

IDEA Public Schools

Converse College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 15, 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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.39%
% Overall Persistence	88.71%
% New Student Persistence	88.73%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	18%
% ELL	13%
% Eco Dis	71%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	2%
% White-Hispanic	57%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific- Islander	2%
% White	12%
% Male	44%
% Female	56%

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	90%
% State Certified Leaders	90%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	12

We are a 6-12 campus. Currently we have 6-8 grades for the 2022-2023 school year with a current enrollment of 309 students.

Demographics Strengths

1. Strong onboarding plan to inform parents about campuses expectations.
2. Created a sense of belonging through after school clubs and sports (i.e. journalism, cross country, basketball, football, soccer, volleyball)
3. Received community and student voice from our surveys

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our overall persistence was at 88.71%, so we need to drastically improve this metric in order to reach our 90% goal **Root Cause:** There was a weak behavior management system which lacked restorative practices. There was a lack of accountability to follow the behavior management system.

Problem Statement 2 (Prioritized): We fell short on our persistence goals for 90% for our new scholars returning each year because we landed at 88.73% **Root Cause:** A lack of strong onboarding, frequent touchpoints with new scholars led to withdrawals due to an unclear understanding of how our school operates.

Student Learning

Student Learning Summary

Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	91	85				
% Meets	69	60				
% Masters	45	45				
% Student Achievement Average	68	63				

Data Source: STAAR				
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	83	85	n/a	
% Meets	58	49	n/a	
% Masters	30	23	n/a	
% Student Achievement Average	57	52	n/a	

Our scholars perform at a rate greater than ALL campuses around us in our zipcode.

See PDF in Addendum for more information.

Student Learning Strengths

1. Lesson planning and internalization was aligned to TEKS
2. Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers
3. Data tracking with teachers and scholars

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0 **Root Cause:** Sped population had not been prioritized from the beginning of the year and individualized plans had not ben created to meet each student where they are.

Problem Statement 2 (Prioritized): 55% of ELL students in 6th Math mastered/met on STAAR **Root Cause:** Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus teachers' attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations. We have data-driven professional development targeting instructional gaps in order to address low performance observed in classrooms.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average

- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school holds 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): Inconsistent use of praise and exemplar sharing. Those that are high performing did not feel seen for their effort. **Root Cause:** We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

Problem Statement 2 (Prioritized): Teachers did not engage in vertical planning. **Root Cause:** Did not have content level planning to allow for contents to plan across grade levels

Perceptions

Perceptions Summary

Perception of our campus is improving steadily each year. We have improved in consistency as it relates to solving student to student conflict, clarity in our academic programming model, and our great places to work survey revealed that we were #1 in the district with a score of 98%. We Only campus in Region w/100% Retention in both instructional and operations staff.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 35 % of families attended Curriculum Night. **Root Cause:** We did not provide more advanced notice for family engagements events to increase participation

Problem Statement 2 (Prioritized): There was no fall, winter, or spring family festivals planned in 21-22. **Root Cause:** Leadership did not create a year-long scope and sequence of calendar events

Priority Problem Statements

Problem Statement 1: Our overall persistence was at 88.71%, so we need to drastically improve this metric in order to reach our 90% goal

Root Cause 1: There was a weak behavior management system which lacked restorative practices. There was a lack of accountability to follow the behavior management system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We fell short on our persistence goals for 90% for our new scholars returning each year because we landed at 88.73%

Root Cause 2: A lack of strong onboarding, frequent touchpoints with new scholars led to withdrawals due to an unclear understanding of how our school operates.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0

Root Cause 3: Sped population had not been prioritized from the beginning of the year and individualized plans had not been created to meet each student where they are.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 55% of ELL students in 6th Math mastered/met on STAAR

Root Cause 4: Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Inconsistent use of praise and exemplar sharing. Those that are high performing did not feel seen for their effort.

Root Cause 5: We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers did not engage in vertical planning.

Root Cause 6: Did not have content level planning to allow for contents to plan across grade levels

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Only 35 % of families attended Curriculum Night.

Root Cause 7: We did not provide more advanced notice for family engagements events to increase participation

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was no fall, winter, or spring family festivals planned in 21-22.

