

IDEA Public Schools

Burke 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 Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Increase staff retention	14
Goal 2: IDEA achieves an A rating	14
Goal 3: Increase student daily attendance	15
Goal 4: Increase student persistence	16
Goal 5: Meet Yearly Enrollment	19
Title I Personnel	20
Campus Funding Summary	21
Addendums	22

Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

September 8, 2022.

Demographics

Demographics Summary

We are a 6-9th grade scaling campus that is three years old. We are located at 10434 Marbach Rd. We are a public tuition free charter school.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase family engagement events throughout the school year. **Root Cause:** There could have been more virtual gatherings to offset the covid restrictions.

Problem Statement 2 (Prioritized): There is a need to increase teacher and staff retention. **Root Cause:** There needs to be an increase in teacher development and coaching to build teacher investment.

Problem Statement 3 (Prioritized): There is a need for a coordinated health program **Root Cause:** There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.

Student Learning

Student Learning Summary

Scholars averaged a 91 in Domain II- reflecting scholar growth from one year to the next.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Vertically align the curriculum from 6th math and reading to high school AP rigor. **Root Cause:** Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.

Problem Statement 2 (Prioritized): Setting individual goals in Q1 with previous years STAAR results to better focus individual growth. **Root Cause:** In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Problem Statement 3 (Prioritized): Scholars more than 2 years behind did not grow as expected according to staar and eoc's **Root Cause:** There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through region-wide training to ensure alignment across the network. Professional development is grounded on scholar needs and trends. We use STAAR Aligned curriculum across grade levels to ensure we preparing our scholars for state assessment and high school matriculation.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition. **Root Cause:** There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.

Problem Statement 2 (Prioritized): Ensuring quarterly district wide trainings are attended and supported at the teacher and leader level **Root Cause:** There was not a clear systems for teachers to watch recordings of training after returning from leave.

Perceptions

Perceptions Summary

At IDEA Burke we use the RULER Method to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. Over the last two years we have experienced a drop in parent participation due to the pandemic; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Focus on consistent weekly coaching and developing using the see it name it do it framework. **Root Cause:** Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Problem Statement 2 (Prioritized): Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years **Root Cause:** Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Priority Problem Statements

Problem Statement 1: There is a need to increase teacher and staff retention.

Root Cause 1: There needs to be an increase in teacher development and coaching to build teacher investment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase family engagement events throughout the school year.

Root Cause 2: There could have been more virtual gatherings to offset the covid restrictions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition.

Root Cause 3: There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Ensuring quarterly district wide trainings are attended and supported at the teacher and leader level

Root Cause 4: There was not a clear systems for teachers to watch recordings of training after returning from leave.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Focus on consistent weekly coaching and developing using the see it name it do it framework.

Root Cause 5: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years

Root Cause 6: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Vertically align the curriculum from 6th math and reading to high school AP rigor.

Root Cause 7: Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Setting individual goals in Q1 with previous years STAAR results to better focus individual growth.

Root Cause 8: In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Scholars more than 2 years behind did not grow as expected according to staar and eoc's

Root Cause 9: There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need for a coordinated health program

Root Cause 10: There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention





Performance Objective 1: Ensure teachers participate in bi-weekly coaching and developing conversation using the see it-name it- do it framework to ensure proficiency in the GET Rubric.

High Priority

Evaluation Data Sources: GET Rubric Evaluations- Teachboost

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly check-ins with teachers and leaders Strategy's Expected Result/Impact: Teacher and Leader development via Teachboost Staff Responsible for Monitoring: API's and Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Focus on consistent weekly coaching and developing using the see it name it do it framework. Root Cause: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Goal 2: IDEA achieves an A rating

Performance Objective 1: By end of year 80% of special education scholars will have met their individualized growth goals prescribed by tea.

High Priority

Evaluation Data Sources: STAAR Assessment reports

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Beginning in Q1 scholars are issued their growth goal and celebrated weekly for their academic achievement. Strategy's Expected Result/Impact: 80% of student achieve their individual growth goal Staff Responsible for Monitoring: All teachers and Leaders Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Setting individual goals in Q1 with previous years STAAR results to better focus individual growth. Root Cause: In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Goal 3: Increase student daily attendance

Performance Objective 1: Create a learning environment where scholars are provided with opportunities to master the daily lesson and provide feedback in their course work as well as opportunities to be celebrated weekly.

