

IDEA Public Schools

Brownsville College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

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	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: IDEA achieves an A rating	19
Goal 2: Increase student daily attendance	25
Goal 3: Increase student persistence	26
Goal 4: All IDEA students matriculate to college	29
Goal 5: Increase staff retention	32
Title I Personnel	33
Campus Leadership Team	34
Addendums	35

Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

We are a College Prep Campus that was founded in August of 2012. We opened our doors to our community with Kinder, 1st, 2nd, and 6th grades. Since then, we have become a full scale campus serving scholars from Kinder thru 12th grade. Our current enrollment in grades 6th thru 12th is 761 students. Our community is mostly Hispanic, and our campus student population is around 58% Hispanic. We are a College Prep with 65 Faculty and Staff Members. Due the COVID-19 pandemic, our previous year's ADA left our campus with an area for growth. Our goal as a district is to have a 97% attendance rate, however, our campus came in at 91.43%. We are at 8% in Special Populations. We are 32.98% ELL. We are at 76% Economically Disadvantaged. We are 97.63% Hispanic. Our campus is at 57.69% male. Our campus is at 42.97% female. 100% of our students, except for those students in our RISE Units (Reaching Independence Through Support and Education – formerly known as Life Skills) take either our Advanced Placement (AP) courses or our International Baccalaureate (IB) courses in high school. Special program services are specifically designed to meet the unique needs of our students. All special program services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special programs services are educated to the maximum extent appropriate with their peers as well as participating in all school activities. The programs are strategically designed to align with the needs of students, parents, and the community. The goal of the programs is to provide assistance to student and enable them to become academically successful in all of their classes and activities.

We are a campus that promotes 100% graduation rates and because our district goal is 100% college for all, or 100% college matriculation, our CCMR is addressed. We have had some students in our district that go into the military, for our campus, it has only been one this past year. This also plays into our CCMR accountability rating. Our teacher retention rate is 90%. When we opened in 2012, our campus was a scaling campus, meaning that since we opened with 6th grade, every after, we would be adding the next grade level, going 7th, then 8th, etc. until 2019, when we had our first graduating class of seniors. In 2019, we became a fully scaled campus with 6th thru 12th grade students. IDEA Public Schools – Headquarters, has a recruitment team that leads advertises in different platforms to help recruit new faculty and staff. There is an online application process that new faculty and staff must fill out, and that initiates the process of looking at qualifications, what vacancies we have available, and initial interviews which then lead to potential follow up interviews for those vacancies.

Our lead team is composed of one Principal, three Assistant Principals, one Director of College Counseling, two College Counselors, one Assistant Principal of Operations, one School Counselor, and one Social Worker. Our campus also has other leaders in various positions, such as grade level team leaders in every grade from 6th grade through 12th grade. They take care of most of the logistics and behavior in their respective grade levels. We also have academic content leaders, which take care of our academic side of the campus such as helping with curriculum, lesson planning, and professional development. Our content leaders consist of the following: math, ELA, science, humanities, and electives courses.

As far as collaboration with the planning process, the school community members are involved in various aspects of the yearlong planning process. For example, our lead team works with and plans the yearlong professional development along with our content leaders and our headquarters. IDEA Headquarters

will provide a scope and sequence for our beginning of the year professional development. Our grade level team leaders and content leaders also provide feedback on the scope and sequence as the year progresses. We will also have planning days for our grade level team leaders during the year so we can plan for our campus grade level field lessons. Ultimately, all these collaboration meetings, or opportunities roll up to our improvement plans, starting with, the first days of professional development at the beginning of the year. Our campus relies heavily on investing our all our stakeholders so we can attain the best possible outcomes for our scholars. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Demographics Strengths

See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause:** (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 2 (Prioritized): Our special programs department has not met the target metric of 60% mastery on STAAR. **Root Cause:** (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Problem Statement 3 (Prioritized): There has been an increase in overall student leavers over the past two years. **Root Cause:** (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Student Learning

Student Learning Summary

IDEA College Prep Brownsville earned an “A” rating for the 2021-2022 academic year. We earned an overall score of 92. We earned the following in the rest of the ratings: In “Student Achievement = 93 / A” ; “School Progress = 94 / A” ; “Closing the Gaps 86 / B.” We also earned 5 out of 7 Distinctions – we earned distinctions in: ELA/Reading, Science, Postsecondary Readiness, Mathematics, and Social Studies. We did not earn Distinctions in Academic Growth and Closing the Gaps. Regarding CCMR, because we do offer AP courses, IB courses and our Juniors and Seniors take the ACT, have a 100% graduation rate, and we either send 100% of our students to a 2-year, 4-year college or university, our CCMR is addressed. We also have a College Counseling team that is comprised of one Director of College Counseling and two College Counselors. This team works one on one with our juniors and seniors getting them ready for their post-secondary education. They work on helping our student be 100% Texas Success Initiative (TSI) Exempt, they work tutoring for the ACT with a target goal of our class average being a 21. They also help students with their financial aid, help students decide what colleges or universities are a best fit for whatever career they would like to pursue. The College Counseling Team also works on ensuring that all our students graduation plans are in order, by auditing all our students’ credits on courses taken to ensure that they are on track to graduate on time.

Our goal is for 98% of all our scholars, from grades 6th through 12th to be “On Track to Graduate.” However, we do have to retain students for various reasons over the course of all our grade levels, and contents. For our Middle School, our retention rate is 1%. For our High School, it is 1%. We use many strategies to prevent our students from failing, employing parent communication, afterschool tutorials, Saturday tutorials, and intervention blocks built into the school day. All our teachers also check in with their instructional coaches either once a week, or once every two weeks. During these check ins, they discuss best teaching practices, lesson planning and students of concern. In these check ins, we also have a chance to speak about and address any concerns with our special education students. Our special education teachers also have their check ins and get a chance to address our students in special education. Over the course of the last STAAR administration for 2021-2022, our SPED passing rate was 54%. In the English Language assessments, the same strategies apply for all our students as previously mentioned, and our overall.

In our English Language assessments, for our 6th grade final results, in regard to Approaches / Meets / Masters – 82/67/33. For our 7th grade final results we ended with 88/74/42. For our 8th grade, we ended with 94/79/48. For our 9th grade we ended with 80/67/22. For our 10th grade we ended with 83/76/15.

The performance of male students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 85|65|32 for Approaches|Meets|Masters according the STAAR and EOC exams, 77|47|26 for STAAR exams in Math and Algebra, 85|65|44 for 8th grade Social Studies and US History, and 91|66|26 in Biology. Female students by comparison performed at 86|71|35 for their Reading/Writing, 77|44|31 for STAAR exams in Math and Algebra, 91|58|35 for 8th grade Social Studies and US History, and 88|78|23 in Biology.

The performance of Economically Disadvantaged students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 84|66|32 for Approaches|Meets|Masters according the STAAR and EOC exams, 75|41|25 for STAAR exams in Math and Algebra, 85|58|32 for 8th grade Social Studies and US History, and 88|70|23 in Biology. Non-economically Disadvantaged students by comparison performed at 93|75|38 for their Reading/Writing, 86|64|39 for STAAR exams in Math and Algebra, 98|76|69 for 8th grade Social Studies and US History, and 96|79|32 in Biology.

The performance of students in the Title I program at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 87|69|34 for Approaches|Meets|Masters according the STAAR and EOC exams, 83|51|35 for STAAR exams in Math and Algebra, 89|63|40 for 8th grade Social Studies and

US History, and 90|75|25 in Biology. Students not designated as Title I students by comparison performed at 63|50|28 for their Reading/Writing, 80|48|24 for STAAR exams in Math and Algebra, 73|36|27 for 8th grade Social Studies and US History, and 88|50|19 in Biology.

The performance of Emergent Bilingual (EB) students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 74|47|18 for Approaches|Meets|Masters according the STAAR and EOC exams, 69|32|18 for STAAR exams in Math and Algebra, 79|46|23 for 8th grade Social Studies and US History, and 74|49|11 in Biology. Our Monitored Year 3 and Year 4 students by comparison performed at 89|89|28 and 85|85|50 for their Reading/Writing, 89|89|28 and 90|70|70 for STAAR exams in Math and Algebra, 91|91|64 and 100|63|25 for 8th grade Social Studies and US History, and 100|88|38 in Biology for Monitored Year 3 with no data to report for Monitored Year 4. Another group to consider are our Non-Emergent Bilinguals that performed at 93|79|43 for their Reading/Writing, 81|53|32 for STAAR exams in Math and Algebra, 92|69|50 for 8th grade Social Studies and US History, and 98|84|32 in Biology.

The performance of Special Education students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 48|28|13 for Approaches|Meets|Masters according the STAAR and EOC exams, 50|18|14 for STAAR exams in Math and Algebra, 65|29|12 for 8th grade Social Studies and US History, and 55|18|0 in Biology. General Education students by comparison performed at 88|71|35 for their Reading/Writing, 79|48|29 for STAAR exams in Math and Algebra, 90|65|42 for 8th grade Social Studies and US History, and 93|77|27 in Biology.

The performance of At-Risk students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 77|54|20 for Approaches|Meets|Masters according the STAAR and EOC exams, 68|31|16 for STAAR exams in Math and Algebra, 82|52|30 for 8th grade Social Studies and US History, and 82|54|9 in Biology. Students not identified as At-Risk by comparison performed at 100|90|57 for their Reading/Writing, 95|76|57 for STAAR exams in Math and Algebra, 97|77|56 for 8th grade Social Studies and US History, and 100|95|44 in Biology.

We earned 5 out of 7 distinctions from TEA with a 93 score overall. The five areas where we earned our distinctions from are ELA/Reading, Science, Postsecondary Readiness, Mathematics, and Social Studies. We did not earn distinctions for Comparative Closing the Gaps and Comparative Academic Growth. We have compared our results to other IDEA campuses in our Region and in our TEA Campus Comparison Group, which includes IDEA Weslaco College Preparatory, IDEA San Benito College Preparatory, IDEA Frontier College Preparatory, IDEA Quest College Preparatory, and IDEA Weslaco Pike College Preparatory. As a campus we are ranked 3rd with IDEA Frontier College Preparatory and IDEA Quest College Preparatory earning scores of 97 ahead of our campus.

As an organization, our goal is to send 100% of our students to and through college, enroll in a post-secondary SPED program, enlist in the Armed Forces, or receive a faith-based exemption. This past year we graduated 71 students for the class of 2022. In the class of 2022, we had 97% (66 students) of students matriculate to a post-secondary school. In specific, we had 23% (16 students) of students matriculate to our local two-year community college, Texas Southmost College and 70% (50 students) of students matriculate to a four-year university. Some of those universities include Harvard University (Tier I), University of Notre Dame (Tier I), Kalamazoo College (Tier I), Texas A&M University- McAllen Center (Tier II), The University of Texas at Austin (Tier II), The University of Texas at Dallas (Tier II), The University of Dallas (Tier II), The University of Texas at San Antonio (Tier III), The University of Texas at Rio Grande Valley (Tier IV), and Texas A&M University- Kingsville (Tier IV). We also had 3% (2 students) of students enlisted or will enlist in the Armed Forces and 4% (3 students) of students enrolled in a post-secondary Special Education Program.

IDEA Brownsville currently has a 100% graduation rate. In the 21-22 school year we graduated a total of 71 students from the following ethnicities 93% Hispanic, 4% White, and 3% Asian. In the 22-23 school year we are forecasting graduating a total of 81 scholars. Of this year's cohort, we will have 96% identifying as Hispanic, 4% identifying as White, and 1% identifying as Asian or Pacific Islander.

For the class of 2023, we are currently on track to graduate 100%. The longitudinal rate is prolonged to continue at 100%. We have not had a student drop

out. For our organization to support and assist in meeting these goals we offer the following services.

College Counseling:

IDEA College Counselors educate students and parents about the benefits of post-secondary education. They are responsible for administering all aspects of the college search and admissions process and ensuring all students are on track for graduation. College counselors also teach college readiness classes and are added to a College Prep school site when grade 9 is added to a campus. Accountabilities: • Matriculation and College Acceptance • 100% of graduates matriculate to a College/University • 25% of students matriculate to Tier I/Tier II College/University • 50% of students accepted to Tier I/II College/University

2. Student Achievement • 96% students passing all classes (On track to graduate) • 21 average ACT score • Student Engagement • 95% of students attend field lessons • 75% of high school juniors attend Summer Away Experience • 100% students complete community service hours • 90% student persistence • 93% high school persistence Responsibilities: • Ensure all students are on-track to graduate from high school • Guide students and parents through the college search, admissions, and financial aid processes • Support teachers in planning college field lessons and scheduling college visits to IDEA • Teach Road To and Through College (RTTC) classes to 9-12th graders • Create the school's master class schedule and schedule all students • Establish and maintain a cooperative working relationship with students and families based on trust, understanding and respect for the communities in which they identify. • Participate in weekly manager check-ins, grade-level meetings, parent meetings, parent information sessions, before and after-school duties, and school wide meetings and functions • Engage in summer and year-long district, school and personal learning and development

School Counselor:

The role of School Counselor leads the campus family engagement vision, social-emotional learning program, and coordination of mental health and counseling supports for all scholars on the campus. Our key tenets of family engagement, social-emotional learning, and student social-emotional support is implemented through the role of the School Counselor to ensure all staff are building authentic relationships with students and families. Data maintenance and analysis is an integral component of effective school-based intervention implementation. SSAs own the validity and accuracy of their goals to drive campus strategies and tactics. Family engagement and student success is the job of all campus team members. The School Counselor will direct and hold all campus team members accountable to fulfill their role. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Student Learning Strengths

See "2022-2023 ICP Brownsville CNA" and "CNA Subgroup Data Analysis" in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have a certain percentage of our student population that are not on grade level for writing. **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2 (Prioritized): We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3) The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 3 (Prioritized): Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

School Processes & Programs

School Processes & Programs Summary

At IDEA CP Brownsville development for instructional leaders, Grade Team, and Content, takes place during two recurring mechanisms in our work calendars. The first is during Grade Team Leader and Content Leader meetings that occur two times monthly in which instructional leaders receive professional development specific to their role and in accordance with the GET Rubric and School Leadership Levers as well as collaboration between all College Prep leaders on campus. The second recurring mechanism takes place during check-ins with each leader's instructional coach where we designate time to discuss either grade/content level progress towards goals, deliverables and deadlines, and areas of strength and growth. New and returning instructional leaders meet with their performance managers at the start of the school year to review the job description containing responsibilities, goals, and both stipend and incentive pay. This allows for clarification regarding the roles and responsibilities that each leader takes on for the academic school year.

Professional development during the first quarter is based on multiple data points that represent the previous academic year in terms of staff retention, student persistence, STAAR/AP/IB data reports, as well as feedback from the faculty and staff. This allows us to identify what is working well on our campus but more importantly, to identify the root causes of low performance that need to be improved upon during the critical first weeks of school via targeted professional development taking place during our Faculty Friday sessions as well as Saturday professional development. During quarters two, three, and four we modify our professional development in accordance with the next steps that are established during our quarterly Progress Towards Goals meetings. These meetings serve as a campus wide status report in which the instructional leadership team collects hard data from assessments, identifies trends within the faculty, and drafts concrete next steps with timelines that are utilized to improve low performance across the campus. After quarter four, the instructional leadership team meets to collect and organize our academic school year's data so that we can begin to compare it with previous academic years in search of more comprehensive root causes that can inform professional development sessions at the start of the upcoming year.

Each instructional lead team member, consisting of the principal and the three assistant principals of instruction, create recurring weekly blocks of time that are dedicated specifically to lesson planning feedback, observation rounds, and culture observations so that we can monitor the level of teaching and learning taking place in our classrooms. This gives us the opportunity to identify trends among our teachers and students while also norming on expectations and action steps. Additionally, instructional leaders hold one-to-one meetings with each of our teachers on a weekly basis where we discuss instructional strategies, student data, and lesson planning with the end goal of improving student outcomes. Beyond our campus level mechanisms, our instructional lead team also works directly with headquarters personnel in which business partnership meetings take place for academic subgroups such as STAAR, AP, IB, and Special Programs so that we can further improve teaching practices. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

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): Campus-wide behavior management interventions are not being implemented to their full capacity. **Root Cause:** (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 2 (Prioritized): Improve the new-hire onboarding system for all of our new faculty and staff on our campus **Root Cause:** (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Perceptions

Perceptions Summary

Parent/guardian community participation rates are measured via completion of the Parent Family Online Surveys, which are available on the Panorama Education website. We survey our IDEA families to gain insight into their perception of our schools and district effectiveness. The importance of the family voice is highly valued at IDEA. To ensure that we continue to provide high quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and career, we need their feedback. School Counselors and Social Workers are provided with a Toolkit that includes best practices for communicating with families regarding the survey. All communication regarding the survey is shared with parents/guardians/the community via the Parent Weekly Newsletter, on Remind, and on the IDEA College Prep Brownsville Facebook page. The Parent Family Online Survey is administered each school year during the spring semester. Parents/guardians are provided with a step-by-step guide to assist them in completing this survey via the Panorama Education website.

Our campus hosts a variety of family engagement events throughout the school year, including Welcome to IDEA and Meet the Teacher. When parents/guardians attend these events, they sign-in and this information is compiled for measurement of participation rates. Live broadcasts via Facebook are broadcasted with parents/guardians and the community weekly. A total number of viewers in these live broadcasts is compiled and used to measure participation rates. When notifications are sent to parents/guardians via the Remind application, data reports are available with information such as how many notifications were opened and how many were read by parents/guardians.

A barrier that prevents completion of the Parent Family Online Survey includes parents/guardians not having access to Wi-Fi and/or lack of access to a computer. When laptops are made available to parents/guardians to use on campus, those who lack transportation are not able to receive assistance. Limited literacy is a barrier in the community that we serve. There are parents/guardians who cannot read or write and are not able to complete the Parent Family Online Survey. Other barriers include parents/guardians not being aware that they are expected to complete the Parent Family Online Survey. Parents/guardians who do not use Remind or social media platforms do not view the notifications sent out by administrators and teachers regarding the survey.

The barriers that prevent participation in family engagement events such as Welcome to IDEA and Meet the Teacher include a lack of transportation for parents/guardians. Other barriers include not being able to receive notifications regarding family engagement events due to having limited phone service and Wi-Fi access in rural areas. As a result, parents/guardians have reported not being aware about school events. Another barrier includes parents/guardians not being able to take time off from work to attend family engagement events.