Root Cause 8: Leadership did not create a year-long scope and sequence of calendar events

Problem Statement 8 Areas: Perceptions

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
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- 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

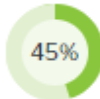
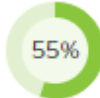





Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of leaders and teachers return to IDEA Public Schools for the 2023-24 school year

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys







Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff will be observed weekly and have weekly check-in with direct manager Strategy's Expected Result/Impact: 85% or more of instructional staff and leaders will return for 2023-24 school year; 98% on Great Places to Work Survey; School will receive A-Rating Staff Responsible for Monitoring: Principal, Direct Managers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of staff members will receive praise weekly, daily temperature checks, and monthly incentive surprises. Strategy's Expected Result/Impact: Staff will feel validated in their work and staff retention will remain high. Staff Responsible for Monitoring: Principal and Direct Managers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of staff members will fill out survey monthly about job satisfaction, resources needed, and upward feedback. Strategy's Expected Result/Impact: Staff will feel they have input in management decisions and that they have the resources needed to do their jobs. Staff Responsible for Monitoring: Principal and Direct Managers.	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to pass their current grade level.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker, Mock and Semester Exams, STAAR results, PSAT

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers are implementing accommodations/modifications for our critical scholars in lesson plans Strategy's Expected Result/Impact: Students will have access and support they need in order to master daily objectives Staff Responsible for Monitoring: Principal, API, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: General Education Teachers and Intervention Teachers jointly plan lessons and track our critical student (Sped, 504, ELL, and CSI) data weekly to determine appropriate action plan/intervention for each scholar. Strategy's Expected Result/Impact: Critical scholars will perform on grade level in comparison to their general education counterparts. Staff Responsible for Monitoring: Principal, API, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



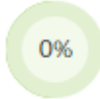





Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars in grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will report on exit ticket data daily, name student misconception and reteach plan if mastery is under 80% Strategy's Expected Result/Impact: Daily student mastery on learned objectives will increase and misconceptions will be addressed on a daily basis Staff Responsible for Monitoring: Teachers, API, Principal, Instructional Coach, VP TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: AR Zone Facilitator - Federal Grant - \$36,796.32	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of SPED teachers will report on SPED exit ticket data daily, name student misconception and reteach plan if mastery is under 80% Strategy's Expected Result/Impact: % of SPED students hitting meets/masters on daily objectives will increase Staff Responsible for Monitoring: Principal, API, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers and instructional leaders will conduct data deep dive after every unit exam to determine misconception and create a reteach plan Strategy's Expected Result/Impact: Students will show an increase in approaches, meets, and masters on reteaches Staff Responsible for Monitoring: Principal, API	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0 **Root Cause:** Sped population had not been prioritized from the beginning of the year and individualized plans had not ben created to meet each student where they are.









Problem Statement 2: 55% of ELL students in 6th Math mastered/met on STAAR **Root Cause:** Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students attend school daily as measured through OATT (Official Attendance Taking Time)

High Priority








Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1 Details	Reviews			
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:00am daily. Strategy's Expected Result/Impact: ADA will hit 97% or above for each grade level on a daily basis Staff Responsible for Monitoring: Principal, APO, Registrar	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps. Strategy's Expected Result/Impact: Percentage of students with chronic absences will be less than 3% Staff Responsible for Monitoring: Principal, APO, Registrar	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Calendar and promote teacher and student incentives for meeting ADA goal. Teachers will receive class incentives when milestone ADA goals have been met (ex: highest perfect attendance homeroom) weekly, monthly & quarterly. Bi-weekly incentives/celebrations for students with 100% attendance. Strategy's Expected Result/Impact: More grade levels will consistently meet 100% attendance daily. Staff Responsible for Monitoring: Principal, APO, Registrar	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 2: Students participate in daily moderate to vigorous physical activity

Evaluation Data Sources: minutes that students participated in physical activity





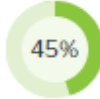




Strategy 1 Details	Reviews			
Strategy 1: Student engage in physical activity daily during school and are offered opportunities to participated in sports activities. Strategy's Expected Result/Impact: 100% ADA is met Staff Responsible for Monitoring: Athletic director, principal, assistant principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: 90 percent of students return for the 2023-2024 School Year.

