IDEA Public Schools

Brackenridge Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 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 13, 2022

Demographics

Demographics Summary

As a kindergarten - 5th grade campus, we recoginize the importance of building a solid academic & social foundation. As such, we embody a campus culture rooted in integrity, unity, and synergism. We charge all 730+ scholars, teachers, and community member to build authentic relationships, maintain growth mind-sets, and to remember to treat all people with the dignity and respect they want.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause:** 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Problem Statement 2 (Prioritized): Limited family engagement events **Root Cause:** 25% of teachers out daily, due to pandemic, reduced the number of parent engagement events to two.

Student Learning

Student Learning Summary

Student outcomes resulted in ELA & Math distrinctions; nevertheless, math academic achievement below target score of 54. Additionally, reading outcomes for kinder - 2nd decline from previous year's. Less than 50% of kindergarten and 1st grade students ended the year at grade-level

Student Learning Strengths

See PDF Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Failed to provide TEK aligned instruction in math intervention. **Root Cause:** Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Problem Statement 2 (Prioritized): Collaboration with content teacher and AR facilitator to align program needs to classroom instruction **Root Cause:** Accelerated Reading program implemented by classroom teachers to supplement in staffing

Problem Statement 3 (Prioritized): School-wide science project fair to promote cross curriculum instruction and engagement in content. **Root Cause:** Limiting whole group interact led to canceling the science fair

School Processes & Programs

School Processes & Programs Summary

At IDEA Brackenridge we promote learning for scholars and staff. We host weekly professional developments sessions/wk, implement a teacher mentor program, and have created sports clubs to promote physical health & awareness. To support staff in their learning, leaders are coached weekly and conduct daily observations for on-the-spot-coaching.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus leaders were inconsistent in holding staff accountable to campus. **Root Cause:** Teacher handbook did not provide clear and concise expectations and in some areas, implementation varied.

Problem Statement 2 (Prioritized): Only 24% of teachers see our work place as "psychologically safe" environment. **Root Cause:** Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Perceptions

Perceptions Summary

At IDEA Brackenridge, we value culture & climates built on inclusion and respect. As such, we reflect on areas of strengths and opportunities, taking into account what families communicate as their experiences, involvement requests, and overall perspective as to how we are serving their children.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited campus-wide events for families to increase interactions with teachers and staff **Root Cause:** Group restrictions posed challenges in making personal connections with families in a manner that maintains the integrity of meeting "in-person"

Problem Statement 2 (Prioritized): Failure to ascertain effectiveness of parent involvement events **Root Cause:** No tracking system existed for effectiveness of parent/community events

Priority Problem Statements

Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program

Root Cause 1: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Limited family engagement events

Root Cause 2: 25% of teachers out daily, due to pandemic, reduced the number of parent engagement events to two.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Limited campus-wide events for families to increase interactions with teachers and staff

Root Cause 3: Group restrictions posed challenges in making personal connections with families in a manner that maintains the integrity of meeting "in-person"

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Failed to provide TEK aligned instruction in math intervention.

Root Cause 4: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Collaboration with content teacher and AR facilitator to align program needs to classroom instruction

Root Cause 5: Accelerated Reading program implemented by classroom teachers to supplement in staffing

Problem Statement 5 Areas: Student Learning

Problem Statement 6: School-wide science project fair to promote cross curriculum instruction and engagement in content.

Root Cause 6: Limiting whole group interact led to canceling the science fair

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only 24% of teachers see our work place as "psychologically safe" environment.

Root Cause 7: Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Campus leaders were inconsistent in holding staff accountable to campus.

Root Cause 8: Teacher handbook did not provide clear and concise expectations and in some areas, implementation varied.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Failure to ascertain effectiveness of parent involvement events
Root Cause 9: No tracking system existed for effectiveness of parent/community events
Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

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: By the end of 2022-2023 IDEA Brackenridge Academy will increase it's staff retention to 85%

High Priority

Evaluation Data Sources: Weekly review and report out of staff retention from district dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Lead team will review and discuss teacher mission list during weekly lead team tactical meeting	**Formative**			**Summative**
Strategy's Expected Result/Impact: Early intervention will reduce the percentage of leavers by addressing any issues or concerns in a timely manner.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Only 24% of teachers see our work place as "psychologically safe" environment. **Root Cause**: Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Increase 2022-2023 STAAR Domain II outcome to 54 for STAAR Reading & Math.

