

IDEA Public Schools
Edgecliff College Prep
2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Edgecliff serves 6th, 7th, and 8th grade students who are 85% economically disadvantaged. We reside in District 8 in Fort Worth. In our district community less than 10% of schools are rated an A or B. We are a public charter school who believe in students going to and through college. We currently are a full scale middle school in hopes of driving multiple AP courses and a potential Early College program as we expand and grow through twelfth grade.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student daily attendance. **Root Cause:** There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Problem Statement 2 (Prioritized): There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause:** There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Student Learning

Student Learning Summary

This school year our school was rated a 90A. We had huge success in relative performance achieving a 92A in Domain 2, 86B in Domain 1 and 85 in Closing the gaps. When comparing our data to other schools in our community that are similar to our make, we are 1 of 2 of the top performing middle schools in the district. We shined bright in our ELA content, as 7th grade achieved 50% masters and 92% of all scholars reached their growth goals in reading. Math is an area of growth that held up back from receiving our progress and closing the gap distinction. But with such high numbers in meets and masters across the board we were awarded the post secondary distinction. Edgecliff College Prep averaged 55% meets and 32% mastered, with a 55 achievement score.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. **Root Cause:** Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Problem Statement 2 (Prioritized): In order to offer Collegiate Academy Program, Edgecliff CP will need an additional 5 certified teachers with Master credentials. **Root Cause:** Teachers were hired based on best fit and certification was not a priority.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through intentional internal and external professional development that equips leaders in driving outcomes. Many practices are adapted from RELAY graduate fellowship programs, where 100% of all instructional staff have attended. First year instructional leaders are required to attend district development and receive close support from regional content coaching. On campus, the principal drives individual coaching through side by side, real time, and modeling. The principal uses the district's School Leadership Levers as a rubric to assess competency.

Teachers development is centered around what we call the coaching cycle. Instructional leaders have mechanisms in place to practice, observe, celebrate, and grow teachers. In addition there is a campus professional development scope and sequence to introduce best practices and to close gaps in problems of practice. Instructional leaders use the district's Guide to Excellent Teaching rubric to development and evaluate performance.

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 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): Due to the small percentage of teachers being state certified, Edgecliff CP will not be able to earn Early College Designation status or dual credit. **Root Cause:** We are not offering any internal alternative certification programs to assist teachers to become certified particularly in the Sciences, Math, and ELA fields.

Problem Statement 2 (Prioritized): Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY. **Root Cause:** There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Priority Problem Statements

Problem Statement 1: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system.

Root Cause 1: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student daily attendance.

Root Cause 2: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth.

Root Cause 3: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In order to offer Collegiate Academy Program, Edgecliff CP will need an additional 5 certified teachers with Master credentials.

Root Cause 4: Teachers were hired based on best fit and certification was not a priority.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Due to the small percentage of teachers being state certified, Edgecliff CP will not be able to earn Early College Designation status or dual credit.

Root Cause 5: We are not offering any internal alternative certification programs to assist teachers to become certified particularly in the Sciences, Math, and ELA fields.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY.

Root Cause 6: There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a concern among teachers around personal and professional time balance.

Root Cause 7: The demand around lesson planning and classroom preparation is more intense as compared to a traditional independent school district.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a perception that Edgecliff CP is too structured and rigid as evidenced by student and parent surveys.

Root Cause 8: There are gaps in family onboarding that explain to families the vision for culture and high expectations and why that vision is effective.

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

- Campus goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data









Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of the school year, IDEA Edgecliff College Prep will retain 85% of staff.