IDEA teachers and co-teachers are responsible for the increasing student achievement and mastery of grade level content. Teachers and co-Teachers at IDEA provide the foundational content and grade level understanding that students will need continually. Teachers and co-teachers are tasked with delivering quality instruction and supports that facilitate student learning and comprehension, playing a critical role in students' path to and through college. IDEA College Preparatory Brownsville is committed to provide high quality professional development that will give each teacher the opportunity to achieve exemplar teaching and learning. All (returning and new) teachers are required to attend in-service trainings provided at the district and campus level. During a teacher's first year, a selected mentor is provided to all new hires, this is usually the grade team leader. Employee retention at IDEA Public Schools is an organizational goal that is tracked at the district and campus level. Employee retention at IDEA College Preparatory Brownsville is an essential part of the successes of the campus. During the 2021-2022 school year. The following are the reasons why the teachers left the organization: relocation to another city, family, and pursue of other career opportunities. The 2021-2022 retention for IDEA College Preparatory was 91.84%. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Perceptions Strengths

See "2022-2023 ICP Brownsville CNA" in ammendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The social emotional learning curriculum is not being implemented effectively at the campus level. **Root Cause:** (1) Limited window of time for program implementation. (2) Scheduling restrictions

Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. **Root Cause:** (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 3 (Prioritized): Students need a better understanding on how to resolve conflict when it arises. **Root Cause:** (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Priority Problem Statements

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus.

Root Cause 1: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our special programs department has not met the target metric of 60% mastery on STAAR.

Root Cause 2: (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has been an increase in overall student leavers over the past two years.

Root Cause 3: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Problem Statement 3 Areas: Demographics

Problem Statement 4: We have a certain percentage of our student population that are not on grade level for reading.

Root Cause 4: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3) The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus-wide behavior management interventions are not being implemented to their full capacity.

Root Cause 5: (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The social emotional learning curriculum is not being implemented effectively at the campus level.

Root Cause 6: (1) Limited window of time for program implementation. (2) Scheduling restrictions

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We have a certain percentage of our student population that are not on grade level for writing.

Root Cause 7: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science.

Root Cause 8: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Improve the new-hire onboarding system for all of our new faculty and staff on our campus

Root Cause 9: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Students need a better understanding on how to resolve conflict when it arises.

Root Cause 10: (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Migrant/non-migrant 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



Revised/Approved: September 16, 2022








Goal 1: IDEA achieves an A rating

Performance Objective 1: "A" Campus Rating

HB3 Goal

Evaluation Data Sources: TEA School Report Card

Strategy 1 Details	Reviews			
Strategy 1: Set a recurring date and time to meet on a weekly basis for instructional rounds feedback and data conversations Strategy's Expected Result/Impact: Obtain a campus rating of an "A" Staff Responsible for Monitoring: Principal Assistant Principals Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Review lesson plans on a weekly basis Strategy's Expected Result/Impact: Obtain a campus rating of an "A" Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Observe all Content Core Area teachers at least once every week Strategy's Expected Result/Impact: Obtain a campus rating of an "A" Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation of district curriculum Strategy's Expected Result/Impact: Obtain a campus rating of an "A" Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide timely feedback (within 48 hours) Strategy's Expected Result/Impact: Obtain a campus rating of an "A" Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.







Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 1: IDEA achieves an A rating

Performance Objective 2: 60% of SpEd Students attain "approaches" on STAAR ELA and Math

HB3 Goal

Evaluation Data Sources: TEA subject/student STAAR reports

Strategy 1 Details	Reviews			
Strategy 1: Professional development for general education teachers revolving the use of specific learning strategies for special education students. Strategy's Expected Result/Impact: Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math Staff Responsible for Monitoring: Instructional Coach Special Education Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: After school tutorials for special education students in the area of Math and ELA Strategy's Expected Result/Impact: Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Student Learning








Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 1: IDEA achieves an A rating

Performance Objective 3: 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max.

Evaluation Data Sources: IHT software spirit system

Strategy 1 Details	Reviews			
Strategy 1: Implement activities that will incorporate team building skills, leadership, good sportsman like conduct, and disciplined structured group activities that build character and teamwork. Strategy's Expected Result/Impact: Tracked weekly MYPA minutes to meet the class' and individual goals. Staff Responsible for Monitoring: Coach Mendiola Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Treat individual student with equal and positive reinforcement praise to ensure a welcomed, comfortable and safe environment at all times. Strategy's Expected Result/Impact: Meet 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max. Staff Responsible for Monitoring: Coach Mendiola Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teach students how the heart rate affects caloric expenditure. Used student's prior knowledge of heart rate assessment which they learned to track manually while recording data on individual, trackers. Strategy's Expected Result/Impact: Meet 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max Staff Responsible for Monitoring: Coach Mendiola Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: There has been an increase in overall student leavers over the past two years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Goal 2: Increase student daily attendance

Performance Objective 1: 97.5% average daily attendance for IDEA College Preparatory Brownsville

Evaluation Data Sources: ADA annual report

Strategy 1 Details	Reviews			
Strategy 1: Daily attendance tracking per grade level by reviewing the attendance report generated after OATT time Strategy's Expected Result/Impact: Meet 97.5% ADA goal. Staff Responsible for Monitoring: Assistant Principal of Operations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SIS/Registrar will schedule face to face meetings with families of concerns (attendance). Strategy's Expected Result/Impact: Meet 97.5% ADA goal. Staff Responsible for Monitoring: Assistant Principal of Operations SIS/Registrar Title I: 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. Root Cause: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Goal 3: Increase student persistence

Performance Objective 1: 90% IDEA College Preparatory Brownsville Persistence

Evaluation Data Sources: Annual persistence report

Strategy 1 Details	Reviews			
Strategy 1: Create a welcome environment for our families since first day of school, providing them with personalized service to get them become familiar with our IDEA culture. Strategy's Expected Result/Impact: Meet the 90% IDEA College Preparatory Brownsville Persistence Staff Responsible for Monitoring: School Counselor Social Worker Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 3 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Have individual check with students of concerns. Strategy's Expected Result/Impact: Meet the 90% IDEA College Preparatory Brownsville Persistence Staff Responsible for Monitoring: School Counselor Social Worker Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause:** (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 3: There has been an increase in overall student leavers over the past two years. **Root Cause:** (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).






Perceptions

Problem Statement 3: Students need a better understanding on how to resolve conflict when it arises. **Root Cause:** (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Goal 3: Increase student persistence

Performance Objective 2: 100% of Staff complete BOY Crisis Management / Emergency Response Training



Evaluation Data Sources: Annual compliance report






Strategy 1 Details	Reviews			
Strategy 1: Execute safety and security program, mental health, and SEL initiatives transformationally (not transactionally) to maximize their impact in students, staff, and school community. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: All IDEA students matriculate to college

Performance Objective 1: 100% of class 2023 enrolls in college, or enrolls in a postsecondary SpEd program, or enlists in the military, or receive medical or faith-based exemptions.

Evaluation Data Sources: Matriculation data

Strategy 1 Details	Reviews			
Strategy 1: Post information in and around campus about deadlines, scholarships, timelines, and other recommendations Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary education program. Staff Responsible for Monitoring: College Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Having individual conversations about the importance of going to college Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary education program. Staff Responsible for Monitoring: College Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Create an operating mechanism with students / Q 1 - 4 / create that professional relationship with students that need to go to college Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary program. Staff Responsible for Monitoring: Principal and College Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

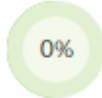




Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. Root Cause: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.
Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 4: All IDEA students matriculate to college

Performance Objective 2: ACT overall campus score will increase to 21 or higher

HB3 Goal

Evaluation Data Sources: ACT Scores

Strategy 1 Details		Reviews			
Strategy 1: ACT Bootcamp prior to the ACT exam to offer targeted content sessions based on prior student performance. Strategy's Expected Result/Impact: Setting expectations and monitoring Increase academic performance Staff Responsible for Monitoring: Director of College Counseling College Counselors Instructional Coaches Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					







Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. Root Cause: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.
Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 5: Increase staff retention

Performance Objective 1: By June 2022, the teacher retention goal will be 85% or higher.

Evaluation Data Sources: Campus staff retention data

Strategy 1 Details	Reviews			
Strategy 1: Have an individualized onboarding plan for each new-hire. Strategy's Expected Result/Impact: The new teacher will have full understanding of role expectations and milestones that must be met by a specific timeline. Staff Responsible for Monitoring: Direct performance manager TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Have an individualized coaching plan for each returning staff member. Strategy's Expected Result/Impact: The returning staff member will further develop in their teaching practice as well as their professional growth within the organization. Staff Responsible for Monitoring: Direct performance manager. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Improve the new-hire onboarding system for all of our new faculty and staff on our campus Root Cause: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandro Mora	Blended Learning Space Teacher	Title 1	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Marco Lopez	Principal
Administrator	Norma Jimenez Cerda	Assistant Principal of Instruction
Administrator	Rachel Brown	Assistant Principal of Instruction
Administrator	Jorge Mejia	Assistant Principal of Instruction
Administrator	Laura de la Rosa	School Counselor
Administrator	Yazmin Hernandez	Director of College Counseling
Administrator	Erika Merla	Social Worker

Addendums

Annual Performance Objective

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: 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. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%
- 1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%
- 1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1I. Average ACT score (Class of 2020, September 2019): 21
- 1J. % 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
- 2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$101M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 64,455
- 3C. Schools in operation in August 2020: 125
- 3D. Total Funds Raised (millions): \$70M

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

Master CNA & SAIP Reporting Checklist				PTG
DEPT	Data Source	Data Tabs	Guidance	Status
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2022-2023 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, 2021 and no later than January 31, 2022.	Complete
	Locus Dashboards: CIS STARR, AP Campus IB 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
		Comprehensive Needs Assessment 2022 Math		Complete
		Comprehensive Needs Assessment 2022 Science		Complete
		Comprehensive Needs Assessment 2022 Humanities		Complete
	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.	Complete
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & 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 the 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
	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. Finalized data in this section should be pulled prior to July 23, 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Campus Academic Counselor Tracking Systems	2021 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

IDEA Brownsville

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%

[illegible]

Grade / Subject / Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Score	District Achievement Score	Difference	SPED Count	SPED Count at Mastery (passed)	% SPED Passing	ELL Count	ELL Count at Mastery (passed)	ELL % Passing
6th ELA - Ayala	STAAR	133	24	31	34	44	109	82.0	67.1	33.1	60.7	49	12	10	4	40%	59	44	75%
7th ELA - Gonzales	STAAR	125	15	25	32	53	110	88.0	74.4	42.4	68.3	62	6	7	4	57%	51	38	75%
8th ELA - Carpio	STAAR	122	7	26	31	58	115	94.3	78.5	47.5	73.4	64.6	9	10	4	40%	59	40	68%
9th English I - Hernandez	Eng I - EOC	115	24	15	52	25	92	80.0	67.0	21.7	56.2	51	5	7	2	29%	73	46	63%
10th English II - Santa Ana	Eng II - EOC	78	13	6	47	12	65	83.3	75.6	15.4	58.1	55.6	3	8	3	38%	44	35	80%
6th Math - O. Garcia	STAAR	131	33	49	25	24	98	74.8	37.4	18.3	43.5	44.3	-1	10	4	40%	59	40	68%
7th Math - M. Garcia	STAAR	124	45	36	26	17	79	63.7	34.7	13.7	37.4	44	-7	7	2	29%	51	28	55%
8th Algebra I - K. Lopez	Alg I - EOC	122	3	28	20	71	119	97.5	74.6	58.2	76.8	59.6	17	8	8	100%	48	47	98%
9th Algebra I - A. Castillo (Retesters)	Alg I - EOC	30	13	14	1	2	17	56.7	10.0	6.7	24.4	16.3	8	3	0	0%	16	11	69%
8th Biology - A. Rodriguez	Bio - EOC	122	6	22	64	30	116	95.1	77.0	24.6	65.6	61.6	4	8	8	100%	48	47	98%
9th Biology - A. Pena (Retesters)	Bio - EOC	31	13	14	1	2	17	54.8	9.7	6.5	23.7	17	7	3	0	0%	18	11	61%
8th US History - N. Rico	STAAR	122	16	40	23	43	106	86.9	54.1	35.2	58.7	42	17	8	8	100%	48	40	83%
10th US History - D. Garza	US Hist - EOC	84	9	14	22	39	75	89.3	72.6	46.4	69.4	75.6	-6	9	7	78%	36	35	97%
Campus Totals		1339	221	320	378	420	1118	83.5	59.6	31.4	58.2	49.4	9	98	54	55%	610	462	76%

IDEA Brownsville

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	74.8%	63.7%	90%	
% Meets	37.4%	34.7%	62%	
% Masters	18.3%	13.7%	48%	
% Student Achievement Average	43.5%	37.4%	66.7%	

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	NA	NA	NA	% Score 1-3	61%
% Score 2	NA	NA	NA	% Score 4-5	34%
% Score 3+	NA	NA	NA	% Score 6-7	0%

Reflections

Areas of Strength	Areas of Need
1. Mrs. Lopez met the 90/60/30 goal for Algebra I and was above district average by 17 points.	1. 7th Math came in at 64/35/14 with an SAS of 37 coming in 7 points below the district average.
2. The retested section for Algebra I scored above district average by 11 points.	2. 6th Math came in at 75/37/18 with an SAS of 44 coming in 1 point below the district average.
3. 34% of IB Math students passed with a 4+	3. Movement within the mathematics department for grades 7, 9, and 10.

IDEA Brownsville

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	11%	
% of CSI Passing STAAR	30.50%	
% of SPED Passing STAAR	44%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC	
% Approaches	81.95488722	88	94.26229508	80	83.3	
% Meets	67.08270677	74.4	78.54098361	67.0	75.6	
% Masters	33.08270677	42.4	47.54098361	21.7	15.4	
% Student Achievement Average	60.70676692	68.26666667	73.44808743	56.2	58.1	

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	N/A	44%	% Score 1-3	31.70%	24.00%	89.00%
% Score 2	N/A	39%	% Score 4-5	32%		
% Score 3+	N/A	17%	% Score 6-7	0%		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. 100% of ELA teachers met or exceeded 60% Meets on STAAR	1. CSI EOY performance is below target goal. The greatest area of need is in consistent lesson delivery with emphasis on correction procedures.
2. 6th and 7th grade met the RR and WM goals for the year.	2. Develop stronger student writing skills in grades 6-10 in order to increase overall Masters performance on STAAR.
3. 8th grade results were above 90 60 30.	3. Authentic reading practice and assessment by creating a culture of readers on campus.

IDEA Brownsville

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	86	97	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	95	
% Meets	NA	71	
% Masters	NA	24	
% Student Achievement Average	NA	65.6	

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	82%	NA	87%	NA	% Score 1-3	79%
% Score 2	18%	NA	13%	NA	% Score 4-5	19%
% Score 3+	0%	NA	0%	NA	% Score 6-7	0%

Reflections

Areas of Strength	Areas of Need
1. Ms. Rodriguez came in 4 points above the district average SAS in her first year of teaching 8th Biology.	1. 8th Biology fell short by 6 points in the masters category.
2. The retested section for Biology scored 7 points above the district average.	2. AP Physics had 0% at 3+
3. 19% of IB Biology students passed with a 4+	3. AP Biology exam challengers came in at 0% for 3+

IDEA Brownsville

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	98/87/60	98/95/84					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	86.9	83.5					
% Meets	54.1	72.6					
% Masters	35.2	46.4					
% Student Achievement Average	58.7	69.4					

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77%	NA	78%	82%	84%	% Score 1-3	57%
% Score 2	11%	NA	11%	13%	9%	% Score 4-5	38%
% Score 3+	12%	NA	11%	5%	7%	% Score 6-7	0%

Reflections

Areas of Strength	Areas of Need
1 Vertical alignment has built in writing and critical thinking skills from 6 through 12 through the use of student work analysis meetings and the formulation of criteria for success and exemplars.	1 Emphasis on writing skills within 6 - 12 courses. Teachers should utilize AST resources: IDEA Social studies skills doc, and SS writing expectation doc
2 Emphasis on task or command verbs to build student writing within 6 - 12. The use of Bloom's revised taxonomy planning worksheet to build rigor in in-class activities.	2 Improve the number of 6's and 7's in IB History- Training for IB History teachers concerning IA- Historical Investigation since this is the lowest component data from the course.
3 A focus on unpacking prompts skill-building from 6 through 12th grade. Writing in each course from 6 -12, use of Teacher-made resource, Peardeck, and Nearpod to provide interactive and engaging lessons.	3 Increase resources for 8th grade SS- specifically focusing on content application through multiple at-bats. Streamlining the content by focusing on concepts and skills versus emphasis on teaching all the content.

IDEA Brownsville

2021-2022 Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	Composite
% Beginning	4.26%	16.60%	5.53%	3.40%	2.98
% Intermediate	12.77%	36.17%	23.40%	22.13%	26.81
% Advanced	39.57%	39.15%	33.62%	35.32%	47.23
% Advanced High	43.40%	8.09%	37.45%	39.15%	22.98
Campus Overall students who Met Growth or earned Advanced High					46%

Reflection

Areas of Strength	Areas of Need
1. Teachers understand the needs and how to utilize the EL TELPAS accommodations.	1. EL Coordinator needs to have a weekly progress check with TELPAS verifier.
2. Teachers have a strong understanding of who the students are.	2. Teachers need to set at least 30-45 mins per week to work on TELPAS writing samples.
3. Teachers have a strong understanding of each student's need.	3

IDEA Brownsville

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Pending	81%	19%	54%	17%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
4%	13%	4%	73%	100%	100%

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
18%	20%	14%		10%	96%

Reflections logistics

Areas of Strength	Areas of Need
1 Collaboration with other campuses and HQ to create a TI/TII application pipeline.	1 Attending the NACAC (Houston, TX Sept 22-25) and TACAC conferences (San Antonio, TX April 3-5)
2 Princeton review training for the ACT teachers 2021.	2
3 Strong relationships with students leading to high acceptance and matriculation rates.	3 Budget for TI/TII college visits for accepted students.

Reflections

Areas of Strength	Areas of Need
1. Collaboration with all stake holders.	T1/T2 Investment from parents and students - Meetings, information session, college visit etc.
2. Strong relationships with students and parents	College Knowledge: College Literacy Awareness. (Parent meetings, college of the week, parent news letter)

IDEA Brownsville

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	75%
% Teacher Retention	91.84%
% Campus Support Retention	91%
% SPED Certified Teachers	100%
% State/National Certified Teachers	45%
% State Certified Leaders	40%
% State/Board Certified Counselors	100%
Number of teacher applicants per 2021-2022 school year	77

Reflections	
Areas of Strength	Areas of Need
1. Faculty and staff are provided with the appropriate professional development needed in their specific content area.	1. High IB teacher turnaround due to the demands of the International Baccalaureate curriculum.
2. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.	2. Faculty and staff may have other opportunities outside of the RGV/teaching area and relocate.
3. Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post secondary education.	

IDEA Brownsville

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	52%
% Families Attended Curriculum Night	NA - Due to COVID-19
% Families Who Attended EOY Ceremonies	NA - Virtual Event
% Families who attended Fall Festival	NA - Due to COVID-19
% Families who attended Winter Trail of Lights	85%

Reflections	
Areas of Strength	Areas of Need
1. Faculty and staff utilized various platforms (i.e. Remind and FaceBook) to engage families in events on campus.	1. Increase the number of events hosted on campus during the year.
2. Utilized feedback on Panorma surveys to guide engagement event.	2. Increase staff buy-in on family engagement events (on and off-campus).
3. Campus was flexible with making adjustments to events in order to comply with current COVID precautions without compromising event.	