High Priority

Evaluation Data Sources: Weekly grades

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will report out daily exit ticket mastery as well as a reflection on changes they making from one class to the next. Teachers will be equipped to provided real time feedback and adjustments. Strategy's Expected Result/Impact: Increase of daily mastery by period. A Rating by end of year. Staff Responsible for Monitoring: Teachers and Instructional Administrators Title I: 2.4, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - Perceptions 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Scholars more than 2 years behind did not grow as expected according to staar and eoc's Root Cause: There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.
Perceptions
Problem Statement 1: Focus on consistent weekly coaching and developing using the see it name it do it framework. Root Cause: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Goal 4: Increase student persistence

Performance Objective 1: Our persistence will increase for all New to IDEA families by educating scholars on violence prevention paired with social emotional learning lessons (move this world) by end of the school year.

High Priority

Evaluation Data Sources: Quarterly completion of SEL Lessons, Persistence benchmarks. and quarterly code of conduct tracking.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School Counselors and Social workers complete violence prevention training. Teachers will teach anti-bullying training. The training will result in less code of conduct violations. Staff responsible for monitoring will be social worker and principal. Strategy's Expected Result/Impact: Fewer reports of bullying and code of conduct violations Staff Responsible for Monitoring: School Counselor/Social Worker and Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Rasheda Goodwine-Social Worker - Federal Grant - \$67,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By end of year 50% of 9th grade scholars will have passed their reading TSI Strategy's Expected Result/Impact: College Counselor will have an effective TSI Plan to include testing dates and tutoring schedule for 9th grade scholars. Staff Responsible for Monitoring: College Counselor Title I: 2.4 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Vertically align the curriculum from 6th math and reading to high school AP rigor. **Root Cause:** Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.

Perceptions

Problem Statement 2: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years
Root Cause: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Goal 4: Increase student persistence

Performance Objective 2: Our overall well-being of our scholars will benefit from physical education and health classes.

Evaluation Data Sources: Fitness assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Physical education teachers will ensure scholars receive health classes as well as physical movement consistent with the fitness assessment goals. Strategy's Expected Result/Impact: Scholars will meet weekly calorie burn goal Title I: 2.4, 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 3: There is a need for a coordinated health program Root Cause: There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.
Perceptions
Problem Statement 2: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years Root Cause: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Goal 5: Meet Yearly Enrollment

Performance Objective 1: Ensure 50% of our ninth grade class are reading TSI exempt by end of year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide TSI Prep through RTTC in Semester II of school year with aligned materials. Strategy's Expected Result/Impact: Average of 21 in the TSI Exam Staff Responsible for Monitoring: College Counselor Title I: 2.4 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expose scholars to a healthy nutrition program by ensuring our scholar is recognized as one of Americas Healthies Schools by end of year. Strategy's Expected Result/Impact: Scholars meet their fitness assessment goals in pe through their IHT Heart Monitors Staff Responsible for Monitoring: PE Coaches, Health Aide, and CNP Manager Title I: 2.5 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Vertically align the curriculum from 6th math and reading to high school AP rigor. Root Cause: Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.
School Processes & Programs
Problem Statement 1: Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition. Root Cause: There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rasheda Goodwine	Social Worker	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Rasheda Goodwine-Social Worker		\$67,000.00
Sub-Total					\$67,000.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 100%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	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		Verified	
	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	Not Applicable	Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA BURKE

Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: CSI					
% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	29%				
% of CSI Passing STAAR	33%				
% of SPED Passing STAAR					
Data Source: STAAR					
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	83	85	86	NA	NA
% Meets	51	67	70	NA	NA
% Masters	30	42	54	NA	NA
% Student Achievement Average	55	65	70	NA	NA
Data Source: AP/IB/Electives					
AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	NA	NA	% Score 1-3	NA	NA
% Score 2	NA	NA	% Score 4-5	NA	NA
% Score 3+	NA	NA	% Score 6-7	NA	NA
					RR Goal Met/Not Met
					M