High Priority

Evaluation Data Sources: GPTW survey and district wide pulse checks

Strategy 1 Details	Reviews			
<p>Strategy 1: Management will manage participation and respond to the concerns identified on the GPTW survey three times per year.</p> <p>Strategy's Expected Result/Impact: increase survey data and retain staff</p> <p>Staff Responsible for Monitoring: Francis, Jones, Morrison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will increase the amount of celebrations, recognitions, and differentiated PD offered to all teachers and staff.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will develop a sense of belonging and accomplishment through recognized efforts.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause:** There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

School Processes & Programs







Problem Statement 2: Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY. **Root Cause:** There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Goal 2: Obtain enrollment target

Performance Objective 1: By the 23-24 FDOS, IDEA Edgecliff College will register and fully enroll 480

High Priority

Evaluation Data Sources: stream

Strategy 1 Details	Reviews			
<p>Strategy 1: School Counselor, Assistant Principal of Operations, and Principal will execute strong Welcome to IDEA events and improve their family onboarding plan.</p> <p>Strategy's Expected Result/Impact: Fully enroll 480 scholars</p> <p>Staff Responsible for Monitoring: APO and SC</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. Root Cause: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically</p>

Goal 3: IDEA achieves an A rating

Performance Objective 1: For the 22-23 school year, Edgecliff will achieve an A rated accountability score.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional team will monitor and analyze student data after each unit and formative assessment and develop powerful reteach plans.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Morrison, Jones, Francis (Admin Team and Teachers)</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. Root Cause: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.</p>

Goal 3: IDEA achieves an A rating

Performance Objective 2: For 22-23 school year, ICP Edgecliff will reach all domain three targets for special pops on all semester and mock assessments

High Priority

Evaluation Data Sources: semester exams, mock data

Strategy 1 Details	Reviews			
<p>Strategy 1: monitor, analyze and respond to student data using the SWAM Relay Framework which requires analysis of student work.</p> <p>Strategy's Expected Result/Impact: increase student academic outcomes</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instructions and Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 1: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. Root Cause: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.</p>

Goal 4: Increase student daily attendance

Performance Objective 1: During the 22-23 school year 95% of teachers take ADA within the ADA window and are compliant

High Priority

Evaluation Data Sources: Powerschool reports

Strategy 1 Details	Reviews			
<p>Strategy 1: APO facilitates daily ADA huddle with SIS and Registrar Strategy's Expected Result/Impact: ensure accuracy in data and within compliance for reporting to the state Staff Responsible for Monitoring: APO, Registrar, SIS</p> <p>Title I: 2.6 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 1: There is a need to increase student daily attendance. Root Cause: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.</p>

Goal 4: Increase student daily attendance

Performance Objective 2: During the 22-23 school year 97% ADA

High Priority

Evaluation Data Sources: Powerschool, Locus dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: create and execute plan for student engagement around ADA which is inclusive of celebrations, positive behavior and attendance interventions, and family communication. Strategy's Expected Result/Impact: increase ADA Staff Responsible for Monitoring: APO, School Counselor</p> <p>Title I: 2.5 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Demographics
<p>Problem Statement 1: There is a need to increase student daily attendance. Root Cause: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.</p>

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars will return next school year

High Priority

Evaluation Data Sources: Locus persistence dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and execute family engagement plan which emphasizes family communication, celebrations and events, and family investment.</p> <p>Strategy's Expected Result/Impact: invest parents and students in IDEA and why to chose us next year</p> <p>Staff Responsible for Monitoring: School counselor and Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. Root Cause: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically</p>

Goal 5: Increase student persistence

Performance Objective 2: Edgecliff CP will decrease the amount of bullying incidences by 10% from last year's discipline referrals.

High Priority

Evaluation Data Sources: Dean's List Referrals.







Strategy 1 Details	Reviews			
<p>Strategy 1: Administration and counselors will increase fidelity and investment in restorative practices and the Move This World Program</p> <p>Strategy's Expected Result/Impact: Students will know how to self-advocate and respect others.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 3: Every scholar, including 8th grade students, will engage in physical fitness and activities at a moderate to vigorous level of participation.

High Priority

Evaluation Data Sources: Master schedule, Fitness Gram

Strategy 1 Details	Reviews			
<p>Strategy 1: School will create special scheduling to ensure that all students are participating in physical fitness.</p> <p>Strategy's Expected Result/Impact: 8th graders that are not required by the state, will be required by the school to engage in physical fitness on a weekly basis.</p> <p>Staff Responsible for Monitoring: Admin Team, Ops Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	0%
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		Action Required	
	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		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <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		Action Required	
	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		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <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		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required		

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

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	52%					
% of CSI Passing STAAR	76%					
% of SPED Passing STAAR	60%					