21-22 IDEA College Prep Brownsville**Data Source: School Culture and Climate**

	Campus %
% Average Daily Attendance	91.43%
% Overall Persistence	86.21%
% New Student Persistence	86.54%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	8%
% ELL	32.98%
% Eco Dis	76%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian, Native-Hawaiian-Pacific-Islander	0.66%
% White-Non Hispanic	2.37%
% White-Hispanic	97.63%
% Unclassified	0%
% Black-African-American	0.0%
% White	2.37%
% Male	57.69%
% Female	42.97%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	81	16	20%	65	80%	47	58%	28	35%
7	7 Reading	77	11	14%	66	86%	48	62%	30	39%
8	8 Reading	62	3	5%	59	95%	43	69%	32	52%
9	English I	65	12	18%	53	82%	44	68%	12	18%
10	English II	46	8	17%	38	83%	33	72%	4	9%
Overall		331	50	15%	281	85%	215	65%	106	32%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	81	18	22%	63	78%	33	41%	15	19%
7	7 Math	77	25	32%	52	68%	31	40%	13	17%
8	Algebra 1	76	11	14%	65	86%	45	59%	32	42%
Overall		234	54	23%	180	77%	109	47%	60	26%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	62	8	13%	54	87%	36	58%	25	40%
10	US History	48	8	17%	40	83%	35	73%	23	48%
Overall		110	16	15%	94	85%	71	65%	48	44%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	70	6	9%	64	91%	46	66%	18	26%
Overall		70	6		64		46		18	

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	52	8	15%	44	85%	31	60%	16	31%
7	7 Reading	48	4	8%	44	92%	37	77%	23	48%
8	8 Reading	60	4	7%	56	93%	46	77%	26	43%
9	English I	51	12	24%	39	76%	33	65%	13	25%
10	English II	32	5	16%	27	84%	26	81%	8	25%
Overall		243	33	14%	210	86%	173	71%	86	35%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	52	15	29%	37	71%	17	33%	10	19%
7	7 Math	48	21	44%	27	56%	12	25%	4	8%
8	Algebra 1	76	5	7%	71	93%	49	64%	41	54%
Overall		176	41	23%	135	77%	78	44%	55	31%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	60	8	13%	52	87%	30	50%	18	30%
10	US History	36	1	3%	35	97%	26	72%	16	44%
Overall		96	9	9%	87	91%	56	58%	34	35%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	69	8	12%	61	88%	54	78%	16	23%
Overall		69	8	12%	61	88%	54	78%	16	23%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	133	24	18%	109	82%	78	59%	44	33%
7	7 Reading	125	15	12%	110	88%	85	68%	53	42%
8	8 Reading	122	6	5%	115	94%	89	73%	58	48%
9	English I	116	24	21%	92	79%	77	66%	25	22%
10	English II	78	13	17%	65	83%	59	76%	12	15%
Overall		574	82	14%	491	86%	388	68%	192	33%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	133	33	25%	100	75%	53	40%	25	19%
7	7 Math	125	46	37%	79	63%	43	34%	17	14%
8	Algebra 1	152	16	11%	136	89%	94	62%	73	48%
Overall		410	95	23%	315	77%	190	46%	115	28%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	122	16	13%	106	87%	66	54%	43	35%
10	US History	84	9	11%	75	89%	61	73%	39	46%
Overall		206	25	12%	181	88%	127	62%	82	40%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	139	14	10%	125	90%	100	72%	34	24%
Overall		139	14	10%	125	90%	100	72%	34	24%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	99	21	21%	78	79%	59	60%	34	34%
7	7 Reading	105	13	12%	92	88%	70	67%	41	39%
8	8 Reading	97	7	7%	90	93%	68	70%	44	45%
9	English I	93	22	24%	71	76%	59	63%	20	22%
10	English II	58	11	19%	47	81%	41	71%	7	12%
Overall		452	74	16%	378	84%	297	66%	146	32%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	99	26	26%	73	74%	34	34%	15	15%
7	7 Math	105	43	41%	62	59%	31	30%	14	13%
8	Algebra 1	123	14	11%	109	89%	69	56%	54	44%
Overall		327	83	25%	244	75%	134	41%	83	25%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	97	15	15%	82	85%	49	51%	28	29%
10	US History	64	9	14%	55	86%	44	69%	23	36%
Overall		161	24	15%	137	85%	93	58%	51	32%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	111	13	12%	98	88%	78	70%	25	23%
Overall		111	13	12%	98	88%	78	70%	25	23%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	34	3	9%	31	91%	19	56%	10	29%
7	7 Reading	20	2	10%	18	90%	15	75%	12	60%
8	8 Reading	25	0	0%	25	100%	21	84%	14	56%
9	English I	23	2	9%	21	91%	18	78%	5	22%
10	English II	20	2	10%	18	90%	18	90%	5	25%
Overall		122	9	7%	113	93%	91	75%	46	38%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	34	7	21%	27	79%	16	47%	10	29%
7	7 Math	20	3	15%	17	85%	12	60%	3	15%
8	Algebra 1	29	2	7%	27	93%	25	86%	19	66%
Overall		83	12	14%	71	86%	53	64%	32	39%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	25	1	4%	24	96%	17	68%	15	60%
10	US History	20	0	0%	20	100%	17	85%	16	80%
Overall		45	1	2%	44	98%	34	76%	31	69%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	28	1	4%	27	96%	22	79%	9	32%
Overall		28	1	4%	27	96%	22	79%	9	32%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	123	20	16%	103	84%	73	59%	42	34%
7	7 Reading	114	11	10%	103	90%	79	69%	48	42%
8	8 Reading	111	4	4%	107	96%	83	75%	56	50%
9	English I	110	22	20%	88	80%	74	67%	23	21%
10	English II	76	12	16%	64	84%	58	76%	12	16%
Overall		534	69	13%	465	87%	367	69%	181	34%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	123	29	24%	94	76%	46	37%	24	20%
7	7 Math	114	11	10%	103	90%	79	69%	48	42%
8	Algebra 1	137	15	11%	122	89%	86	63%	68	50%
Overall		374	55	15%	319	85%	211	56%	140	37%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	111	13	12%	98	88%	62	56%	40	36%
10	US History	82	8	10%	74	90%	60	73%	38	46%
Overall		193	21	11%	172	89%	122	63%	78	40%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	123	12	10%	111	90%	92	75%	31	25%
Overall		123	12	10%	111	90%	92	75%	31	25%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	10	4	40%	6	60%	5	50%	2	20%
7	7 Reading	11	4	36%	7	64%	6	55%	5	45%
8	8 Reading	11	3	27%	8	73%	6	55%	2	18%
9	English I	6	2	33%	4	67%	3	50%	2	33%
10	English II	2		0%		0%		0%		0%
Overall		40	13	33%	25	63%	20	50%	11	28%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	10	4	40%	6	60%	4	40%	1	10%
7	7 Math	11	4	36%	7	64%	6	55%	5	45%
8	Algebra 1	15	1	7%	14	93%	8	53%	5	33%
Overall		36	9	25%	27	75%	18	50%	11	31%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	11	3	27%	8	73%	4	36%	3	27%
10	US History			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		11	3	27%	8	73%	4	36%	3	27%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	16	2	13%	14	88%	8	50%	3	19%
Overall		16	2	13%	14	88%	8	50%	3	19%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	59	15	25%	44	75%	30	51%	15	25%
7	7 Reading	48	13	27%	35	73%	20	42%	11	23%
8	8 Reading	37	6	16%	31	84%	18	49%	10	27%
9	English I	46	16	35%	30	65%	17	37%	2	4%
10	English II	31	8	26%	23	74%	19	61%	2	6%
Overall		221	58	26%	163	74%	104	47%	40	18%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	59	19	32%	40	68%	18	31%	8	14%
7	7 Math	48	23	48%	25	52%	11	23%	4	8%
8	Algebra 1	50	7	14%	43	86%	22	44%	17	34%
Overall		157	49	31%	108	69%	51	32%	29	18%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	37	8	22%	29	78%	13	35%	8	22%
10	US History	33	7	21%	26	79%	19	58%	8	24%
Overall		70	15	21%	55	79%	32	46%	16	23%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	47	12	26%	35	74%	23	49%	5	11%
Overall		47	12	26%	35	74%	23	49%	5	11%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	0		#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Reading	1		0%		0%		0%		0%
8	8 Reading			#DIV/0!		#DIV/0!		#DIV/0!		#####
9	English I	7	0	0%	7	100%	7	100%	2	29%
10	English II	10	1	10%	9	90%	9	90%	3	30%
Overall		18	1	6%	16	89%	16	89%	5	28%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
8	Algebra 1	6	0	0%	6	100%	2	33%	2	33%
Overall		6	0	0%	6	100%	2	33%	2	33%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies			#DIV/0!		#DIV/0!		#DIV/0!		#####
10	US History	11	1	9%	10	91%	10	91%	7	64%
Overall		11	1	9%	10	91%	10	91%	7	64%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	8	0	0%	8	100%	7	88%	3	38%
Overall		8	0	0%	8	100%	7	88%	3	38%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	0		#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Reading	2		0%		0%		0%		0%
8	8 Reading	8	0	0%	8	100%	8	100%	4	50%
9	English I	10	1	10%	9	90%	9	90%	6	60%
10	English II			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		20	1	5%	17	85%	17	85%	10	50%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
8	Algebra 1	10	1	10%	9	90%	7	70%	7	70%
Overall		10	1	10%	9	90%	7	70%	7	70%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	8	0	0%	8	100%	5	63%	2	25%
10	US History			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		8	0	0%	8	100%	5	63%	2	25%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#####

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	74	9	12%	65	88%	48	65%	29	39%
7	7 Reading	74	2	3%	72	97%	62	84%	40	54%
8	8 Reading	74	1	1%	73	99%	61	82%	43	58%
9	English I	53	7	13%	46	87%	44	83%	15	28%
10	English II	34	4	12%	30	88%	28	82%	6	18%
Overall		309	23	7%	286	93%	243	79%	133	43%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	74	14	19%	60	81%	32	43%	17	23%
7	7 Math	74	23	31%	51	69%	30	41%	11	15%
8	Algebra 1	86	8	9%	78	91%	63	73%	47	55%
Overall		234	45	19%	189	81%	125	53%	75	32%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	74	8	11%	66	89%	47	64%	33	45%
10	US History	36	1	3%	35	97%	29	81%	22	61%
Overall		110	9	8%	101	92%	76	69%	55	50%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	81	2	2%	79	98%	68	84%	26	32%
Overall		81	2	2%	79	98%	68	84%	26	32%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	10	6	60%	4	40%	3	30%	3	30%
7	7 Reading	7	3	43%	4	57%	2	29%	1	14%
8	8 Reading	8	2	25%	6	75%	1	13%	1	13%
9	English I	7	5	71%	2	29%	2	29%	0	0%
10	English II	8	5	63%	3	38%	3	38%	0	0%
Overall		40	21	53%	19	48%	11	28%	5	13%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	10	6	60%	4	40%	3	30%	2	20%
7	7 Math	7	5	71%	2	29%	0	0%	0	0%
8	Algebra 1	11	3	27%	8	73%	2	18%	2	18%
Overall		28	14	50%	14	50%	5	18%	4	14%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	8	4	50%	4	50%	1	13%	1	13%
10	US History	9	2	22%	7	78%	4	44%	1	11%
Overall		17	6	35%	11	65%	5	29%	2	12%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	11	5	45%	6	55%	2	18%	0	0%
Overall		11	5	45%	6	55%	2	18%	0	0%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	123	18	15%	105	85%	75	61%	41	33%
7	7 Reading	118	12	10%	106	90%	83	70%	52	44%
8	8 Reading	114	5	4%	109	96%	88	77%	57	50%
9	English I	109	19	17%	90	83%	75	69%	25	23%
10	English II	70	8	11%	62	89%	56	80%	12	17%
Overall		534	62	12%	472	88%	377	71%	187	35%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	123	27	22%	96	78%	47	38%	23	19%
7	7 Math	118	41	35%	77	65%	43	36%	17	14%
8	Algebra 1	141	13	9%	128	91%	92	65%	71	50%
Overall		382	81	21%	301	79%	182	48%	111	29%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	114	12	11%	102	89%	65	57%	42	37%
10	US History	75	7	9%	68	91%	57	76%	38	51%
Overall		189	19	10%	170	90%	122	65%	80	42%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	128	9	7%	119	93%	98	77%	34	27%
Overall		128	9	7%	119	93%	98	77%	34	27%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	81	24	30%	57	70%	34	42%	16	20%
7	7 Reading	73	15	21%	58	79%	37	51%	19	26%
8	8 Reading	65	7	11%	58	89%	40	62%	21	32%
9	English I	85	23	27%	62	73%	47	55%	10	12%
10	English II	57	13	23%	44	77%	38	67%	5	9%
Overall		361	82	23%	279	77%	196	54%	71	20%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	81	29	36%	52	64%	20	25%	8	10%
7	7 Math	73	36	49%	37	51%	17	23%	4	5%
8	Algebra 1	94	15	16%	79	84%	40	43%	27	29%
Overall		248	80	32%	168	68%	77	31%	39	16%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	65	14	22%	51	78%	27	42%	17	26%
10	US History	63	9	14%	54	86%	40	63%	21	33%
Overall		128	23	18%	105	82%	67	52%	38	30%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	78	14	18%	64	82%	42	54%	7	9%
Overall		78	14	18%	64	82%	42	54%	7	9%

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overall Passing Count
6	6 Reading	52	0	0%	52	100%	44	85%	28	54%	124
7	7 Reading	52	0	0%	52	100%	48	92%	34	65%	134
8	8 Reading	57	0	0%	57	100%	49	86%	37	65%	143
9	English I	31	1	3%	30	97%	30	97%	15	48%	75
10	English II	21	0	0%	21	100%	21	100%	7	33%	51
Overall		213	1	0%	212	100%	192	90%	121	57%	527

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overall Passing Count
6	6 Math	52	4	8%	48	92%	30	58%	17	33%	95
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####	0
8	Algebra 1	58	1	2%	57	98%	54	93%	46	79%	157
Overall		110	5	5%	105	95%	84	76%	63	57%	252

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overall Passing Count
8	8 Social Studies	57	2	4%	55	96%	39	68%	26	46%	120
10	US History	21	0	0%	21	100%	21	100%	18	86%	60
Overall		78	2	3%	76	97%	60	77%	44	56%	180

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overall Passing Count
8	Biology	61	0	0%	61	100%	58	95%	27	44%	146
Overall		61	0	0%	61	100%	58	95%	27	44%	146

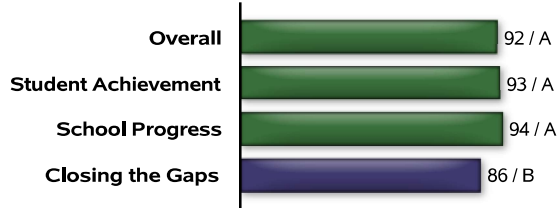
Texas Education Agency
2021-22 Preliminary School Report Card
IDEA BROWNSVILLE COLLEGE PREPARATORY (108807012)

Accountability Rating

A

IDEA BROWNSVILLE COLLEGE PREPARATORY earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for IDEA BROWNSVILLE COLLEGE PREPARATORY. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name:	IDEA PUBLIC SCHOOLS
Campus Type:	Elementary/Secondary
Total Students:	738
Grade Span:	06 - 12

For more information about this campus, see: <https://TXSchools.gov>

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- | | |
|--------------------------------|-------------------------------|
| ✓ ELA/Reading | ✓ Mathematics |
| ✓ Science | ✓ Social Studies |
| ✓ Postsecondary Readiness | ✗ Comparative Academic Growth |
| ✗ Comparative Closing the Gaps | |

IDEA BROWNSVILLE ACADEMY & COLLEGE PREP


State of the School Public Meeting
September 16, 2022





**Luz Zuniga, Academy
Principal K-5**

**Marco C. Lopez, College
Prep Principal –
Grades 6-12**



Objectives

Community members be able to:

- ✓ Understand campus vision and academic progress.
- ✓ Evaluate our academic standing and proposed improvement plan.
- ✓ Contribute to our needs assessment and improvement plan proposal.



Questions?

- Please note any outstanding questions throughout the session.
- Please share with the facilitator after the session.

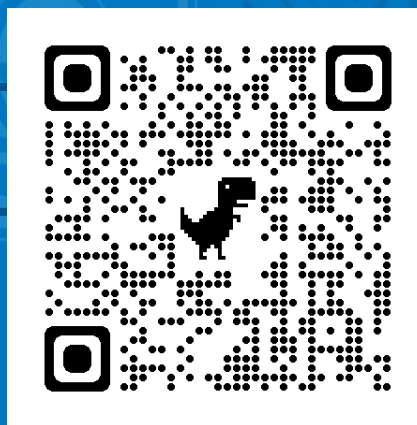


IDEA

Public Schools

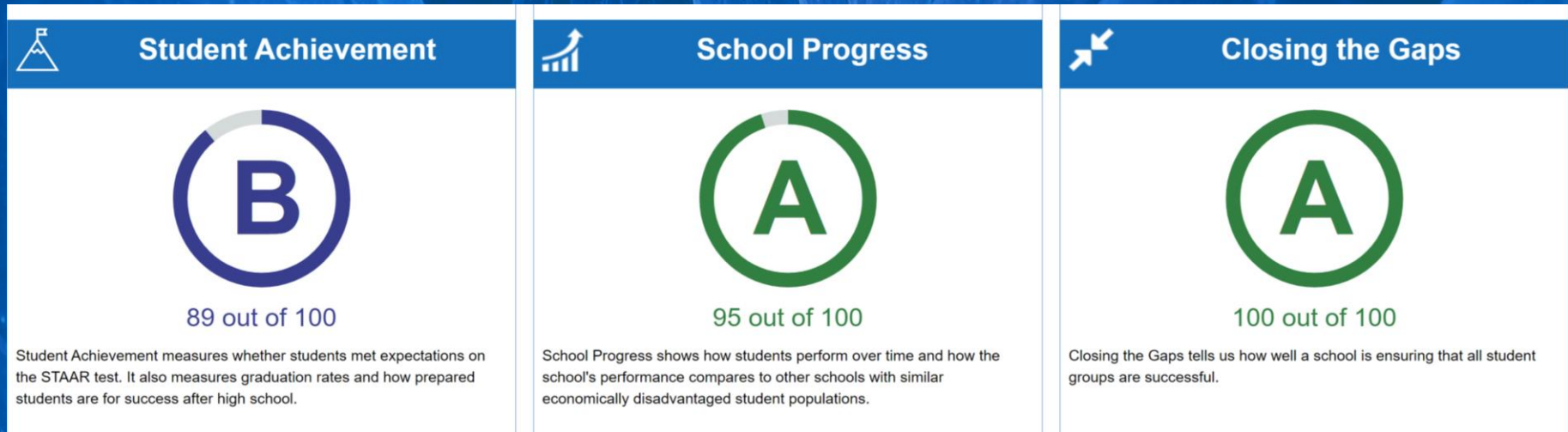
Academy State of the School

A Rated: 97



Overall Performance

There are 3 domains in the Texas accountability system. These are our scores:



Distinction Designations

As compared to 40 schools in Texas with similar demographics, IDEA Brownsville Academy performed in the top 25th percentile in 6 out of 6 designations, earning 100% of our possible distinctions.



