, Principal, and API  <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 Bluff Springs students matriculate to college

**Performance Objective 1:** 100% of Bluff Springs students will matriculate to college.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** End of year matriculation data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will hold quarterly update meetings with college counselors. <b>Strategy's Expected Result/Impact:</b> 100% of seniors matriculate to college. <b>Staff Responsible for Monitoring:</b> College counselors	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 1: Bluff Springs receives an A state accountability rating for the 22-23 school year.

High Priority  
HB3 Goal

Evaluation Data Sources: End of year STAAR and TELPAS data results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will prioritize data analysis meetings and target next steps using accountability metrics. <b>Strategy's Expected Result/Impact:</b> A state accountability rating. <b>Staff Responsible for Monitoring:</b> API and Principal	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>25%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase 3rd Reading and 3rd Math Achievement Averages

HB3 Goal

Evaluation Data Sources: Semester Exam, Mock Exam, STAAR








Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Daily Exit Ticket Huddles for priority groups of students  <b>Funding Sources:</b> - Federal Grant - \$36,447.84, - Federal Grant - \$30,792.96		Formative			Summative
		Oct	Jan	Mar	June
		<div><div>0%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					



Goal 4: Increase student daily attendance

Performance Objective 1: Bluff Springs will achieve a 97.5% students attendance for the 22-23 school year.

High Priority  
Evaluation Data Sources: YTD ADA data






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leaders and grade team leaders will engage in daily family communication. <b>Strategy's Expected Result/Impact:</b> Students will be in their seats and ready to learn on time. <b>Staff Responsible for Monitoring:</b> API, principal, APO, SIS	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: Bluff Springs will achieve a 90% student persistence.

High Priority

Evaluation Data Sources: Day 11 of 23-24 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student and family survey results will be used to troubleshoot through gaps. <b>Strategy's Expected Result/Impact:</b> 90% of our students will stay at Bluff Springs Academy <b>Staff Responsible for Monitoring:</b> SC & Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 2: Students will be on track to earn Fitness Ambassadors

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: PE coaches will track and communicate progress towards Fitness Ambassador status to students	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>15%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 3: Campus Crisis Team will activate CSTAG process when a student is identified as having threatened the safety of the campus to prevent violence

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Campus Crisis Team will meet monthly to debrief situations and to role play potential scenarios	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1
	ILEARNING HOT SPOT FACILITATOR		1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$30,792.96
3	2	1			\$36,447.84
Sub-Total					\$67,240.80

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		0%	PTG		0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps		
ACADEMY	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.	Pending		Action Required			
	Locus Dashboards: CSI, STARR, AP  CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage 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 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			



**Campus Name**

**2021-22 Student Achievement Improvement Plan**

**ACADEMY**

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2B	Weekly academic celebrations through pep rallies.	D	A	Bethany + Mariela + Bridget, + Abel	8/22/22-6/16/22	Human	Weekly Bat Walk, Monthly Academic Celebrations	STAAR, BWA, MM, EOM
2B	Additional daily rehearsals with teachers who need additional support	S	A	Claire + Bethany + Abel	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1I	Daily script practice with K 1st and 2nd	D	A	Abel + DI Coaches	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
2C	Daily SEL development in homerooms	D	A	Eric Rabara	8/22/22-6/16/22	Material	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
2B	ADA processes shared priority as a campus	O	A	Jessica and lead team	8/8/22-6/16/22	Fiscal	Daily ADA process, daily + weekly ADA staff transparency email	Weekly + YTD Attendance
2C	Monthly family Skill Building Events	O	A	Bethany + Jessica	8/2/22-6/16/22	human/material/fiscal	Parent Participation	Evaluation of participation
2C	Parent newsletter weekly	O	A	Bethany	8/8/22-6/16/22	Human	Parent Participation	Evaluation of participation
1J	Weekly SPED/EL/504 Rounds	S, D, RR	All	Bridget + Mariela	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Interventionist for critical math cohorts	S	EL,SE	APIs , Interventionists	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1J	Offer after school tutoring from Beginning of year	S	AR	Bridget + Claire	9/2/2022-6/16/2022	human/material/fiscal	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

## 2021-22 Student Achievement Improvement Plan

[illegible]



[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%

### PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

### PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

## 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

#### ACADEMY

#### Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	100%	52%	30%	55%	Not Met

#### Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	70	58	63	68%	Met	
% Meets	32	26	38			
% Masters	18	8	15			
% Student Achievement Average	40	31	39			
% Meet 2 year growth	N/A	N/A	N/A			

#### Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	N/A	

#### Reflections

Areas of Strength	Areas of Need
1) Met growth goal indicators for all students, EL, and sped at mock in 5GM.	1) Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively).
2) At mock, 3GM had the second highest achievement score in Austin.	2) Only 64% of 4th graders met their growth goal at mock.
3) 4GM approaches data more than tripled from SE to mock.	3) 0% sped students attained MEETS level in 3GM, 4GM and 5GM.

## Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	n/a	67%	36%	83%	13%	74%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	79%	87%	81%	N/A		
% Meets	47%	69%	60%	N/A		
% Masters	22%	43%	36%	N/A		
SAS				N/A		
% Student Achievement Average	49%	66%	59%	N/A		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	58%					
% of CSI Passing STAAR	58%					
% of SPED Passing STAAR	42%					

Reflections	
Areas of Strength	Areas of Need
1) Large gains in EL% Meets across all grade levels from Semester Exam to Mock	1) STAAR Data: 3rd grade Meets and Masters data off track
2) 100% of growth goal indicators met on Mock	2) As of Mock, 5th grade in 4th Quartile, behind Austin and district averages
3) STAAR Data: Masters goal of 30% exceeded when averaging out the 3 grade levels (34%), and	3) As of Mock, Sped at 0% Meets across all grade levels

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	n/a	78%	49%	11%	53%	50%

#### Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	78%	
% Meets	54%	
% Masters	28%	
% Student Achievement Average	53%	

#### Reflections

Areas of Strength	Areas of Need
1 EL students made significant gains specifically in the meets category.	1 Approaches and Masters categories are off track.
2 Students are making connections with the real world using what they learned in class.	2 Students need more opportunities for real world experiences through field lessons.
3 Students advanced in critical thinking skills by determining the best ways to complete a lab assignment.	3 Special education students are struggling with determining a lab assignment individually.



## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	n/a	100%	99%	49%	51%	45%	70%

#### Reflections

Areas of Strength	Areas of Need
1 Have materials and resources available to support instruction.	1 Increase observations, coaching, and feedback needed to support teachers.
2 Students provided multiple opportunities to internalize content through partner work, projects, and other tasks.	2 Increase the level of questioning and critical thinking skills based on Blooms.
3 Teachers effectively internalized lesson plans during course collaborations.	3 Implement more strategies for ELs and Sped students to ensure all students are learning content.

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15%	26%	27%	27%	15%
% Intermediate	29%	38%	36%	41%	37%
% Advanced	36%	30%	22%	21%	32%
% Advanced High	26%	4%	16%	10%	8%

#### Reflections

Areas of Strength	Areas of Need
1 We rolled out a great training for teachers to use to support EL students	1 EL training was rolled out late in the year.
2 Students had multiple opportunities for multicultural celebrations on campus and learning opportunities	2 EL training was rolled out late in the year. This led to a time crunch. Next year's plan should fully utilize the entire window in order to have smaller testing groups
3 Lesson planning and instructional observations were focused on EL learning components.	3 Align strategies across contents in order to ensure consistency for EL students

## Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	64%
% Teacher Retention	73%
% Campus Support Retention	100%
% SPED Teachers	80%
% State/National Certified Teachers	0%
% State Certified Leaders	63%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	17

Reflection	
Areas of Strength	Areas of Need
1 Leadership retention ended at 100%.	1 Incentive system for leadership team.
2 Staff feels supported and like they are growing in their craft.	2 Our staff retention dropped 10% from last year.
3 Staff members remained in their seat and role for the 22-23 school year.	3 Small pool of staff recruitment.

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.47%
% Overall Persistence	91.86%
% New Student Persistence	85.17%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	85.25%
% ELL	95.65%
% Eco Dis	92.52%
% Migrant	0%
% Race: American-Indian- Alaska-Native	84%
% Asian	88.89%
% White-Hispanic	94.69%
% Multi	85.71%
% Black-African-American	86.96
% Native-Hawaiian-Pacific- Islander	0%
% White	80.70%
% Male	90.64%
% Female	93.25%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Our campus has a strong sense of community and pride. We participate in several school rituals that make us who we are.	1 Although our campus has many positive joy happening our organizational health survey results show a decrease of 10% from last year.
2 This school year we included many cultural learning and celebratory opportunities for students and staff.	state assessments and dropped our last cultural planned activities.

3 Based on student and family surveys, overall families feel	3 Families, staff, and student participation wasn't always at goal.
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## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	41%
% Families Attended Curriculum Night	54%
% Families Who Attended EOY Ceremonies	84%
% Families who attended Fall Festival	21%
% Families who attended Winter Festival	7%
% Families who attended Spring Festival	14%

Reflection	
Areas of Strength	Areas of Need
1) Increase in positive communication through grade level weekly newsletters + "Family Friday" tracker	1) Families want art, music, and extracurricular opportunities that have yet to be launched
2) Attendance at in-person events	2) ADA "hotlist" contact with fidelity -- narrow communication focus to scholars of concern
3) parent skill-building through data night workshops	3) ensure 100% of families are enrolled in Remind and audit throughout the year