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	77	83				
% Meets	54	65				
% Masters	28	50				
% Student Achievement Average	53	66				

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. Strong lesson planning to supplement provided district curriculum	1. District curriculum lacks rigor and alignment to student needs
2. Increased opportunity for students to practice reading fluency and comprehension	2. Begin intervention plans earlier in the school year using the MSR report
3. Targeted support provided to ELL and Sped population to ensure execution of accommodations	contents specifically to strengthen comprehension and writing

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	81	75	na	
% Meets	50	49	na	
% Masters	21	26	na	
% Student Achievement Average	50	49	na	

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. 6th Grade math growth from first mock exam to final mock exam.	1. Use MSR to identify priority scholars earlier in the year.
2. Effective lesson plan feedback and lesson rehearsals including Sped faculty	2. Provide targeted supports and intentional data monitoring for priority scholars.
3. Effective content coaching implementation	3. Content specific professional development for new to content teachers.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	67 34 28	77 58 43	

Data Source: STAAR

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

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
1. Aggressively monitor student annotation habits which produced higher exit ticket data	1. Use MSR to identify 8th grade priority scholars for EOC.
2. Exit ticket data improved when testing accommodations were implemented among sub-pops	2. Provide targeted supports and intentional data monitoring for priority scholars.
3. Targeted support provided to ELL and Sped population to ensure execution of accommodations	3. Content specific professional development for new to content teachers.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	91 60 30	90 82 80	

Data Source: STAAR

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

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

Reflections

Areas of Strength	Areas of Need
1. Students enjoyed project based learning exercises	1. District curriculum lacks rigor
2. Students exposed to various cultures	2. Partnerships with ELA-R classrooms around instructional best practices (comprehension strategies)
3. Increased reading and vocabulary enrichment	3. Culturally relevant curriculum that mirrors the diversity of the school community

Campus Name

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%	3%	7%	1%	Not able to calculate with reports given
% Intermediate	8%	56%	16%	15%	
% Advanced	32%	40%	35%	47%	
% Advanced High	59%	1%	42%	37%	

Reflection

Areas of Strength	Areas of Need
1. Teachers provided student list and accommodations to support scholars instructionally	1 Teacher training adjusting lesson plans to incorporate specific literary strategies for sub pop
2 Development of testing accommodations to suit students needs	2 Supplement districts curriculum to include more at-bats at writing across all subject areas
3 6th grade ELA only-Targeted support provided to ELL and Sped population to ensure execution of accommodations	3 Use MSR to identify priority scholars earlier in the year to provide targeted supports intentional data monitoring.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	75%
% Instructional Support Retention	100%
% Teacher Retention	77%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	38%
% State Certified Leaders	50%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	20

Reflections	
Areas of Strength	Areas of Need
1 Opportunities to grow/ and staff pay is competitive	1 Increase staff/teacher engagement
2 Population of staff matches demographics of students	2 increase # of certified applicants and in teacher spaces
3 Staff celebrations including shirts, bags, cups, and food are highly valued	3 Invest in leadership and teacher certification/ or advocate on a district level these needs

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.31%
% Overall Persistence	89%
% New Student Persistence	78%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	12%
% ELL	25%
% Eco Dis	83%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	3%
% White-Hispanic	66%
% Multi	0%
% Black-African-American	25%
% Native-Hawaiian-Pacific- Islander	0%
% White	6%
% Male	49%
% Female	51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Consistently addresses campus improvements to strengthen school culture (ie. Dismissal procedures, lunch coverage, etc.)	1 increase Student daily attendance
2 Revision and execution of sufficient carline procedures	2. Revision of schoolwide culture plan to target RTI processes to build consistent classroom practices
3 Increase student participation and family engagement through extracurricula activities	3 Creation and effective execution of student incentive plan-Tracking system <input type="checkbox"/>

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	Areas of Need
11. Multiple avenues of communication (Smore, Remind)	1 Increase percentage of parents connected to communication platforms / internally design schoolwide
2 Frequent communication with parents (Parent Weekly / Newsletters)☐	2 Ensure access to translation tools (headphones) for pare
3 Share communication in languages reflective of student population☐	3 increase amount of community partnerships