**Academic
Achievement in
English/Language
Arts/Reading**



**Academic
Achievement in
Mathematics**



**Academic
Achievement in
Science**



**Top 25% :
Comparative
Academic
Growth**



**Postsecondary
Readiness**



**Top 25% :
Comparative
Closing the
Gaps**

SCORECARD

Campus Goals	EOY	GOAL	Status
90% Approaches 30% Masters on STAAR or A Rating	64	57	MET
60% of students in CSI grow 2.0 years in Reading	61%	50%	MET
90% OGL or AGL in DI Reading K-2 93 51 92 (K & 2)	79%	90%	DNM
85% 60% 10% AR / 90% 60% 30% HS	AR – 97 13 HS – 98 90 59	AR 60 10 HS 90 60 30	MET
97.5% ADA (Average Daily Attendance)	92.39%	97.5%	DNM
90% Student Persistence	90%	90%	MET
42% Students grow 1 composite score in TELPAS	64%	42%	MET



Campus Vision, Priorities & Strategic Plan

Academy K-5

Vision & Pillars

At IDEA Brownsville Academy we prepare our students for a journey of **lifelong learning**, **solution-oriented** mindset, and strive for **continuous improvement**. Those are our three pillars.

Campus Priorities

Our campus culture will improve **if all stakeholders** share the same vision. This occurs only if coherency of systems takes place. To do this, we must improve in problem-solving skills, tackle academic gaps, and increase capacity in both students and staff

Priorities	What do you want to be true about your school a year from now, as it relates to each priority?
Build a culture of high performing teams across all grades and contents.	Systemic improvement through consistency and coherency across campus academically and emotionally. Parent Surveys from x to y, 100% of RtI identified, serviced, and monitored starting week 4.
Empower our students and staff in solution-oriented skills through social-emotional learning pathways.	Stability in behavior, attendance, and persistence/staff retention. 95% persistence, 95% staff retention, Discipline records of less than 4% of total enrollment by EOY.
Build opportunities for all learners in language acquisition strategies and vocabulary development.	Increase percent of exits from Bilingual program from 10% to 25%, improved vocabulary and comprehension of literacy in Ren Star from 52% to 75%.

Academy Needs Assessment

- There is a need to increase **daily attendance**.
- There is a need to increase **family engagement**.
- There is a need to focus on the **social emotional wellness** of all learners, especially our New Students
- There is a continuous need to assess the **safety** practices, procedures, and protocols in our campus to ensure **Student Culture** is consistent among grade levels.
- There is a need to continually review our instructional strategies to **support** special education students and **striving learners** who did not meet standards in every content in STAAR.

Academy Improvement Plan

Strategy 1: Provide training and support to staff for the implementation of tools and resources that provide additional data for student learning outcomes.

Strategy's Expected Result/Impact: increase student achievement, increase monitoring in all areas and for all learners.

Strategy 2: Implement specific tutoring plans aligned to House Bill 4545 that focus on learners who have not met standards on state assessments and are in need of additional support.

Strategy's Expected Result/Impact: increased student achievement, increased awareness of documentation for learning plans

Strategy 3: Continue implementation, review, and alignment of restorative practices within the Move This World program to improve interpersonal relationships.

Strategy's Expected Result/Impact: Move This World participation, Persistence results, attendance results

Strategy 4: Leverage events to promote school connectedness and communicate the importance of daily attendance.

Strategy's Expected Result/Impact: Increase attendance to 98%, decrease number of parent concerns, improve interpersonal relationships between school and families.

Brownsville Campus Goals

- 1) 100% matriculation
- 2) 90% Student Persistence
- 3) “A Rating”
- 4) 85% Staff Retention
- 5) 97% ADA



IDEA
Public Schools

Campus Vision, Priorities & Strategic Plan

College Prep 6-12

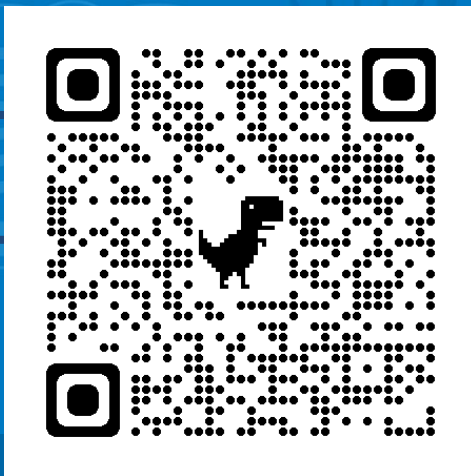


IDEA

Public Schools

College Prep State of the School

A Rated: 92



IDEA

Public Schools

COLLEGE

for all children

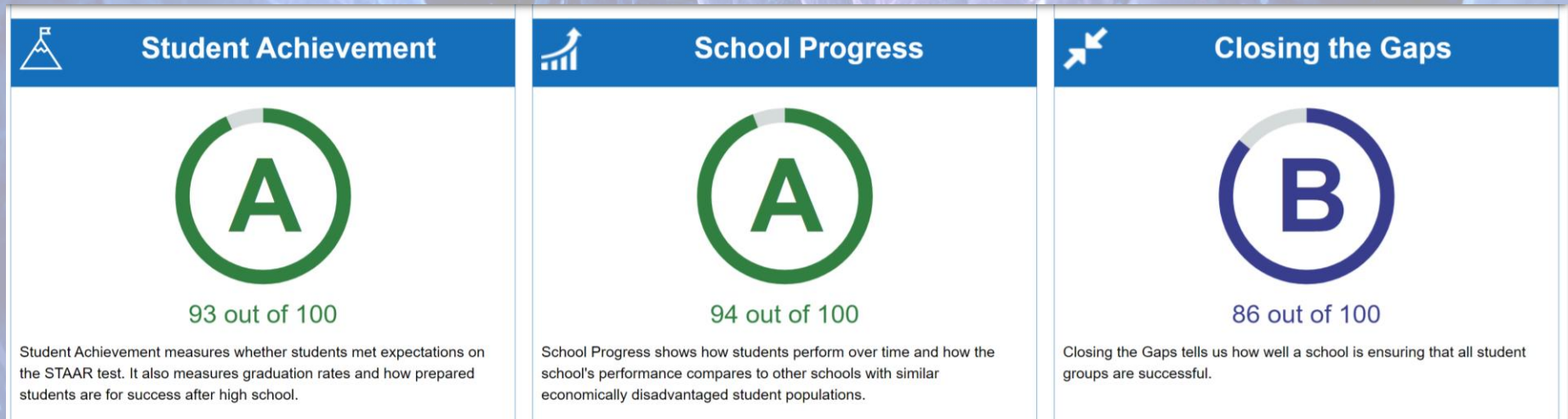
No Excuses!

Vision

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

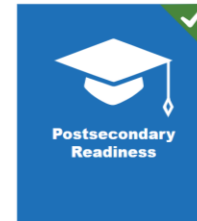
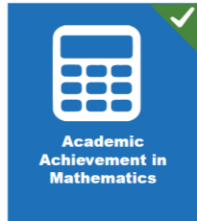
Overall Performance

There are 3 domains in the Texas accountability system. These are our scores:



Distinction Designations

As compared to 40 schools in Texas with similar demographics, IDEA Brownsville College Prep performed in the top 25th percentile in 5 out of 7 designations.



SCORECARD

Campus Goals	Goal	Data	Status
100% of graduates matriculate to college	100% Matriculate	100%	Met
25% of students matriculate to Tier 1/2/Ivy colleges	75% Apply / 50% Accepted / 25% Matriculate	79% Applying / 56% Accepted / 15% Committed	Not Met
100% of graduates accepted to college	100% Accepted	100% Accepted	Met
30% of graduates AP Scholars / 25% IB Diploma	30% / 25%	14% AP / 12% IB	Not Met
Campus "A" Rating	"A" Rating	92	Met
Average ACT for Class of 2022 = 21	21	18.23	Not Met
Average ACT for Class of 2023 = 21	21	19.59	On Track
85% employee retention (all staff)	85%	91.84%	Met
97.5% ADA (Average Daily Attendance)	97%	91.06%	Not Met
90% Student Persistence	90%	85.92%	Not Met
New Student Persistence	90%	87.50%	Not Met

Campus Priorities

Priorities	What do you want to be true about your school a year from now, as it relates to each priority?
Attendance / ADA	Our district goal is 97% student attendance. We did not meet that goal last year and we are currently off track this year. For us to continue to deliver high quality education to all our students everyday, parents must ensure that our scholars report to school every day so we can reach, at a minimum our 97% goal.
Persistence / Specific Grade Level	There has been an increase in overall student leavers over the past two years. Our goal is to keep our students invested in our programs and overall mission of going to a 4-year college or university. We want to make sure that 90% of our scholars stay and persist from one year to the next.
Special Programs	Every single student in our special programs is showing academic growth in their respective contents.

College Prep - Needs Assessment

- Over the last 24 months, we have seen a decrease in overall student attendance on our campus. Root Cause: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time

College Prep - Needs Assessment

- There has been an increase in overall student leavers over the past two years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

College Prep - Needs Assessment

- Our special programs department has not met the target metric of 60% mastery on STAAR. Root Cause: (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

College Prep - Improvement Plan

Priorities	Strategies
Attendance / ADA	<ul style="list-style-type: none">• Increase Parent Communication• Increase parent investment through one-to-one meetings, group meetings• Elaborating on the adverse affects of missing school to students• Student celebrations / recognition
Persistence / Specific Grade Level	<ul style="list-style-type: none">• Expansion of afterschool activities• Addition to IB / offering more AP courses• Expansion of our campus / addition of our own gymnasium• Looking at the future, i.e., STEM, CTE
Special Programs	<ul style="list-style-type: none">• Content specific training for all faculty and staff with specific strategies• Expand the collaboration between SPED teachers and General Education Teachers• Increase parental involvement in the day-to-day activities of our students• Increase student investment and motivation by clearly articulating goals• Creating a physical environment that promotes student learning• Promoting positive relationships across the campus with all stakeholders

Brownsville Campus Goals

- 1) 100% matriculation
- 2) 90% Student Persistence
- 3) “A Rating”
- 4) 85% Staff Retention
- 5) 97% ADA



A Single Moment in Time Can Change a Person's Life

Campus Improvement Plan

Coffee with the Principal Sessions starting October- share topics of interest before you leave via REMIND.



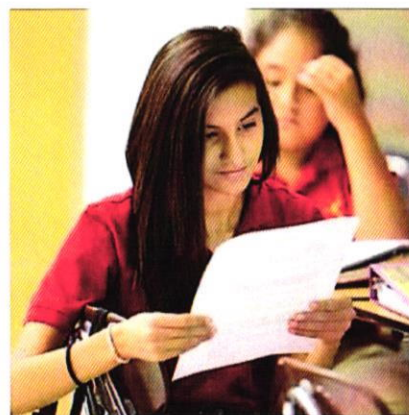
Next steps



Support needed

IDEA BROWNSVILLE ACADEMY & COLLEGE PREP

State of the School Public Meeting
September 16, 2022



Idea Brownsville Public Meeting

16-Sep-2022

STUDENT NAME	PARENT NAME	GRADE LEVEL
^{6th} Jacqueline & ^{5th} Brizeida Escamilla	Amanda B. Medina	5th & 6th
LOPEZ-CASTILLO LUIS ORLANDO	Pscar Lopez	12 th
BENJAMIN PERALTA	JUAN PERALTA	6 th .
Fendi A. Cedano	Yindra Ayube / Ramon cedano	4 th
Wilma Thurin	Edwars Gachin	12 th
Danna G. Zarate 4 th	Enedelia Escobedo.	4 th .
Diego Uriel y Gabriel Ortuno	Greta Lozano	6 th & 3rd.
¹⁰ Michael, ⁸ Anthony, ⁶ Jonathon Castellon	Henry and Lady Castellon	10, 8, 6
Juan Jesus Sanchez	Joscfina Jusso	9
Rogelio Briseño	José Briseño	8
Ana Victoria Moreno de los Rios		
Elena Alice Sosa	Ana Victoria Moreno	Kinder / Rise
Jose Angel Briseño Rogelio S. Briseño	Maricela Blanco	6 th & 8 th
Alondra M Palomo	Brenda Palomo	8
Victoria y Valentín Yépez	Abigail Lee	4 th & 5 th
Victoria Montemayor	Africa Del Carmen	5 th
Mayra Camila Garcia	Mayra Garcia	1 st grade
Veronica Fernanda Paola	Veronica Valdez	12 th - 7 th
Rdez. Patricio		

--	--	--

Idea Brownsville
Public Meeting 16-Sep-2022

Public Meeting

[illegible]

--	--	--

Idea Brownsville

Public Meeting	
----------------	--

16-Sep-2022

[illegible]

--	--	--

Name
Gricelda Gonzalez
Josefina Jasso

956-560-2299
956-561 5616

Quarter 1 PTG

IDEA College Prep Brownsville
Thursday, Oct. 20, 2022



Goals



Identify bright spots in our data to celebrate, learn from, and leverage



Discuss data to understand current progress towards meeting big goals



Identify a few high-leverage actionable solutions with clear timelines and owners that will result in improved student outcomes in key areas of concern



Identify campus-level trends that can be addressed at a larger scale

Interpersonal Norms



Be fully present and engaged (no tech distractions)



Be an improver, not a prover



Push each other's thinking and welcome hard feedback



Stick to the time on the protocol



Own it: Leader actions lead to teacher actions, which lead to student outcomes

Roles



FACILITATOR- PROVIDE
BIG-PICTURE OVERVIEW
OF CURRENT DATA;
FACILITATE THE
PROTOCOL



PARTICIPANTS- IF
APPLICABLE, PRESENT
OCS REFLECTION FOR
STUDENT OUTCOME(S)
OF CONCERN; ENGAGE IN
PROTOCOL TO PUSH
THINKING AROUND ROOT
CAUSES AND ALIGNED
SOLUTIONS



BRIGHT SPOTS SCRIBE-
CAPTURE OUTCOMES WE
WANT TO CELEBRATE
AND LEARN FROM



CAMPUS TRENDS SCRIBE -
CAPTURE OUTCOMES OF
CONCERN AS PRESENTED



TIMER- KEEP TIME
DURING THE MINI
CONSULTANCY
PROTOCOL

Agenda

Welcome, Outcomes, and Norms (5 min)

Scorecard Update (5 min)

Digging Deeper with mini-consultancy protocol priority outcomes of concern are discussed (60 min)

- Marco C. Lopez
- Rachel Brown
- Norma Jimenez
- Jorge Mejia

Reflection around priorities for Q3 (15 minutes)

Closing (5 min)

Process for Consultancy Protocol

Digging Deeper Mini-Consultancy

Leader presents deep dive into OCS reflection for student outcome(s) of concern
(3 min)

Team discusses with their thoughts with one another and pushes the leaders thinking.
(7 min)

Leader shares his/her take-aways, next steps, timeline, and shares support needed
(1 min)

Audience

HQ	Instructional Coaches	Lead Team
Erica Matamoros – VP of Schools	Marco C. Lopez – Principal	Norma Schmucker – Scribe / Timer
Jill Dominguez – Regional Superintendent	Norma Jimenez – IB Coordinator / Instructional Coach	Laura De La Rosa – Persistence
	Rachel Brown – Instructional Coach	
	Jorge Mejia- Instructional Coach	
	Claudia Zuniga – Assts. Principal of Instruction	

Campus Bright Spots!



Celebrations!

- Shark Tank- IB Team
- Athletics – Playoffs
- Pep Rally – MS and HS
- Parent Meeting – Coffee with the Principal
- Senior Monthly Events
- #3 Humanities
- 6 Level 5 Teachers
- 26 Level 4 Teachers

Campus Scorecard

Campus Goals	Data	Status
100% of graduates matriculate to college	-	-
25% of students matriculate to Tier 1/2/Ivy colleges (75% Apply / 50% Accepted)	75.9% will Apply	On Track
100% of graduates from the class of 2023 will meet CCMR by August 14	72%	On Track
100% of graduates accepted to college	-	-
30% of graduates AP Scholars / 25% IB Diploma	14% AP / - IB?	Not on Track
Campus "A" Rating	B	Not on Track
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC	69/46/17	Not on Track
50% of Students in CSI Achieve 2 Years Growth in Reading	47%	On Track
Average ACT for Class of 2023 = 21	19.59	On Track
85% employee retention (all staff)	95.83%	On Track
97.5% ADA (Average Daily Attendance)	95.40%	Not on Track
90% Student Persistence	99.48%	On Track
90% New Student Persistence	99%	On Track

Campus Scorecard

Outcomes	Causes	Solutions
30% of graduates AP Scholars / 25% IB Diploma (Current 14% AP / No Data IB)	<ul style="list-style-type: none"> - Minimal number of AP classes (only 9th and 10th grade) - Primary goal and focus is IB 	<ul style="list-style-type: none"> - Increase the number of AP opportunities for our 11th and 12th grade class - Targeted collaboration and focus with AP moving forward
Campus "A" Rating	<ul style="list-style-type: none"> - Based on 90/60/30 – see below 	<ul style="list-style-type: none"> - See below
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC (69/49/17)	<ul style="list-style-type: none"> - Focus in on data and prioritize students and teachers - Primary instruction - Reteaching and remediation 	<ul style="list-style-type: none"> - Data conversations - Review student records for HB4545 and other reteaching and remediation - Primary Instruction
97.5% ADA (Average Daily Attendance) – 95.4%	<ul style="list-style-type: none"> - See next slide 	<ul style="list-style-type: none"> - See next slide

ADA

YTD ADA Weekly

Date Region	10/14/22		10/07/22	
	YTD ADA %	PW Basis Points	YTD ADA %	PW Basis Points
⊕ Austin	93.71%	-2.0	93.73%	-14.0
⊕ Cincinnati	86.61%	74.0	85.87%	61.0
⊕ El Paso	94.45%	0.0	94.45%	0.0
⊕ Greater Houston Area	94.13%	-19.0	94.32%	-21.0
⊕ Jacksonville	88.88%	0.0	88.88%	-15.0
⊖ Lower Valley	94.85%	-16.0	95.01%	-17.0
⊖ Brownsville	95.69%	-3.0	95.72%	-9.0
⊕ Brownsville AC	96.00%	5.0	95.95%	-8.0
⊕ Brownsville CP	95.40%	-10.0	95.50%	-11.0
⊕ Frontier	95.74%	-15.0	95.89%	-28.0
⊕ Harlingen	93.99%	-25.0	94.24%	-41.0
⊕ Riverview	95.53%	-28.0	95.81%	-8.0
⊕ Robindale	94.29%	-25.0	94.54%	-37.0
⊕ San Benito	94.71%	-6.0	94.77%	-6.0
⊕ Sports Park	94.50%	-39.0	94.89%	-24.0
⊕ Weslaco	93.91%	10.0	93.81%	8.0
⊕ Weslaco Pike	94.67%	-22.0	94.89%	-24.0
⊕ Middle Valley	93.67%	-1.0	93.68%	-28.0
⊕ Permian Basin	95.96%	-4.0	96.00%	-2.0
⊕ San Antonio	94.66%	-6.0	94.72%	-5.0
District	93.91%	-7.0	93.98%	-13.0