    High Priority

    HB3 Goal

    Evaluation Data Sources: 2022-2023 STAAR outcomes

Strategy 1 Details	Reviews			
Strategy 1: Host a minimum of one Saturday School targeting reading and math intervention for 3rd-5th grade students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased learning opportunities with small homogenous groups will provide targeted interventions resulting in increased learning outcomes.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Juan Gonzalez, Assistant Principal of Instruction (Math) Sheena Miller, Assistant Principal of Instruction (ELAR) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Co-Teacher - Federal Grant, ILearning Hot Spot - Federal Grant				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Failed to provide TEK aligned instruction in math intervention. **Root Cause**: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum
Problem Statement 2: Collaboration with content teacher and AR facilitator to align program needs to classroom instruction **Root Cause**: Accelerated Reading program implemented by classroom teachers to supplement in staffing

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase special education student performance on 2022-2023 STAAR to 19% meets ELA & to 23% for math.

   High Priority

   HB3 Goal

   Evaluation Data Sources: 2022-2023 STAAR outcomes

Strategy 1 Details		Reviews			
Strategy 1: Daily reading and math intervention groups provided to 100% of scholars 2 years or more below grade-level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily intervention targeted support in reading and math will improve scholars' content mastery		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of instruction (Reading & Math) Special Education Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant, Co-teacher - Federal Grant					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Failed to provide TEK aligned instruction in math intervention. **Root Cause**: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 2022-2023 school year IDEA Brackenridge Academy will increase the number of scholars attaining 1200 active minutes in Physical Education class

    High Priority

    Evaluation Data Sources: Track monthly use of IHT monitors through report out

Strategy 1 Details		Reviews			
Strategy 1: Physical Education teachers conduct outdoor physical activity no less than ten times per week		**Formative**			**Summative**
Strategy's Expected Result/Impact: Outdoor activities result in increased physical activity exercises. **Staff Responsible for Monitoring:** Physical Education Teachers Assistant Principal of Instruction (PE) **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause**: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 2022-2023 school year 100% of IDEA Brackenridge Academy students will participate in Move This World to support violence prevention & healthy social emotional development

   High Priority

   Evaluation Data Sources: Weekly tracking of Move This World's implementation at 3x/wk

Strategy 1 Details	Reviews			
Strategy 1: Teachers schedule a minimum of 15 minutes 3x/wk for Move This World implementation and students' reflection on their learning.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: As scholars develop health ways to interact with each other, it reduces unhealthy interactions. **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause**: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Co-Teacher		$0.00
2	1	1	ILearning Hot Spot		$0.00
3	1	1	Interventionist		$0.00
3	1	1	Co-teacher		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

PTG	89%	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, resoures, 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: 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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage 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	Still need the % of students by grade-level who	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage 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.	Complete		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 number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete		Action Required	

Campus Name
2022-23 Student Achievement Improvement Plan
ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
IF	Imagine Learning	D	All	Jessica Loera	8/8/22-5/26/23	Material	Weekly Backwards Planning	Quarterly Benchmarks
IE	Lead4Ward	S	All	Juan Gonzalez	8/8/22-5/26/23	Material	Lesson Planning	STAAR Results
IE	Achieve 3000	S	All	Sheena Miller	8/8/22-5/26/23	Material	Weekly Reports	STAAR Results
IE	No Red Ink	S	All	Sheena Miller	8/8/22-5/26/23	Material	weekly Reports	STAAR Results
IE	Reflex	S	All	Juan Gonzalez	8/8/22-5/26/23	Material	weekly Reports	STAAR Results
IH	Rosetta Stone	S	ELL	Juan Gonzalez	8/8/22-5/26/23	Material	Monthly Reports	TELPAS Results
IH	Vocabulary Development	D	All	Jessica Loera	8/8/22-5/26/23	Human/Fiscal	Weekly Backwards Planning	Transformation EOY Placement
2A	The Together Teacher	O	All	Marlitha Williams	8/8/22-5/26/23	Material	Weekly Schedule	EOY Performance
IE	Edulastic	S	All	Marlitha Williams	8/8/22-5/26/23	Material	Daily ET outcome	EOY Performance
2E	B.A.L.A.N.C.E. period	O	All	Isabel Mata	8/8/22-5/26/23	Human/Material	Quarterly Surveys	EOY Staff Retention

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			**Use these columns to assess your strategy progress at the middle and end of the year**			

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

IDEA Brackenridge

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	Met/Not Met
% Students	**98%**	**91%**	**94%**	**80%**	**100%**	Met

Data Source: STAAR Academy					
	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	5-Mar MM Goal Met/Not Met	
% Approaches	77	59	65	65%	Met	
% Meets	45	32	28			
% Masters	23	17	11			
% Student Achievement Average	48	36	35			
% Meet 2 year growth	N/A	24%	79%			

Data Source: CSI Academy		
	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	26%	
% of SPED Passing STAAR	4%	

Areas of Strength	Areas of Need
1 Curriculum modifications to support instruction aligned to TEKs	1. Aligning Eureka to TEKS and rigor of STAAR

2. Consistenly held daily ET huddles	2. Lesson delivery practice to ensure pacing and student practice time meets needs.
outcomes	3. Math intervention program aligned to TEKs.

