

# IDEA Public Schools

## Health Professions College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Science  
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**

We **IGNITE** students to be here to grow

We **EMPOWER** students in our ABC's

(Academic excellence & equity, Belonging, Commitment to dismantling racism & oppression)

â€‹

We **LEAD** students to be the best version of themselves so they can lead others. â€‹

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Increase staff retention	15
Goal 2: All IDEA students matriculate to college	15
Goal 3: IDEA achieves an A rating	16
Goal 4: Increase student daily attendance	17
Goal 5: Increase student persistence	18
Title I Personnel	20
Campus Funding Summary	21
Addendums	22

# Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

## Demographics

### Demographics Summary

<b>% SPED</b>	<b>17%</b>
% ELL	48%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	71%
% Multi	0%
% Black-African-American	19%
% Native-Hawaiian-Pacific-Islander	0%
% White	8%
% Male	47%
% Female	52%

[See PDF in Addendum for more information](#)

## Demographics Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Lack of strong culture with 21-22 School year families **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA)

**Problem Statement 2 (Prioritized):** Unclear expectations with families surrounding ADA **Root Cause:** (1) Lack of accountability and clear expectations for families around attendance and clear follow up/ownership within family partnership

**Problem Statement 3:** Minimal field trips and college visits **Root Cause:** Unclear planning expectations and preparation

# Student Learning

## Student Learning Summary

At Health Professions College prep students continuously show academic growth year by year in ELA, Science, Math, and Humanities. Our achievement score in ELA was one of the highest throughout the school due to intentional instruction, teacher development, and continuous coaching throughout the school year.

“See PDF in Addendum for more information.”

## Student Learning Strengths

“See PDF in Addendum for more information.”

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** SPED students did not show enough growth based on STAAR testing. **Root Cause:** 1. SPED teacher retention 2. Intentional small group support 3. SPED teacher coaching

**Problem Statement 2 (Prioritized):** A significant percentage of teacher turnover this school year. **Root Cause:** 1. Clear school systems & accountability for teachers/leaders 2. Clear follow up with families

# School Processes & Programs

## School Processes & Programs Summary

### 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):** The school had 50% staff retention in the 21-22 school year **Root Cause:** 1. Lack of creating strong accountability systems for students, families, and staff. 2. Lack of strong relationships within the school.

**Problem Statement 2 (Prioritized):** Low family engagement within our school community. **Root Cause:** 1. Unclear school-wide community vision 2. Lack of strategic community building systems

# Perceptions

## Perceptions Summary

This year at Health Professions College Prep we have put a lot of thought and energy into restorative practice when it comes to behavior intervention. By leveraging restorative practice we create a sense of belonging and ownership of relationships with students and staff. With staff turnover being mostly due to student behaviors we are pushing strong accountability and expectations this school year to prevent teacher burnout.

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):** Unclear parent communication process **Root Cause:** 1. System for updating parent contact information 2. Lack of consistent communication

**Problem Statement 2 (Prioritized):** Low turn out for community events **Root Cause:** 1. Lack of system for event planning expectations 2. Unclear system for ownership

# Priority Problem Statements

**Problem Statement 1:** Lack of strong culture with 21-22 School year families

**Root Cause 1:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA)

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Unclear expectations with families surrounding ADA

**Root Cause 2:** (1) Lack of accountability and clear expectations for families around attendance and clear follow up/ownership within family partnership

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** SPED students did not show enough growth based on STAAR testing.

**Root Cause 3:** 1. SPED teacher retention 2. Intentional small group support 3. SPED teacher coaching

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A significant percentage of teacher turnover this school year.

**Root Cause 4:** 1. Clear school systems & accountability for teachers/leaders 2. Clear follow up with families

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The school had 50% staff retention in the 21-22 school year

**Root Cause 5:** 1. Lack of creating strong accountability systems for students, families, and staff. 2. Lack of strong relationships within the school.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Low family engagement within our school community.