ADA – Campus Achieves a 97% attendance rate

YTD: 95.40%	6th	7th	8th	9th	10th	11th	12th
Current YTD	96.25%	95.84%	95.31%	94.52%	94.94%	94.38%	95.87%
Basis Points Weekly	+3	-12	-5	-11	-43	-5	-6
Last Year YTD	91.65%	89.10%	92.59%	91.52%	91.71%	94.73%	92.87%

Successes	Causes	Solutions
<ul style="list-style-type: none"> • #4 in the lower valley for CP • Teachers having celebrations for perfect attendance • +6th grade had 2 consecutive weeks with an increase in basis points 	Mindset <ul style="list-style-type: none"> • Medical • Parent/Staff Mindset (post-covid) • Follow-up/accountability - effective tracking system 	<ul style="list-style-type: none"> • Staff Disinfecting high touch surfaces at least once a day – supplies and email sent on October 14th. • Engaging lessons (projects in 6-12) • ADA Plan Fidelity
	<ul style="list-style-type: none"> • ADA plan was not being followed with fidelity - Leader out • Guidance- Staff Phones were merged out • Home Visits were not being conducted 	<ul style="list-style-type: none"> • Operating Mechanism during tactical on Mondays with lead team • MBM ADA Plan accountability during tactical agenda item • Backwards plan – Parent meetings with Registrar and Counselor • Implement a High Risk ADA Plan

Enrollment

Grade Level Enrollments by Region

CP Enrollment = 769

State	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
FL		493	415	380	271			521	261						2341
Jacksonville		206	129	120				252							707
Tampa		287	286	260	271			269	261						1634
LA		293	327	293	289	281	288	319	293	209	177	119			2888
Southern Louisiana		293	327	293	289	281	288	319	293	209	177	119			2888
OH		183	91	84				58	71						487
Cincinnati		183	91	84				58	71						487
TX	2131	6952	7255	7293	7279	6354	5472	6789	6981	6422	4742	3572	2531	2096	75869
Austin		780	843	861	857	851	845	901	900	917	736	496	209	232	9428
El Paso	437	633	668	674	627	465	249	467	533	430	238	186			5607
Greater Houston Area		366	377	379	368	251	243	386	391	260					3023
Permian Basin	99	231	247	234	234	107	101	216	217	88					1767
Rio Grande Valley	1595	2862	2971	3012	3063	2960	2775	2826	2789	2387	1937	1644	1400		34770
Alamo	89	117	123	119	113	121	112	112	129	122	115	81	87	86	1535
Brownsville		103	123	116	121	118	124	138	134	135	116	102	61	83	1474
Donna	72	131	121	118	122	130	117	131	132	126	109	87	67	70	1533
Edinburg	90	130	122	122	125	130	122	132	137	132	113	93	79	66	1593
Elsa	79	122	124	119	130	121	113	109	109	128	92	100			1346
Frontier	96	116	125	109	122	124	123	129	128	127	98	99	93	85	1574
Harlingen		110	118	125	99	105	57	81	103	102					900
District Total	2131	7921	8088	8050	7839	6635	5760	7687	7606	6631	4919	3691	2531	2096	81585

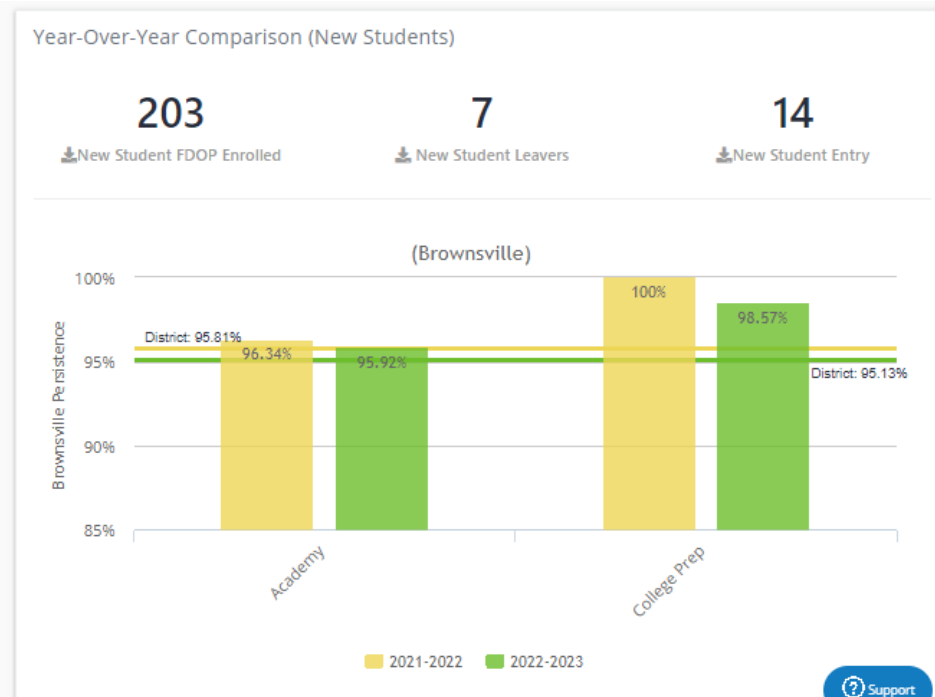
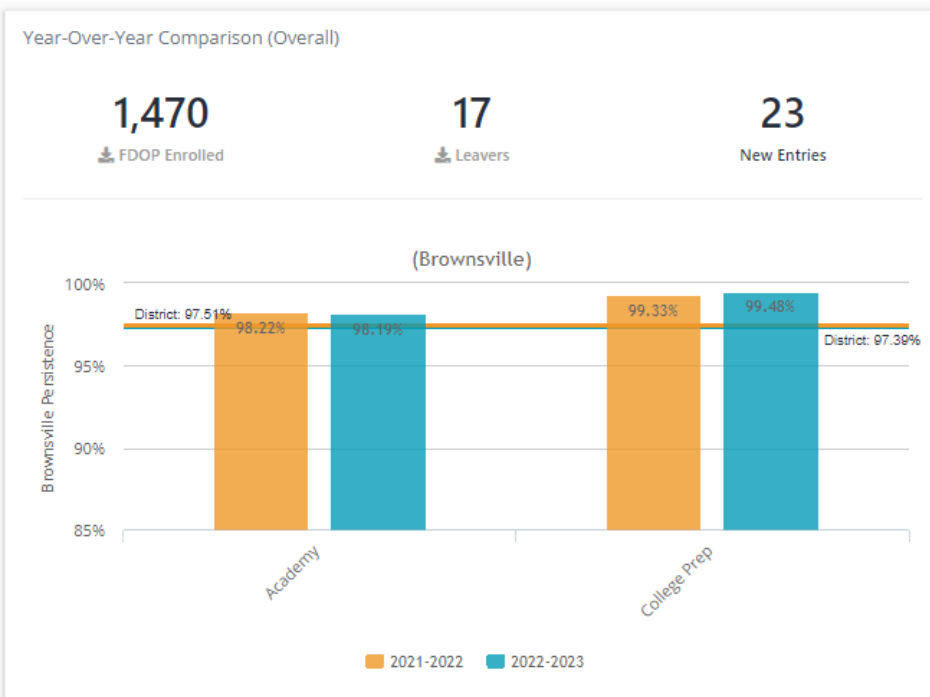
Overall Persistence

	Enrollment / Persistence / Goal = 90%									
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Enrollment	Magic Number	Current Persistence
at 100%	138	135	134	112	98	62	83	762	76	99.48%
Aug - losses	0	1	0	0	0	1	0	760		
Sep - losses	1	0	0	0	0	0	0	759		
Oct - losses	0	0	1	0	0	0	0	758		
Nov - losses	0	0	0	0	0	0	0	758		
Dec - losses	0	0	0	0	0	0	0	758		
Jan - losses	0	0	0	0	0	0	0	758		
Feb - losses	0	0	0	0	0	0	0	758		
Mar - losses	0	0	0	0	0	0	0	758		
Apr - losses	0	0	0	0	0	0	0	758		
May - losses	0	0	0	0	0	0	0	758		
Jun - losses	0	0	0	0	0	0	0	758		
Jul - losses	0	0	0	0	0	0	0	758		
Aug - losses	0	0	0	0	0	0	0	758		
Total losses	1	1	1	0	0	1	0	4	72 = limit on number of student leavers	
Persistence by Grade Level	99.28%	99.26%	99.25%	100.00%	100.00%	98.39%	100.00%			

New Student Persistence

	Enrollment / Persistence / Goal = 90%									
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Enrollment	Magic Number	Current Persistence
at 100%	16	10	15	16	4	0	0	61	5	98.08%
Aug - losses	0	0	0	0	0	0	0	61		
Sep - losses	1	0	0	0	0	0	0	60		
Oct - losses	0	0	0	0	0	0	0	60		
Nov - losses	0	0	0	0	0	0	0	60		
Dec - losses	0	0	0	0	0	0	0	60		
Jan - losses	0	0	0	0	0	0	0	60		
Feb - losses	0	0	0	0	0	0	0	60		
Mar - losses	0	0	0	0	0	0	0	60		
Apr - losses	0	0	0	0	0	0	0	60		
May - losses	0	0	0	0	0	0	0			
Jun - losses	0	0	0	0	0	0	0			
Jul - losses	0	0	0	0	0	0	0			
Aug - losses										
Total losses	1	0	0	0	0	0	0	1	4 = limit on number of student leavers	
Persistence by Grade Level	93.75%	100.00%	100.00%	100.00%	100.00%	#DIV/0!	#DIV/0!			

Overall Persistence



Overall Persistence = 99.48%
New student persistence = 98.57%

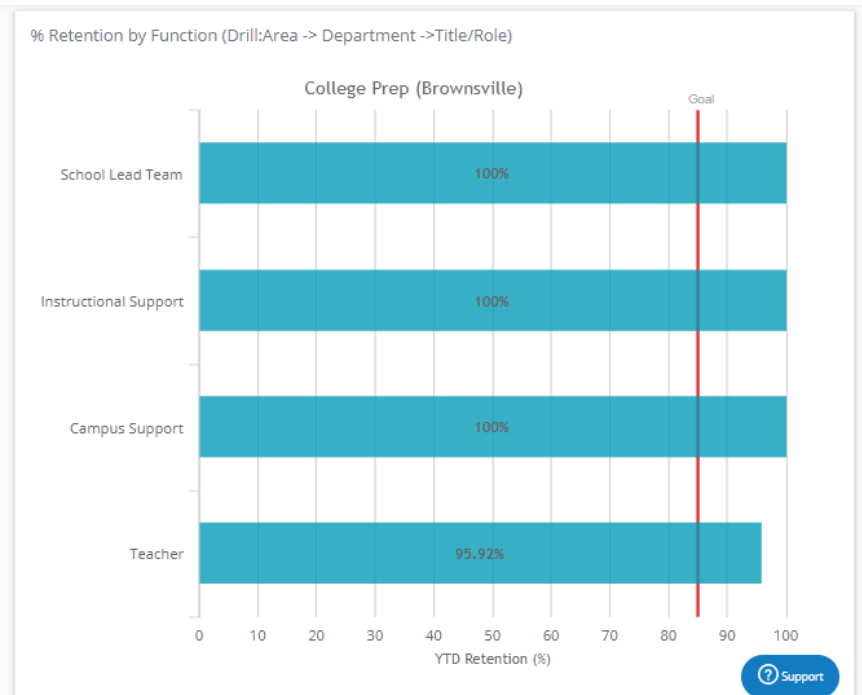
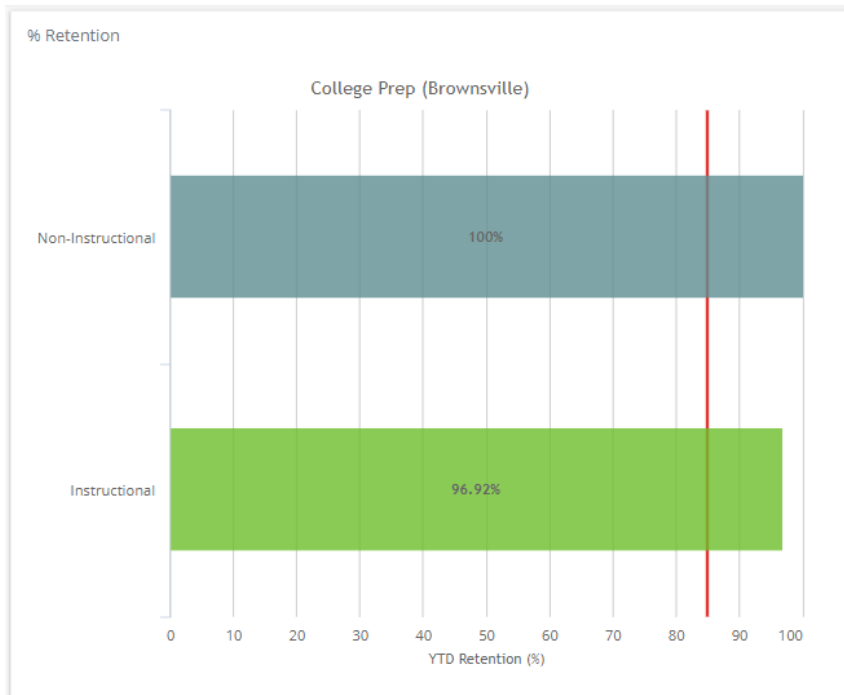
Persistence

Successes	Causes	Solutions
<ul style="list-style-type: none"> • New programs on campus that the students have been asking for (gaming club, dance team, UIL, fishing club) • Started to build pride of school spirit (more spirit days) • Working with Academy to have as many K-12 events to foster a sense of community (Trunk or Treat, Veteran's Day, Trail of Lights, Coffee with Principal, etc.) • Persistence call centers • Increase in the last week on Facebook (reached 6,611 interactions) • 3 recaptures 	<ul style="list-style-type: none"> • Lack of Contact sports • The want of dual enrollment /magnet Programs 	<ul style="list-style-type: none"> • We have begun to have meetings with families on the possibilities that they have with our organization • Have more "transition meetings" starting second semester • Increase communication between teachers and Lead Team to alert of potential leavers
	<ul style="list-style-type: none"> • "Traditional High School Experience" 	<ul style="list-style-type: none"> • Increase extra curricular activities • More "Joy" factor moments/events • Solicit feedback from all stakeholders (l.e. teachers, parents, students) • Award ceremonies/celebrations to recognize student (parent nights during sports, EOY awards, etc.)

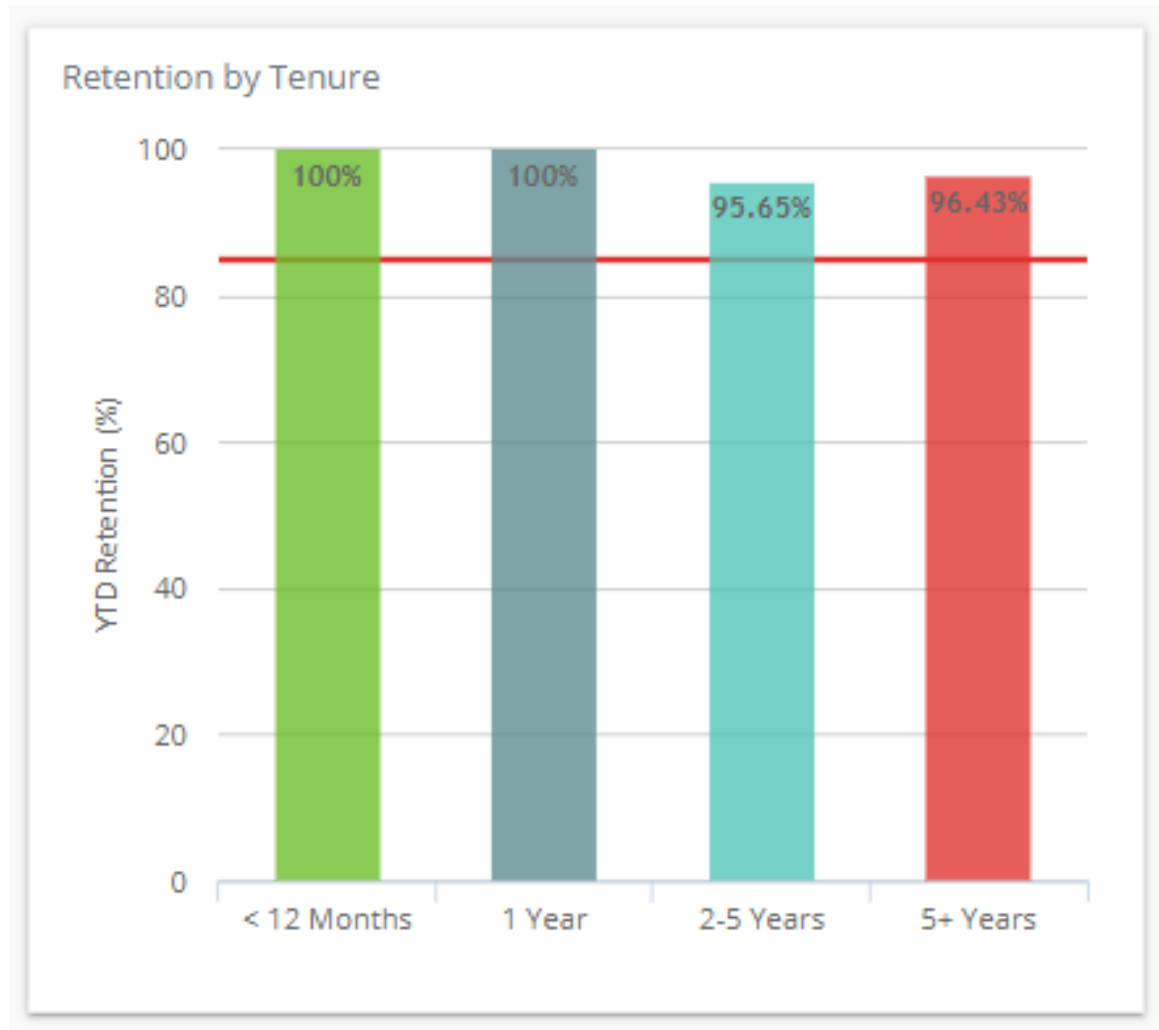
Staff Retention (Losses)

- Teacher Headcount – 48
- Current Retention Rate – 95.83%
- Magic Number – 6
- Leavers - 2
 - Ryan Santa Ana – ELA
 - Jason Mendoza – SPED – RISE

Staff Retention

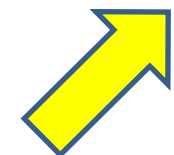


Staff Retention (Losses)