IDEA Brackenridge

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
99%	32%	46%	80%	32%	67%
				RR Goal Met/Not Met	**WM Goal Met/Not Met**
				Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	78	79	82
% Meets	55	66	59
% Masters	41	30	34
SAS	58	58	58
% Student Achievement Average	58	58	58

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	54%
% of CSI Passing STAAR	35%
% of SPED	17%

Reflections	
Areas of Strength	**Areas of Need**
1Lesson Planning submission system streamlined the feedback process, which supported targeted coaching	1 Collaboration with content teacher and AR facilitator to align program needs to classroom instruction

2 Daily ET huddles identifying misconceptions to target for reteach	2 Develop content knowledge for reading instruction
3. Reteach practices leading to improved internalization, which support effective instruction delivery	3 Consistent annotation system vertically aligned with expectations and vocabulary.

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	NA	74%	72%	52%	92%	72%

	Data Source: Science 3-5					
	STAAR Science Grade 5					
% Approaches	70					
% Meets	38					
% Masters	16					
% Student Achievement Average	41%					

Reflections	
Areas of Strength	**Areas of Need**
1 Alignment to scope and sequence	1 Lesson internalization process that provides documented evidence to assess degree of content understanding.
2 Integration of handson experiment project	2 Implementation of classroom culture expectations to create sound learning environment.
3 Daily assessment of mastery through exit tickets	3 School-wide science project fair to promote cross curriculum instruction and engagment in content.

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Comprehensive Needs Assessment
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Data Sources: Humanities Pk-5							
	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	NA	93%	96%	100%	72%	50%	99%

Reflections	
Areas of Strength	Areas of Need
1 Alignment to scope and sequence	1 Implementation of classroom culture expectations to create sound learning environment
2 Daily assessment of mastery through exit tickets	2 Lesson internalization process that provides documented evidence to assess degree of content understanding
3 Utilized curriculum to support instructions by making modifications	3 Development of new content knowledge.

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	13%	19%	22%	23%	
% Intermediate	23%	45%	29%	32%	
% Advanced	35%	24%	20%	26%	
% Advanced High	28%	12%	29%	19%	

Reflections	
Areas of Strength	**Areas of Need**
1 3rd-5th grade 64% scored meets or masters	1 Small group tutoring (bilingual)
2 Translation program to support in-class instruction	2 Effective TELPAS training to ensure accurate ratings
3 Participation of in-class discussions	3 Holistic classroom intregration of SIOP strategies

IDEA Brackenridge

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	60%
% Instructional Support Retention	95%
% Teacher Retention	70%
% Campus Support Retention	50%
% SPED Teachers	50%
% State/National Certified Teachers	8%
% State Certified Leaders	17%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	818

Reflection	
Areas of Strength	**Areas of Need**
1 Instructional Support Staff over 90%	1 Update teacher handbook to provide clear and concise expectations and consistent implementation of guidelines
2 86.67% retention based on race for Black instructional staff	2 Launch school year with activities to build psychologically safe environments while promoting health and wellness.
3. Over 90% retention for returning teachers	3 Conduct biweekly surveys to solicit feedback from staff and promote inclusion of ideas

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Comprehensive Needs Assessment **ACADEMY**	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.97%
% Overall Persistence	89.12%
% New Student Persistence	81.71%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.6
% ELL	8.4
% Eco Dis	87.8
% Migrant	0
% Race: American-Indian-Alaska-Native	0.02
% Asian	0.02
% White-Hispanic	87.4
% Multi	0.07
% Black-African-American	4.3
% Native-Hawaiian-Pacific-Islander	0
% White	6.9
% Male	50.1
% Female	49.8

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Willingness to grow and accept feeback	1. Consistently used the Culture Rubric as our tool for monitor
2. Campus events to promote joy	2 . Persistence events were not consistently facilitated.

| 3. We strive to ensure equity | 3. Targeted focus on health and wellness of scholars through daily implementation of SEL program |

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Comprehensive Needs Assessment **ACADEMY**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	93%
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	87%

Reflection	
Areas of Strength	**Areas of Need**
1 Communication with families through online platforms and mass messaging systems	1 Sign-in sheet for all campus events to assess level of success
2 Parent Town Halls	2 Campus-wide events for families to increase interactions with teachers and staff
3 Consistent event reminders with families and engagement	3 Curriculum events to support understanding and investment in academics