Reflections	
Areas of Strength	Areas of Need
1- Scholars are able to use test taking strategies effectively to include underlining key words and eliminating answer choices.	1- Vertical alignment to AP curriculum
2- Teachers using novels and having scholars read 20min+ daily.	2- Using a consistent curriculum with rigor and questions
3- Scholars mastering grade level TEKS.	3- Communicating student growth and progress monitoring bi-weekly

IDEA BURKE

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	78	60	91	
% Meets	47	31	47	
% Masters	17	11	30	
% Student Achievement Average	47	34	55	

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	NA
% Score 2	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1- Teachers appropriately follow a gradual release of responsibility for scholars.	1-Sharing with scholars their growth goals in AUGust and progress monitoring bi-weekly.
2- teachers aligned to the staar in Q3 and Q4 which resulted in increase in student mastery	2-Alignment to staar exam in daily exit tickets
3-Teacher differentiated by scholars and areas of growth.	3- Math staff retention. Ensure our math teachers are being coached and developed consistently.

IDEA BURKE

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	94	82	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	90	
% Meets	NA	60	
% Masters	NA	20	
% Student Achievement Average	NA	57	

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

Reflections

Areas of Strength	Areas of Need
Science teacher collaborated in planning vertically daily.	Increase of science experiments in the beginning of the school year.
Scholars were provided feedback daily on their assignments.	Increase of rigor in teacher questions focuses on having scholars articulate what and how key points.
Scholars were engaged in hands on activities focused in texts.	Increase in opportunities for teachers to have scholars engage in articulation of the content.

IDEA BURKE

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	97	95					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	69	NA					
% Meets	31	NA					
% Masters	22	NA					
% Student Achievement Average	41	NA					

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
Strong resources provided by the district	varying the teacher activities to include scholars reading, sharing, and presenting.
teachers used the content provided by the district	Increase amount of scholars independently reading and writing for larger part of the lesson.
Scholars were engaged in the activities teachers presented with an average of 90%	Teacher provide real time feedback to the reading and writing assignments.

IDEA BURKE

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning		17	10		53%
% Intermediate	6	33	20	5	
% Advanced	33	68	41	38	
% Advanced High	63	27	33	32	

Reflection

Areas of Strength	Areas of Need
weekly observation of el accomodation implementations	strategic el accomodation training for teachers and tight loop coaching on implementations
daily independent reading practice in all subjects	weekly el tutoring or club participation
daily opportunities to articulate and discuss the content	bi--weekly tracking of el progress towards meeting their goals

Burke

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

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

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
NA	NA	NA	NA	NA	NA

Reflections

Areas of Strength	Areas of Need
NA	NA
2	2
3	3

Burke

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	0.67
% Instructional Support Retention	50%
% Teacher Retention	68%
% Campus Support Retention	50%
% SPED Certified Teachers	2
% State/National Certified Teachers	4
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	72

Reflections	
Areas of Strength	Areas of Need
Teachers are onboarded with a clear and consistent plan	Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition
Teacher candidates experience a diverse hiring committee and interview process.	ensuring quarterly district wide trainings are attended and supported
Teacher are supported on a daily observation and real time feedback	Ensuring teachers are supported with student discipline and motivation.

Burke

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.55
% Overall Persistence	79.56
% New Student Persistence	76.47
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	15
% ELL	18
% Eco Dis	47
% Migrant	0
% Race: American-Indian-Alaska- Native	44
% Asian	2.2
% White-Hispanic	74.2
% Multi	0.87
% Black-African-American	12.66
% Native-Hawaiian-Pacific-Islander	0.44
% White	9.2
% Male	49
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Daily communication to parents from teachers and staff for scholar absence	1 consistent monthly family engagements
2. Response to student behavior intervention with sped teachers and gen ed teachers	2. consistent clubs after school for scholars and athletes
3. ELL scholars are consistently meeting their TELPAS scores.	3. improve teacher retention by focusing on development

ent and
es

Burke

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	66%
% Families Who Attended EOY Ceremonies	70%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	N.A
% Families who attended Spring Festival	40%

Reflections	
Areas of Strength	Areas of Need
We ensure all families attend WTI led by an IDEA Staff member and clear partnership expectations are	Focusing on teacher and support staff recognition
Families are communicated the EOY Ceremonies with 2+ weeks in advance.	Focusing on support staff development
We communicate 100% of families to attend meet the teacher event.	Ensuring 100% of staff are consistently experiencing coach