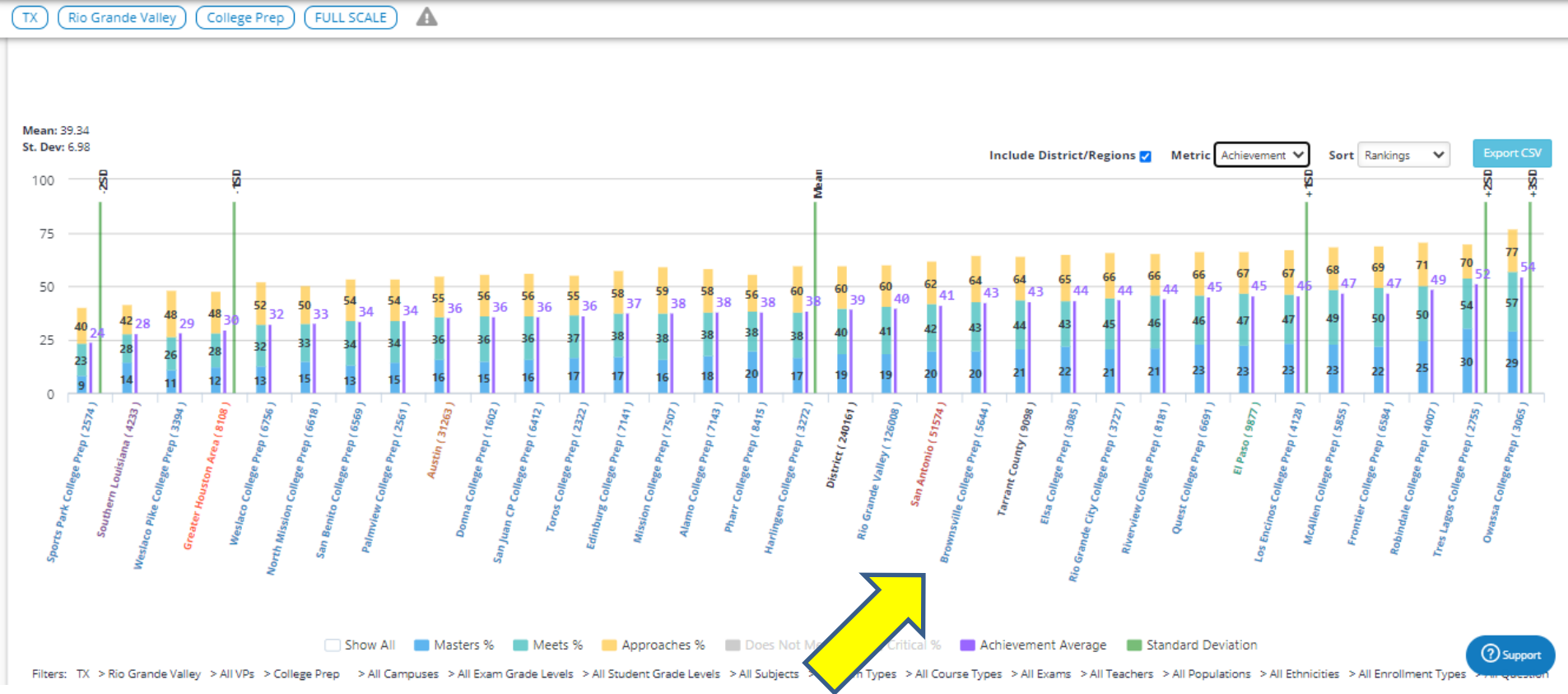
Path to an “A” Content Targets

Grade / Subject / Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %
6th ELA - Ayala	TX_ELA_6thELA	129	24	10	32	47	16	95	74	49	12
7th ELA - Gonzales	TX_ELA_7thELA	124	5	5	20	53	41	114	92	76	33
8th ELA - Blanco	TX_ELA_8thELA	133	12	24	33	46	18	97	73	48	14
9th English I - Hernandez	TX_ELA_9thEng	108	28	22	37	21	0	58	54	19	0
10th English II - Carpio	TX_ELA_10thEn	94	19	17	38	16	4	58	62	21	4
6th Math - O. Garcia	TX_MAT_6thMa	133	13	11	41	22	46	95	82	51	35
7th Math - A. Castillo	TX_MAT_7thPre	125	14	14	18	61	18	95	78	63	14
8th Algebra I - K. Lopez	TX_MAT_Algeb	132	30	24	16	37	25	78	59	47	19
HS Algebra I - A. Reyna	TX_MAT_Algeb	14	11	3	0	0	0	0	0	0	0
8th Biology - A. Rodriguez	TX_SCI_PreAPB	127	39	34	29	19	6	54	43	20	5
9th Biology - A. Pena	TX_SCI_PreAPB	17	13	2	1	1	0	2	12	6	0
8th US History - N. Rico	TX_SS_8thSS_F22_UE3A	131	11	6	27	43	44	114	87	66	34
10th Grade US Hist - D. Garza		0	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
		1267	219	172	292	366	218	876	69	46	17

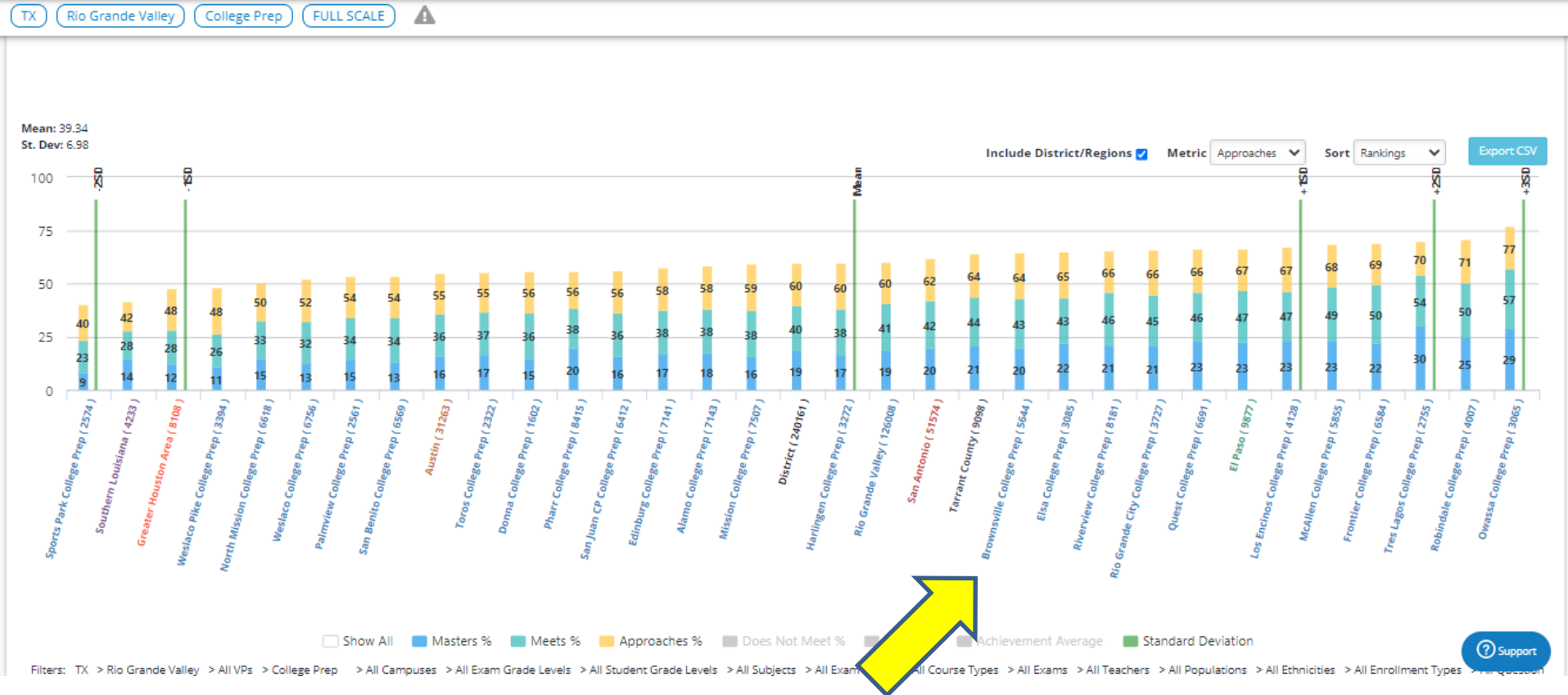


SAS = 44

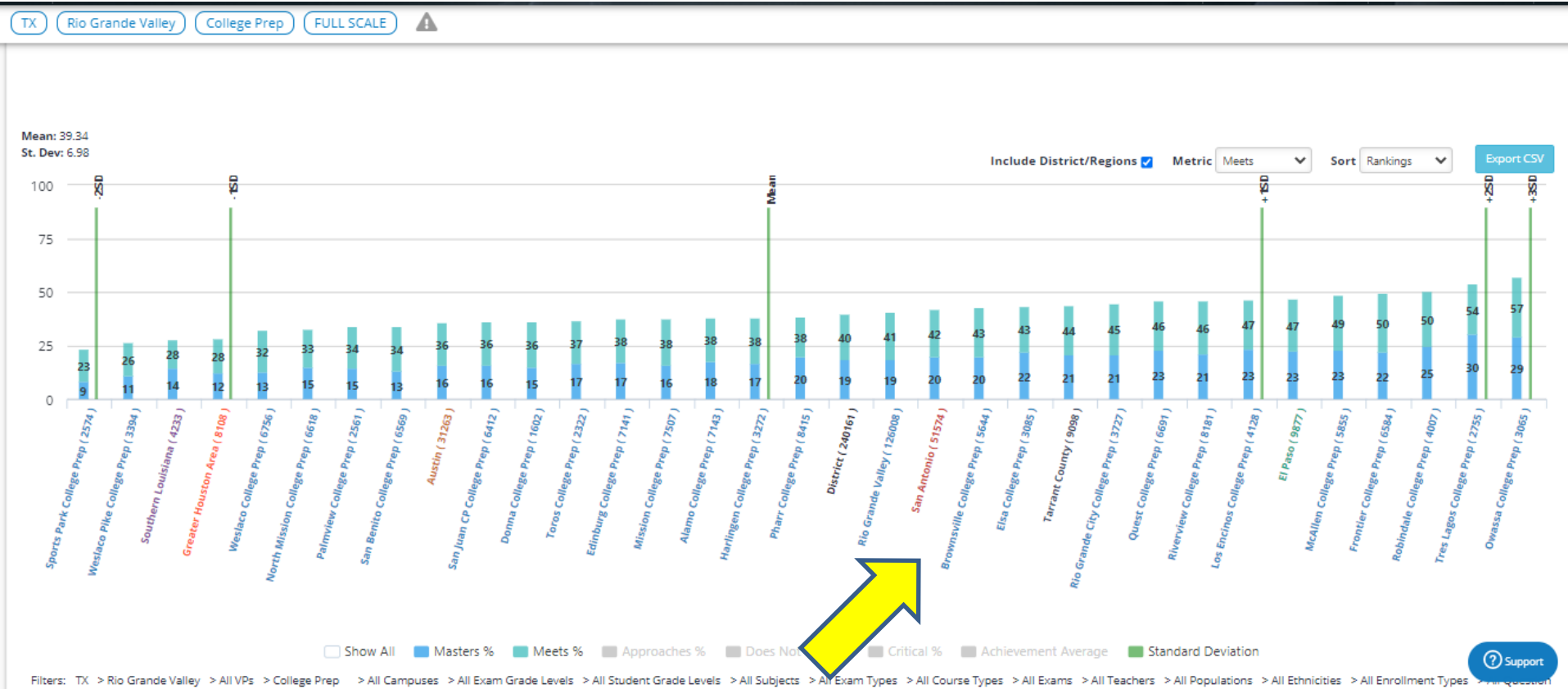
ICPB – Student Achievement Score



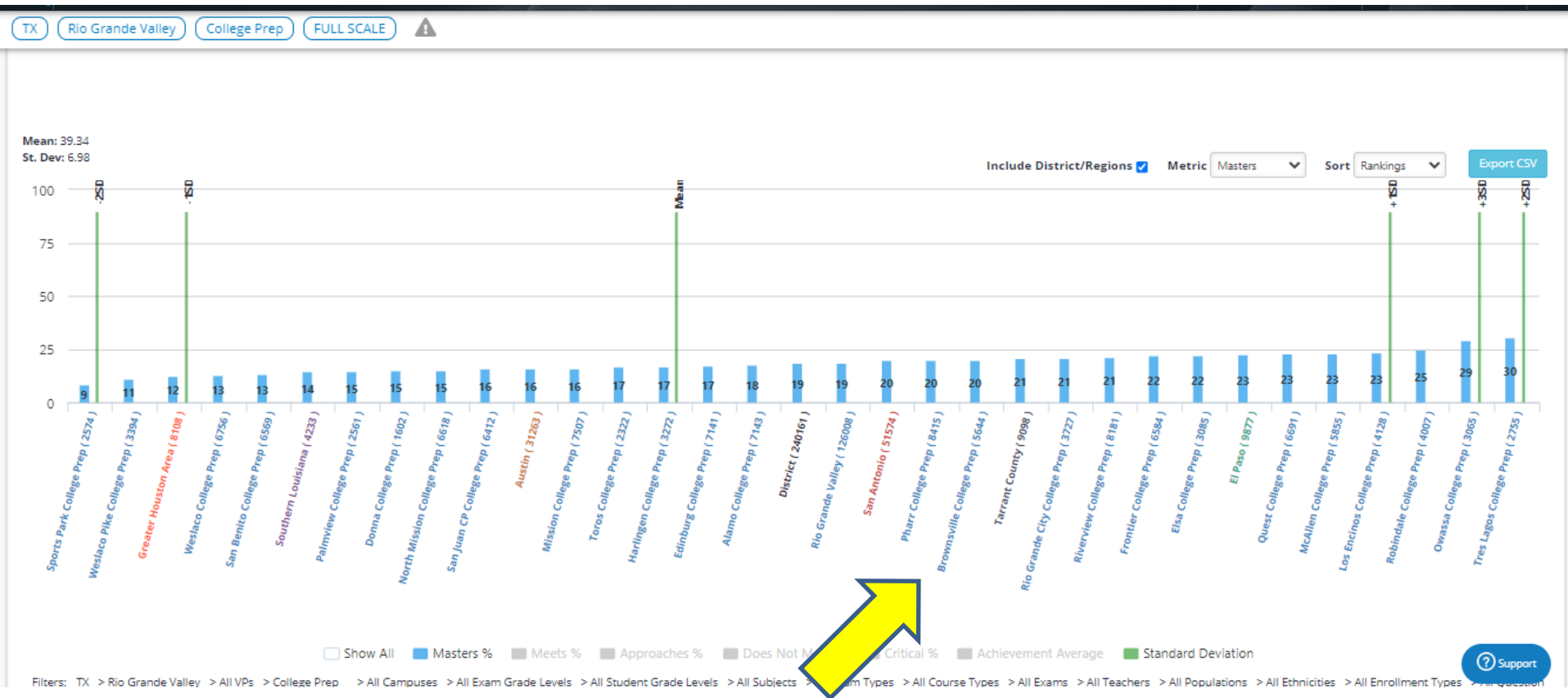
ICPB – Approaches Score



ICPB – Meets Score



ICPB – Masters Score



ICPB – SPED



ICPB – LEP



ICPB – CSI



ICPB – AP Overall Data

Overall Campus - Progress Towards Goals		
3 or higher	4 or higher	5
34%	15%	5%

Grade Level	Name of Assessment	Content	Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total
9	TX_SS_APHumanGeography_F22_UE2	AP Human Geography	50%	25%	11%	12%	1%	24%	107
9	QUIZ 1_Unit 1	AP Microeconomics	13%	38%	14%	14%	21%	50%	111
10	TX_SS_APWorldHistory_F22_UE1-2	AP World History	31%	37%	23%	8%	2%	33%	101
10	TX_SCI_APPhysics_F22_UE1	AP Physics I	43%	26%	22%	9%	0%	31%	68
10	TX_SPA_APSpanishLanguage_F22	AP Spanish Language & Culture	13%	28%	43%	16%	0%	59%	75
10	TX_SS_APUSGovernmentandPolitics_F22_UE1	AP US Government & Politics	74%	20%	7%	0%	0%	7%	87
Student Totals			37%	30%	19%	10%	5%	34%	549

Next Steps

Mr. Lopez

Mr. Lopez –highlights bright spots/Reviews Slides

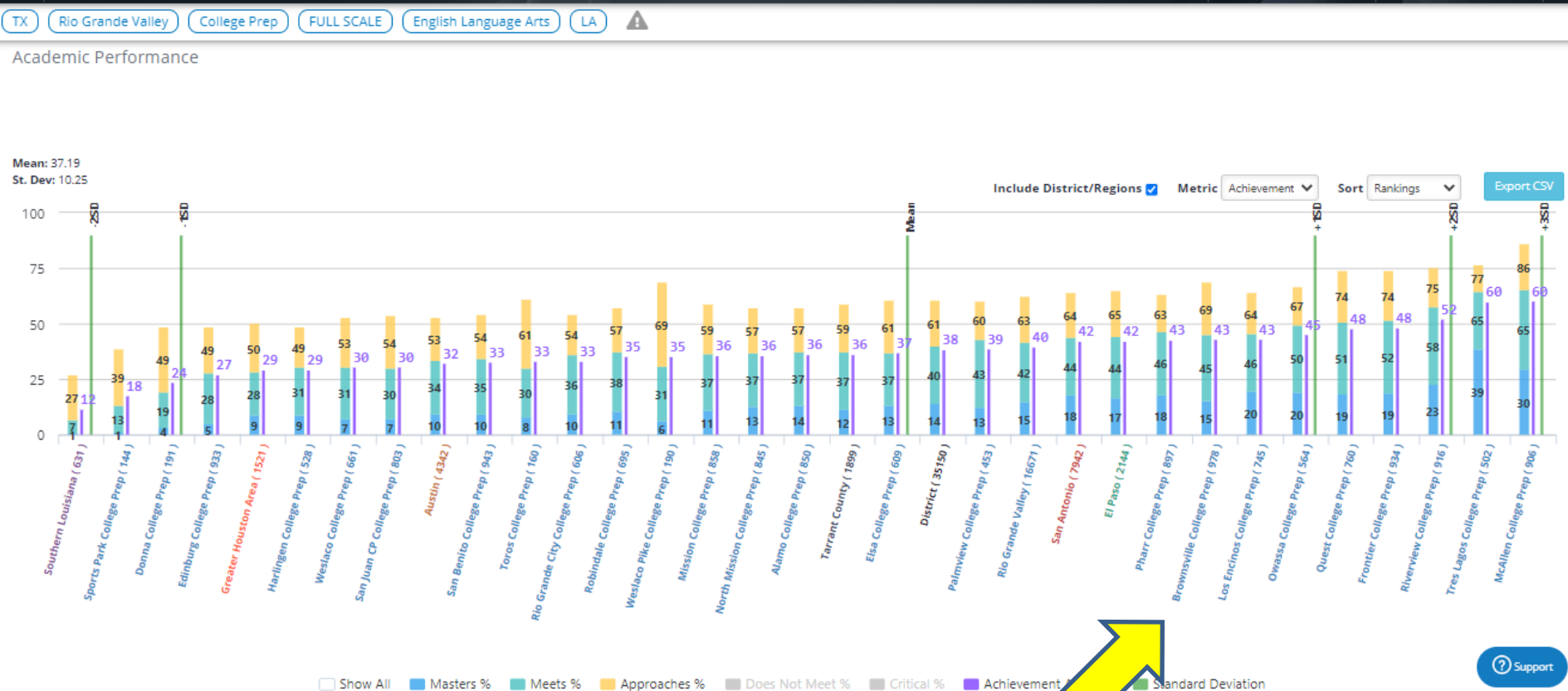
Next Steps:

1. Work with C. Zuniga on hotspot dates for ADA incentive days
2. Persistence: coming up with marketing plan for pamphlet/brochure

Mrs. Rachel Brown

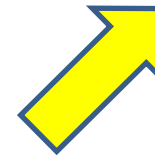


Overall - ELA



Overall - ELA

Grade/Subject/Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Score (SAS)
6th ELA - Ayala	TX_ELA_6thELA_F22_LA2	129	24	10	32	47	16	95	74%	49%	12%	45%
7th ELA - Gonzales	TX_ELA_7thELA_F22_LA2	124	5	5	20	53	41	114	92%	76%	33%	67%
8th ELA - Blanco	TX_ELA_8thELA_F22_LA2	133	12	24	33	46	18	97	73%	48%	14%	45%
9th English I - Hernandez	TX_ELA_9thEnglish1_F22_LA1	108	28	22	37	21	0	58	54%	19%	0%	24%
10th English II - Carpio	TX_ELA_10thEnglish2_F22_LA1	94	19	17	38	16	4	58	62%	21%	4%	29%
		588	88	78	160	183	79	422	72%	45%	13%	43%



English I STAAR EOC

YTD (%)	Approaches	Meets	Masters	LA 1 (%)	Approaches	Meets	Masters
Overall (2nd)	73	40	16	Overall (10th)	56	23	4
SPED (6th)	64	27	0	SPED	33	17	0
EL (6th)	70	32	10	EL	50	13	3

Successes	Causes	Solutions
<ul style="list-style-type: none"> Classroom culture is very strong. Students are engaged throughout class period. YTD scores put us in 2nd place when looking at EA and LA assessments—AP and STAAR aligned respectively. 	Teacher Gaps (K/S/M): <ol style="list-style-type: none"> Knowledge of how to create questions within class that are aligned to the new STAAR question types. Skill of grading constructed and extended responses quickly to provide feedback. 	Teacher Solutions: <ol style="list-style-type: none"> Review of the rubrics that were published by TEA in the last two weeks. Spiral in new question types within daily lessons and track those questions specifically for student trends.
	Leader Gaps (K/S/M): <ol style="list-style-type: none"> Knowledge of the new test types specifically SCR and ECR at the BOY. 	Leader Solutions: <ol style="list-style-type: none"> Conduct SWAM after each exam to review the grading process for SCR and ECR. Content team meetings to review student writing and best practices at least once per month. Next one schedule for next week.

English II STAAR EOC

YTD (%)	Approaches	Meets	Masters
Overall (14/23)	61	21	4
SPED (15/22)	30	0	0
EL (13/23)	59	12	2

LA 1 (%)	Approaches	Meets	Masters
Overall (11/22)	62	21	4
SPED (12/22)	33	0	0
EL (12/22)	60	12	2

Successes	Causes	Solutions
<ul style="list-style-type: none"> Ms. Carpio is eager to learn her new grade level content quickly and is already striving to make adjustments to the materials in the same way that she did with her W&W classes. Collaboration between Ms. Carpio and other ELA teachers. 	Teacher Gaps (K/S/M): <ol style="list-style-type: none"> Knowledge on how to use data to drive the instructional decisions in a new grade level. Knowledge of SpringBoard and the curriculum design in 10th grade. Skill of getting students to write effective arguments. 	Teacher Solutions: <ol style="list-style-type: none"> Collaborate with teachers who have a strong background in Springboard: Blanco, Hernandez, and Altamirano on making adjustments to lessons. Analysis of students writing for gaps and areas of strength starting 10/28. Additional "at bats" for ECR added to curriculum starting 10/28.
	Leader Gaps (K/S/M): <ol style="list-style-type: none"> Knowledge of the new test types specifically SCR and ECR at the BOY. 	Leader Solutions: <ol style="list-style-type: none"> Conduct SWAM after each exam to review the grading process for SCR and ECR. Complete the release exam for English II in order to support the creation of aligned questions and guide instructional decisions by 10/27.

DI & CSI –

Oct 47% Met Goal (0.5 years growth)

Goal: 50% at 2+ years growth

Successes	Causes	Solutions
<ul style="list-style-type: none"> • We have one group that recently finished Dec C and was able to move into Reading Success. • We were able to test all students during the Oct testing window and 47% met their growth goal with 5 students being at 0.1 away from their goal! • Students are more engaged and invested than years past. I think that this is partly due to the course being scheduled in PowerSchool. • Teachers have been submitting LP specific to their DI courses. 	Teacher Gaps (K/S/M) Skill: Motivation with some of the most critical students has been an issue: SG and CG.	Teacher Solutions: Teacher will tag script and submit lessons the week prior to lesson delivery with delayed tests and multile at-bats built in by 10/26. Teacher will use unique strategies (unique tracking tools) to help boost student confidence and compliance with tracking starting 10/19.
	Leader Gaps (K/S/M) Skill: Communicating high expectations for reporting and urgency to move data with all teachers who are involved in DI.	Leader Solutions: Leader will schedule script sessions with our NIFDI partner or district support in order to improve the process starting 11/1/2022. Leader will bring a copy of the lesson that is being delivered along with correction procedures in order to provide the best feedback for each lesson starting 10/27.

HB 4545

Subject	Grade Level	Total Minutes Required	Minutes Completed	Total %
Math	6	27000	0	0%
Reading	6	28800	840	3%
Science	6	64800	1500	2%
Math	7	63000	1380	2%
Reading	7	50400	1020	2%
Math	8	81000	2185	3%
Reading	8	36000	840	2%
Algebra	9	3600	0	0%
Biology	9	10800	0	0%
Reading	9	10800	240	2%
Social Studies	9	30600	0	0%
Math	10	16200	0	0%
Reading	10	18000	180	1%
Science	10	7200	0	0%
US History	11	9000	0	0%
Biology	11	3600	0	0%
Reading	11	27000	120	0%
Math	12	1800	60	3%
Reading	12	3600	120	3%
US History	12	3600	0	0%

Outcome:

- We have higher turnout for tutorials for MS students.
- 9 subjects are currently reporting 0 minutes of tutoring. This needs verification as some teachers have not submitted sign-in sheets.

Causes:

- Students do not understand the importance of staying for tutoring. They are choosing athletics or ASP over tutorials.
- Coaches and program directors do not have the list of tutoring students to verify where they should be.

Solution:

- Share rosters with all coaches and program directors to make sure students who need to be in tutoring are in tutoring.
- Follow a communication method similar to ADA matrix to address gaps in tutorial attendance.
- Verify that all teachers are submitting tutorial rosters in a timely manner.

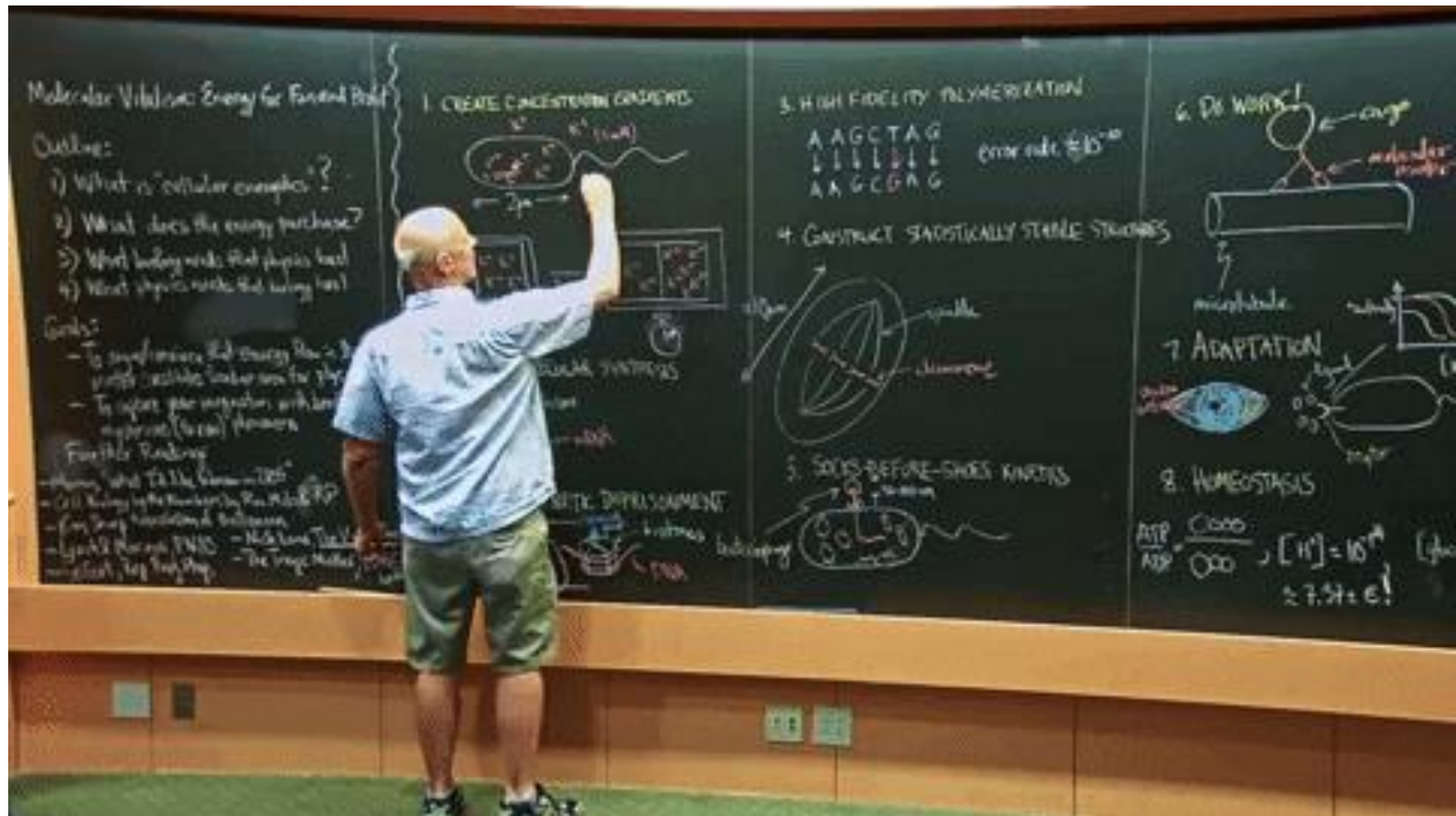
Next Steps

Mrs. Brown

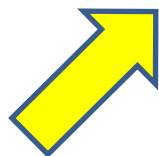
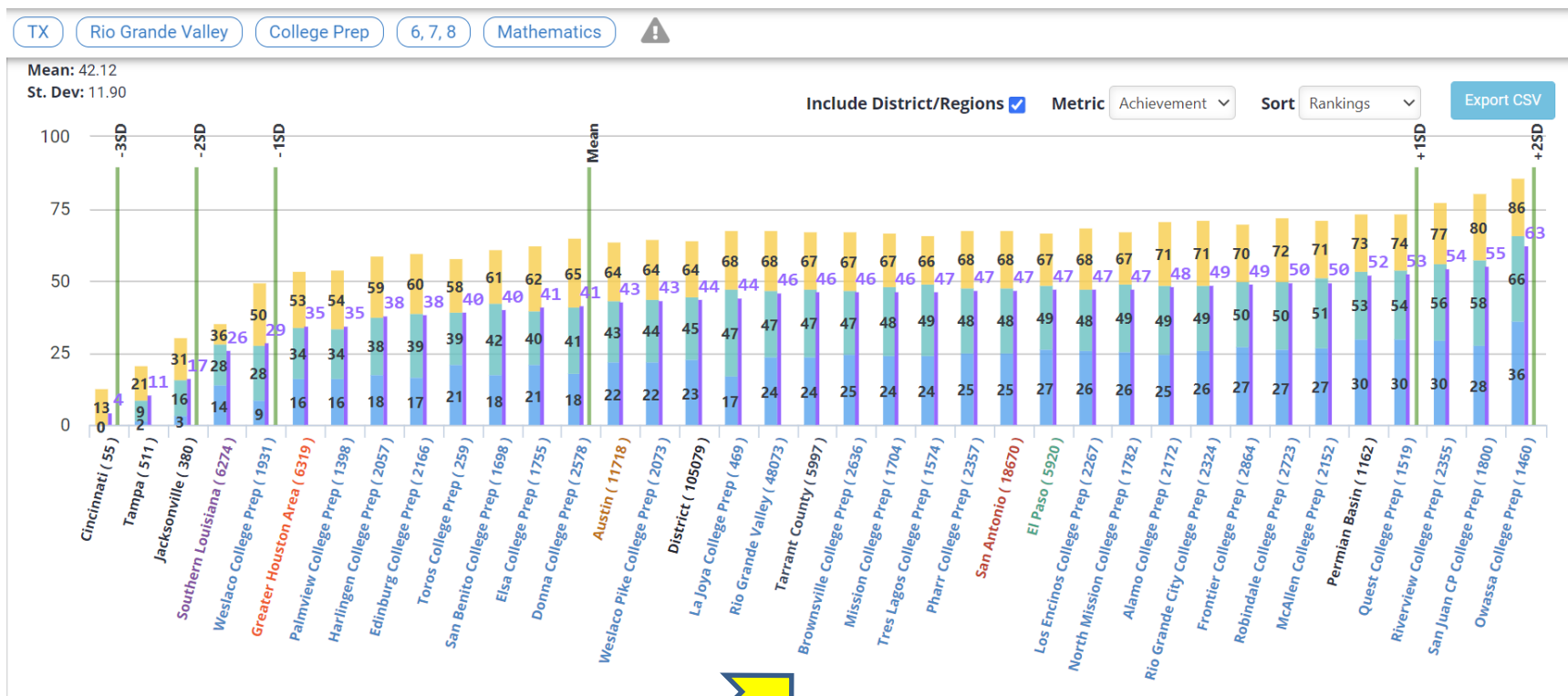
Mrs. Brown-Presents Slides/Data

Next Steps:

Mr. Jorge Mejia



MS Math – UE Overall



Overall Science

TX Rio Grande Valley College Prep FULL SCALE Science UE



Academic Performance

Mean: 36.69
St. Dev: 9.29

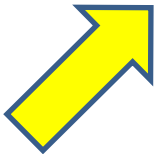
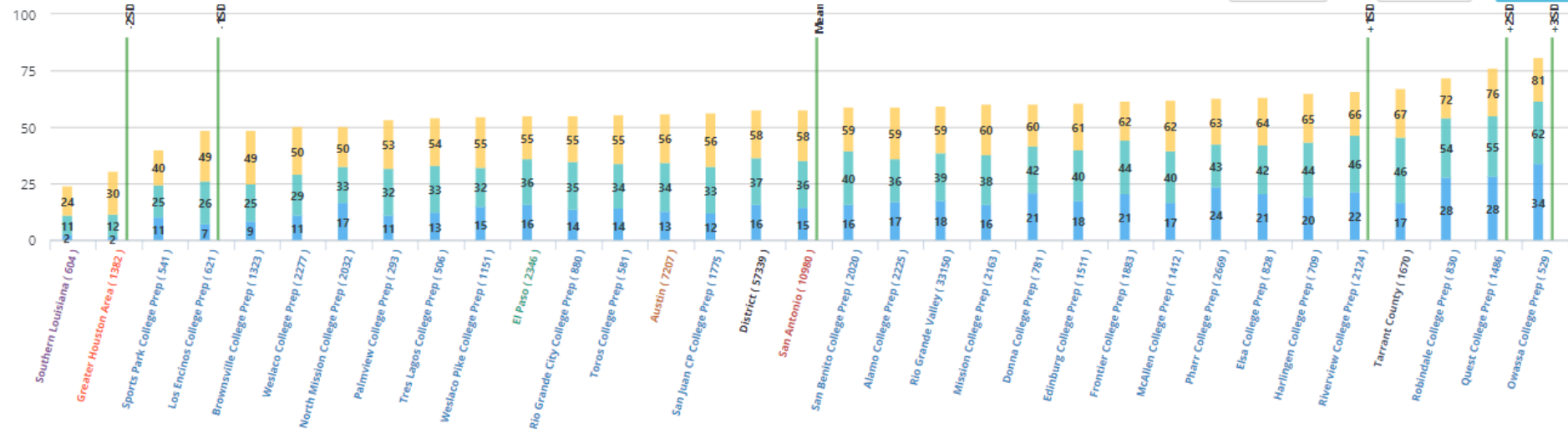
Include District/Regions ☒

Metric Approaches

Sort

Rankings

Export CSV



? Support

7th Math – Pre-Algebra STAAR

UE2	Approaches	Meets	Masters
Overall (134)	78%	63%	14%
SPED (9)	11%	44%	33%
ELL (61)	15%	53%	8%

Exam	SAS	DA	Difference
UE1	53	47	6
UE2	52	43	9
Consistent SAS and scoring above DA			

Successes	Causes	Solutions																		
<ul style="list-style-type: none"> Ms. Castillo has made improvements in both Approaches and Meets percentages from UE1 to UE2. 73/60/25 -> 78/63/14 SPED students have scored above DA for both unit exams. <table border="1"> <thead> <tr> <th>EXAM</th><th>SAS</th><th>DA</th></tr> </thead> <tbody> <tr> <td>UE1</td><td>53</td><td>34</td></tr> <tr> <td>UE2</td><td>67</td><td>29</td></tr> </tbody> </table> <ul style="list-style-type: none"> ELL student have improved from UE1 to UE2 <table border="1"> <thead> <tr> <th>EXAM</th><th>SAS</th><th>DA</th></tr> </thead> <tbody> <tr> <td>UE1</td><td>46</td><td>49</td></tr> <tr> <td>UE2</td><td>48</td><td>43</td></tr> </tbody> </table>	EXAM	SAS	DA	UE1	53	34	UE2	67	29	EXAM	SAS	DA	UE1	46	49	UE2	48	43	<p>Teacher Gaps (K/S/M):</p> <ol style="list-style-type: none"> Skill: Lesson plans did not contain student checkpoints connected to HOW key points. Skill: Teacher was not performing strategic class resets during INM using scripted checkpoints. <p>Leader Gaps (K/S/M):</p> <ol style="list-style-type: none"> Following up with Masters data as it has decreased from the first to the second unit exam. Not creating time within core calendar to address critical lesson delivery components. 	<p>Teacher Solutions:</p> <ol style="list-style-type: none"> Scripting of lesson checkpoints in connection to HOW key points. Including a tally per period to track checkpoint mastery with the use of a clipboard using scripted checkpoints. <p>Leader Solutions:</p> <ol style="list-style-type: none"> Implementing additional writing tasks in line with STAAR 2.0 rigor. Inviting Ms. Castillo to additional one-to-one lesson delivery rehearsals.
EXAM	SAS	DA																		
UE1	53	34																		
UE2	67	29																		
EXAM	SAS	DA																		
UE1	46	49																		
UE2	48	43																		