High Priority

Evaluation Data Sources: Persistence tracker




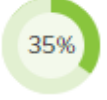




Strategy 1 Details	Reviews			
Strategy 1: Review mission list daily and respond to all request for communication within 24 hours Strategy's Expected Result/Impact: Parents feel heard. Staff Responsible for Monitoring: Principal, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improve parent communicate and investment on a weekly basis Strategy's Expected Result/Impact: Parents are notified of events within 2 weeks and parents receive positive communication about scholars on a weekly basis Staff Responsible for Monitoring: Principal, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Track and Uphold a Positive School Culture on Weekly basis through scholar of the week, Move this World observations, and weekly culture round observations. Strategy's Expected Result/Impact: Improvement in social emotional well-being of students and increased joyed experienced by scholars. Staff Responsible for Monitoring: Principal, API, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: Our students and staff must first feel physically and emotionally safe to achieve our mission

High Priority

Evaluation Data Sources: Move this World Curriculum and Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers know the "what/how/why" and feel empowered to execute safety/security and SEL program initiatives. Strategy's Expected Result/Impact: Educator Handbook has less referrals for student misbehaviors Staff Responsible for Monitoring: Principal, API, SSA ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers engage actively with SEL curriculum and model alongside students when executing Strategy's Expected Result/Impact: Educator Handbook has less referrals for student misbehaviors Staff Responsible for Monitoring: Principal, API, SSA ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Suero Duran	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	AR Zone Facilitator		\$36,796.32
Sub-Total					\$36,796.32

Addendums

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	25%					
% of CSI Passing STAAR	56%					
% of SPED Passing STAAR	56%					

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	91	85				
% Meets	69	60				
% Masters	45	45				
% Student Achievement Average	68	63				

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1) Lesson planning and internalization was aligned to TEKS	1) New resources to align to the new redesigned STAAR test
2) Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers	2) Increase frequency with content huddle to allow for contents to plan across grade levels
3) Self made blind assessments and data tracking	3) Onboard new ELA teachers

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Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	83	85	n/a		
% Meets	58	49	n/a		
% Masters	30	23	n/a		
% Student Achievement Average	57	52	n/a		
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1) Lesson planning and internalization was aligned to TEKS	1) New resources to align to the new red STAAR test
2) Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers	2) Increase frequency with content hudd for contents to plan across grade levels
3) Data tracking with teachers and scholars	3) Onboard new math teachers

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	100/99/88	93/77/45	

Data Source: STAAR

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

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1) Lesson alignment and effective backwards planning.	1) Additional resources to help align to ELA to prepare for the new redesign STAAR test (cross curricular)
2) Hands on science experiments that tied in learned vocabulary.	2) New teacher to 6th grade content, familiarity with TEKS
3) Daily morning science tutoring (StemScopes)	3) Gaps in learning from previous year. Intervention plan was put in place to account for gaps in 5th grade science.

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	100/98/79	92/61/45	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
1) Lesson alignment and effective backwards planning.	1) Both teachers were new to the content
2) Engaging lessons that were tied to real world issues.	2) Increase planning time between the two hybrid teachers to align best practices
3) Teachers were sure to present information in different modalities to cover all the way scholars learn.	3)

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Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0	0	1	2	44%
% Intermediate	8	17	7	11	
% Advanced	11	2	5	6	
% Advanced High	1	1	7	1	

Reflection

Areas of Strength	Areas of Need
1) ELL support is across all contents	1) Purchase additional programs to assist with the speaking component.
2) Strong emphasis on vocabulary development	2) Early interventions with Rosetta Stone for scholars that have significant gaps in language.
3) Daily practice with listening, speaking, reading, and writing.	3) Additional tutoring for our struggling ELL scholars

IDEA Converse

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

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

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	90%
% State Certified Leaders	90%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	12

Reflections	
Areas of Strength	Areas of Need
1) Strong onboarding plan for new teachers	1) Additional parnters to get more applicants (ie colleges, TFA, Alt. Cert Programs)
2) Professional development fit the needs of the campus and teachers	2) Continue to increase enrollment in order to sustain all position thats are avilable, avoid budget cuts.
3) Relationship/team build during each meeting	3) Additional PD's on D.E.I

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.39%
% Overall Persistence	88.71%
% New Student Persistence	88.73%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	18%
% ELL	13%
% Eco Dis	71%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	2%
% White-Hispanic	57%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific- Islander	2%
% White	12%
% Male	44%
% Female	56%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1) Strong onboarding plan to inform parents about campuses expectations.	1) Recruiting more scholars to enroll at IDEA Converse
2) Created a sense of belonging through after school clubs and sports (i.e. journalism, cross country, basketball, football, soccer, volleyball)	2) Hold culture rounds contiously to uphold our policies
3) Received community and student voice from our surveys	3) Install more restorative practices and train staff on these pr

Converse College Prep

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	62%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers for Field Day with more than 50 parent volunteers.	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.