8th Biology 8 STAAR

UE3	Approaches	Meets	Masters	EXAM	Approaches	Meets	Masters
Overall (135)	33%	12%	2%	UE1	33	12	2
SPED (5)	60%	0	0	UE2	57	28	5
EL (56)	21%	18%	0	UE3	43	20	5

Successes	Causes	Solutions																					
<ul style="list-style-type: none"> • SPED SAS has been above DA for the last two exams <table> <tr> <th>EXAM</th><th>SAS</th><th>DA</th></tr> <tr> <td>UE2</td><td>24</td><td>21</td></tr> <tr> <td>UE3</td><td>20</td><td>16</td></tr> </table> <ul style="list-style-type: none"> • There has been growth in the SAS, but not above DA. <table> <tr> <th>Exam</th><th>SAS</th><th>DA</th></tr> <tr> <td>UE1</td><td>16</td><td>17</td></tr> <tr> <td>UE2</td><td>30</td><td>42</td></tr> <tr> <td>UE3</td><td>22</td><td>30</td></tr> </table>	EXAM	SAS	DA	UE2	24	21	UE3	20	16	Exam	SAS	DA	UE1	16	17	UE2	30	42	UE3	22	30	<p>Teacher Gaps (K/S/M):</p> <ol style="list-style-type: none"> 1. Skill: Ms. Rodriguez has not submitted consistent and complete lesson plans. 2. Skill: Lesson delivery has not had consistent WHAT and HOW key points. <p>Leader Gaps (K/S/M):</p> <ol style="list-style-type: none"> 1. Skill: Not including additional lesson plan worktime in the week to work on a one-to-one basis with critical teachers. 2. Knowledge: Not leveraging curriculum content leaders, course leaders, and veteran Biology teachers from within the district to support with quality lessons. 	<p>Teacher Solutions:</p> <ol style="list-style-type: none"> 1. Prioritizing lesson plans with an emphasis on WHAT and HOW key points with student checkpoints. 2. Attending LP workshops with instructional coach in collaboration with science content leader on campus. <p>Leader Solutions:</p> <ol style="list-style-type: none"> 1. Modification of core calendar to include one-to-one work time with teachers struggling with LPs. 2. Reaching out to Jason Walker and the Biology course leaders for continued support with resources, quality lessons, and lab structures.
EXAM	SAS	DA																					
UE2	24	21																					
UE3	20	16																					
Exam	SAS	DA																					
UE1	16	17																					
UE2	30	42																					
UE3	22	30																					

Next Steps

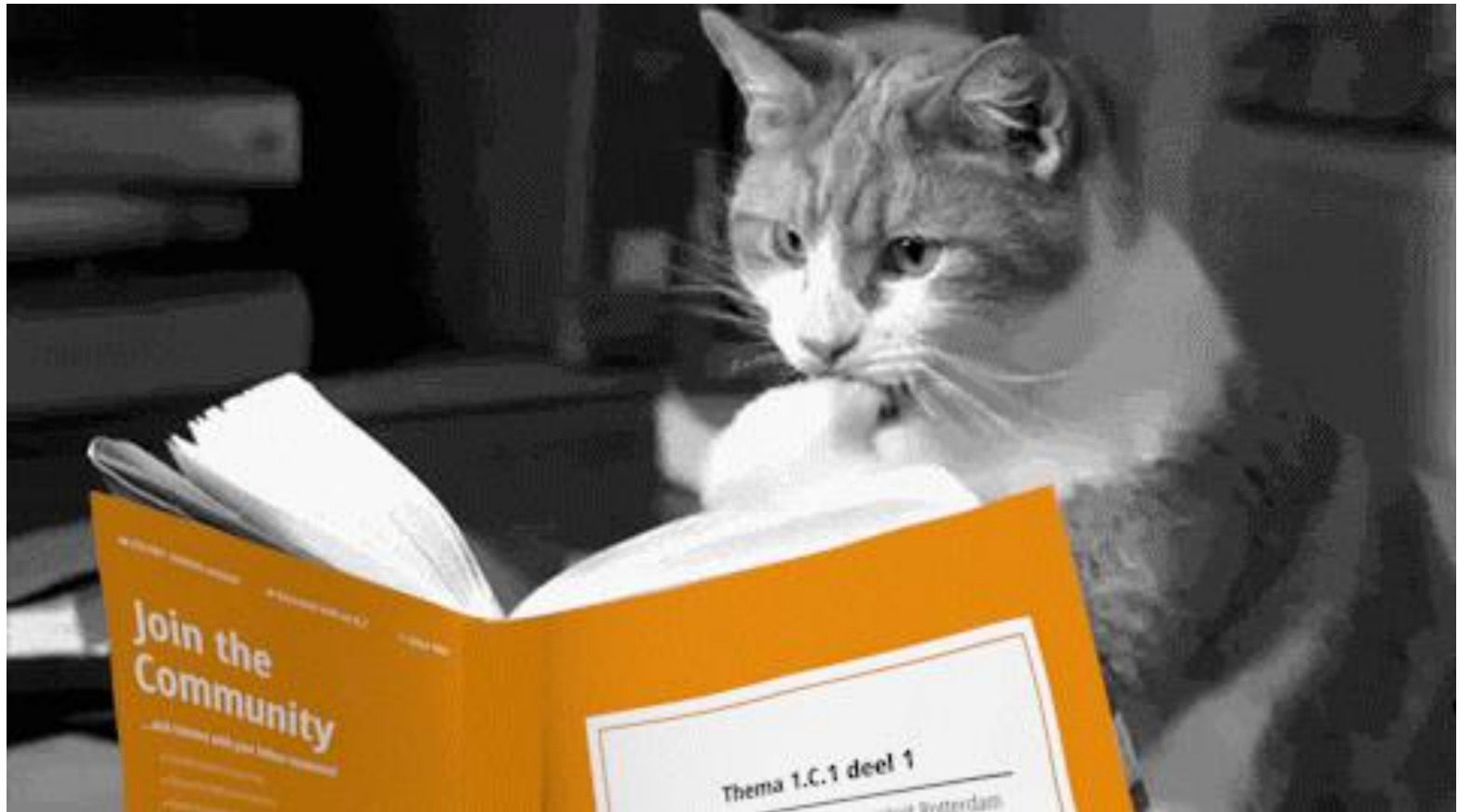
Mr. Mejia

Mr. Mejia presents slides/data

Next Steps:

- Shift calendar to address 1st year teacher needs
- Ms. Matamoros will reach out to Mr. Mejia once she finds out which AST member can support with the changes on Bio. (Teacher from Weslaco Pike)
- Will reach out to Jason Walker for quality instructional material; delivery rehearsal

Mrs. Norma Jimenez



Overall Humanities

TX Rio Grande Valley College Prep FULL SCALE 8 8 Humanities UE

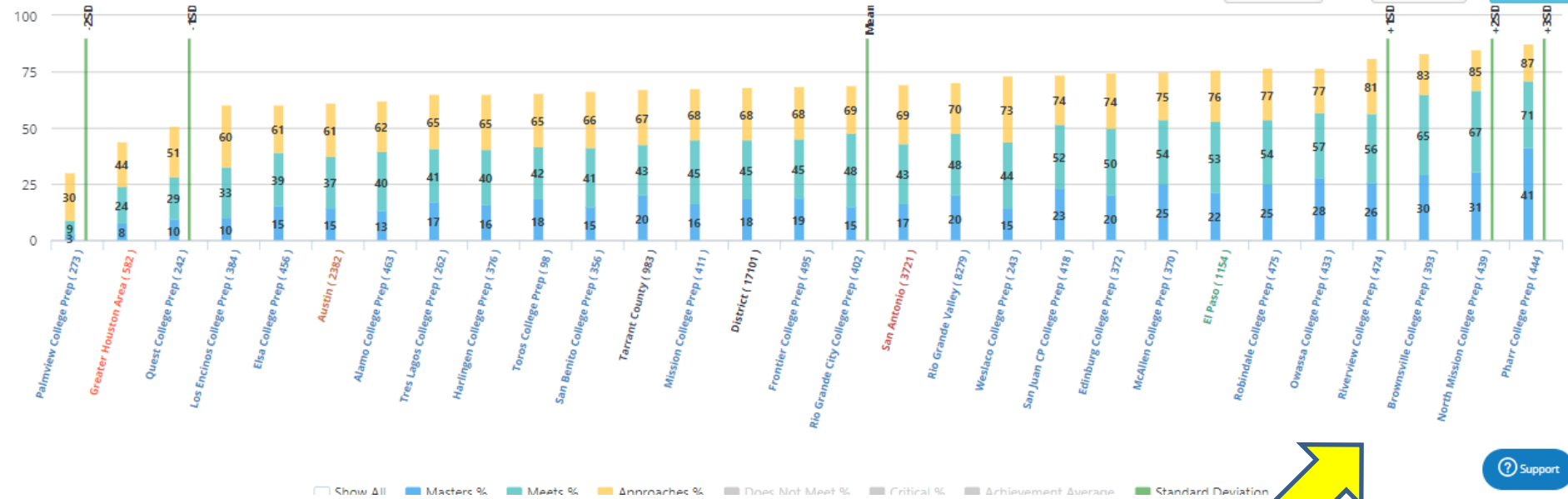
Academic Performance

Grade 8, Humanities

%

Mean: 44.14
St. Dev: 10.58

Include District/Regions ☒ Metric Approaches Sort Rankings Export CSV



Support

8th Social Studies

YTD	Approaches	Meets	Masters
Overall	83	65	30
SPED	76	52	14
EL	79	55	22

UE3A	Approaches	Meets	Masters
Overall (131)	87	66	34
SPED (6)	50	0	16
EL (52)	25	25	29

Successes	Causes	Solutions
<p>#3 overall for 8th Humanities #3 overall SpEd UE3a #5 overall EB UE3a</p> <ul style="list-style-type: none"> Ms. Rico utilizes different methods/strategies to increase student engagement (for example Nearpod, PPT, group activities, Kagan strategies, Visuals) Weekly Lesson Plan submission. Has not been late nor has requested an extension. Has increased student group/projects. 	<p>Teacher Gaps (K/S/M)</p> <ul style="list-style-type: none"> Knowledge: How to create questions that are aligned to the new STAAR question types. Skill: Facilitate sufficient independent practice time (4Biv) 	<p>Teacher Solutions:</p> <ul style="list-style-type: none"> Teacher is able to make on-the-spot adjustments to pacing to give students more or less practice time as needed Teacher can plan to include more at-bat opportunities that will allow students to practice what they learned independently. This can be added to the weekly lesson plans by November 1, 2022 Take the new STAAR for History on the assessment platform to fully understand how the questioning format is changing.
	<p>Leader Gaps (K/S/M)</p> <ul style="list-style-type: none"> Knowledge: Knowing the new STAAR 2.0 test. Skill: Real-time coaching (SLL 2C)-The feedback that is given is after the 	<p>Leader Solutions:</p> <ul style="list-style-type: none"> By Nov 1, 2022, Observe teacher at least 1x per week and provide immediate feedback. Provide the teacher with feedback

12th Grade IB Data

Grade Level	Subject	Assessment Name	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overall Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
12th	Biology HL	Topic 2 Paper 2	2 missing	4	4	3	2	6	6	14	31	39	4.95	90%	79%	72%	67%	28%	21%	51%
12th	Biology SL	Topic 2 Paper 2	2 missing	15	7	5	5	2	3	0	15	37	2.49	59%	41%	27%	14%	73%	19%	8%
12th	English A: Literature	Higher Level Essay	4 Exemptions / 2 missing	1	1	29	26	9	4	1	69	73	3.70	96%	95%	55%	19%	42%	48%	7%
12th	English A: Literature	Individual Oral	4 Exemptions	0	7	21	30	13	1	1	66	73	3.77	100%	90%	62%	21%	38%	59%	3%
12th	HOTA	Paper 2	0	0	19	26	16	13	3	0	58	77	3.42	100%	75%	42%	21%	58%	38%	4%
12th	Math Applications	Paper 1 Paper 2	0	22	3	1	1	1	0	0	3	28	1.43	21%	11%	7%	4%	93%	7%	0%
12th	Math Analysis	Paper 1 Paper 2	0	14	11	7	4	2	0	2	15	40	2.43	65%	38%	20%	10%	80%	15%	5%
12th	Spanish B HL	Oral Individual	0	0	0	0	2	10	13	17	42	42	6.07	100%	100%	100%	95%	0%	29%	71%
12th	AB Initio	Oral Individual	0	0	0	1	2	4	4	0	11	11	5.00	100%	100%	91%	73%	9%	55%	36%
12th	Visual Arts SL	Comp. Study	0	3	6	15	25	4	0	0	44	53	3.40	94%	83%	55%	8%	45%	55%	0%
Student Totals			0	59	58	108	113	64	34	35	354	473	3.66	87%	75%	52%	33%	47%	34%	19%

Grade Level	Assessment	N	B	C	D	E	% C+
12th	Extended Essay						0%
12th	TOK						0%
Student Totals		0	0	0	0	0	0%

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
87%	75%	52%	28%

11th Grade IB Data

Grade Level	Subject	Assessment Name	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overall Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
11th	Biology HL	Topic 1 Assessment paper 1/2	0	1	0	1	5	5	3	3	17	18	4.89	94%	94%	89%	61%	11%	56%	33%
11th	Biology SL	Topic 1 Assessment paper 1/2	1	5	2	7	12	7	8	1	35	43	3.91	86%	81%	65%	37%	33%	44%	21%
11th	English A: Literature	Paper 1	3	9	11	10	15	10	0	0	35	58	2.95	79%	60%	43%	17%	52%	43%	0%
11th	HOTA	Paper 1	1	8	6	19	25	1	1	0	46	61	3.08	85%	75%	44%	3%	54%	43%	2%
11th	Math Applications	Paper 1 Paper 2	1	24	3	3	3	3	3	3	15	43	2.44	42%	35%	28%	21%	70%	14%	14%
11th	Math Analysis	Paper 1 Paper 2	0	5	2	1	6	4	1	1	13	20	3.45	75%	65%	60%	30%	40%	50%	10%
11th	Spanish B HL	Paper 1	0	0	0	3	5	5	4	13	30	30	5.63	100%	100%	90%	73%	10%	33%	57%
11th	Visual Arts SL										0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Student Totals			6	52	24	44	71	35	20	21	191	273	#DIV/0!	79%	70%	54%	28%			

Grade Level	Assessment	N	B	C	D	E	% C+
12th	Extended Essay						0%
12th	TOK						0%
Student Totals							0%

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
79%	70%	54%	28%

Next Steps

Mrs. Jimenez

Mrs. Jimenez presents slides/data

Next Steps:

- On the sport feedback
- Possibly observe History teacher in McAllen

AR & HotSpot

60% of scholars earn Word Master by the End of Year

10% of scholars earn Royal Reader by the End of Year

90% of students meet user activity (720 minutes)

60% of students become Math Masters (200 lessons)

30% of students become Math Genius (300 lessons)

Class	Total # of students	Math Master On Track	Math Genius On Track	Math Master Met	Math Genius Met
6-1	31	31	18	6	2
6-2	32	32	21	6	0
6-3	34	33	14	4	0
6-4	33	33	11	2	0
7-1	30	29	10	1	0
7-2	30	29	12	1	0
7-3	26	25	11	2	0
7-4	28	26	14	0	0
Total	244	238	111	22	2
	Magic Number	146	73	146	73
	Actual %	97.54%	45.49%	9.02%	0.82%
	% Goal	60%	30%	60%	30%

Successes	Causes	Solutions
<ul style="list-style-type: none"> • On track for both Word Master and Royale Reader status • On track for user activity, Math Master, and Math genius 	<p>Campus Gap:</p> <p>Pushing new incentives for both AR and HotSpot to continue to foster student achievement.</p>	<p>Campus Solution:</p> <p>Provide new incentives for Quarter 2 for both AR & HotSpot</p>

AR Data

AR REPORT 10/20/22

10/20/2022	Word Master Data					
	Total # Scholars AC= 1st -5th grade CP= 6 & 7th grade	# of scholars Word Masters already	Honor Roll Goal for Word Masters	% of students already Word Masters	% left to meet Word Master goal	# of students left to meet Word Master goal (Magic #)
	266	37	60%	14%	46%	123
	Royal Reader Data					
	Total # Scholars AC= 3rd -5th grade CP= 6 & 7th grade	# of scholars Royal Readers already	Honor Roll Goal for Royal Readers	% of students already Royal Readers	% left to meet Royal Reader goal	# of students left to meet Royal Reader goal (Magic #)
	266	0	10%	0%	10%	27



Reflection on Academic Priorities Moving to Q2

Campus determines Top 3 Campus Priorities aligned to the RGV Path to an A

- Each member reads through the RGV Path to an A and identifies gaps.
- Each member identifies the top 3 gaps and shares those in the chat box.
- Principal synthesizes the data and leads a discussion to get the team to name the top 1-2 priorities.

As a team you will determine what are the most appropriate next steps, who will be responsible for these next steps and which lead team members will support and how.

Closing and Next Steps

Campus wide Next steps

Highlights:

STAAR Sample

	Approaches	Meets	Masters
Overall	72	30	6
SPED	0	0	0
EL	54	17	3

Successes	Causes	Solutions
<ul style="list-style-type: none"> • 7% above the district average and overall ranking of 8/38. • Teacher is very receptive to feedback and implements it right away and she reaches out with questions. • Student participation in class averages 90% or higher each day. 	Teacher Gaps (K/S/M): <ol style="list-style-type: none"> 1. Knowledge: Teacher struggles to effectively spiral in STAAR aligned practice into W&W lessons daily. 2. Skill: Pacing, teacher struggles to complete lesson cycle and rarely gets to student practice. 	Teacher Solutions: <ol style="list-style-type: none"> 1. Implement weekly side by side lesson planning to provide support in building the skills for aligning to the TEKS beginning 1/25. 2. Teacher will insert time stamps into LP beginning on 1/18
	Leader Gaps (K/S/M): <ol style="list-style-type: none"> 1. Skill: I haven't taken time to learn how to unpack the STAAR blueprint and support the teacher with spiraling in TEKS. 2. Knowledge: I haven't done many bell-to-bell observations, so I just recently realized pacing was an issue. 	Leader Solutions: <ol style="list-style-type: none"> 1. Block out time before each module to unpack the unit and compare to the STAAR blueprint before giving LP feedback beginning on 1/18. 2. Calendar in bell-to-bell observation and use real time coaching to ensure teacher sticks to time stamps in LP on 1/20.