**Root Cause 6:** 1. Unclear school-wide community vision 2. Lack of strategic community building systems

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Unclear parent communication process

**Root Cause 7:** 1. System for updating parent contact information 2. Lack of consistent communication

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Low turn out for community events

**Root Cause 8:** 1. Lack of system for event planning expectations 2. Unclear system for ownership

**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

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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:** Increase staff experience

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Use and adjust through staff surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly staff performance celebration	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly Staff Highlight  TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Collect staff feedback	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** All IDEA students matriculate to college

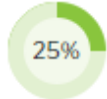


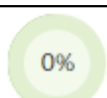
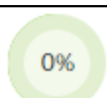




**Performance Objective 1:** 90% of 9th graders will be TSI exempt in math

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI Math exemption data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: TSI prep classes	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math tutor schedule	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% OTG	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



### Goal 3: IDEA achieves an A rating

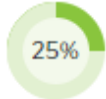




#### Performance Objective 1: 60% of students with Special Education Services will earn Approaches on STAAR

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Leverage classroom observations, data dives, weekly assessments, and hot list students to adjust and adapt instruction towards student mastery.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure daily instructional accommodations are aligned to the day's learning objective and lesson delivery  <b>Funding Sources:</b> - Federal Grant - \$57,250	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

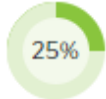




Performance Objective 1: Increase student daily attendance and decrease tardy students at school

High Priority

HB3 Goal

Evaluation Data Sources: Collect and follow up with ADA through the ladder of accountability.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Execute the ADA Matrix with fidelity	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

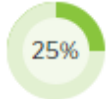




Performance Objective 1: Campus leadership will activate Campus Crisis Team in the event of emergent situations

High Priority

HB3 Goal

Evaluation Data Sources: Leaver codes about campus safety

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: APO will schedule monthly CCT meetings to debrief past situations and to practice in anticipation of emergent situations.	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 2: 90% of students earn Fitness Ambassador status by the end of the school year

Evaluation Data Sources: MVP minutes

Strategy 1 Details	Reviews			
Strategy 1: Clear public tracking system in the gym	Formative			Summative
	Oct	Jan	Mar	June
	<div><div>0%</div></div>			
<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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Viviana Estrada	CSI Interventionist		

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$57,250.00
Sub-Total					\$57,250.00

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	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.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science	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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		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.	Pending		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.	Pending		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.	Pending		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.	Pending		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.	Pending		Action Required	





## 2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

[illegible]

[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

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	55%	
% of CSI Passing STAAR	31%	
% of SPED Passing STAAR	31%	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	69%	83%	82%		
% Meets	40%	59%	60%		
% Masters	18%	39%	34%		
% Student Achievement Average	42%	60%	59%		

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1			% Score 1-3		60%
% Score 2			% Score 4-5		
% Score 3+			% Score 6-7		
					RR Goal Met/Not Met
					Yes

#### Reflections

1. Doubled our achievement average from last mock to STAAR Mock.	1. SPED students passing STAAR was
2. Growth in approaches/meets/masters	2. % Of CSI students passing STAAR
3. Met Royal reader and word master goal. Also, met CSI goal.	3. Student achievement average could be higher on ELA data.

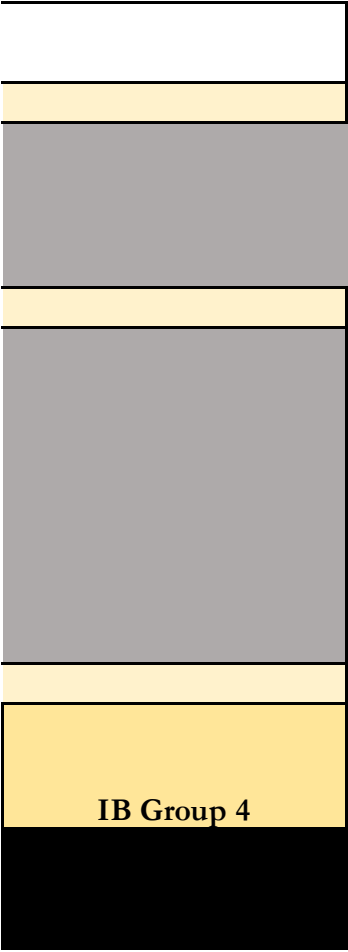


## Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: Internal Assessments					
	6th Grade EOY Assessment	7th Grade EOY Assessment			
% Passing	83%				
Data Source: STAAR					
	STAAR 8th Science	STAAR Biology			
% Approaches	68%	79%			
% Meets	50%	47%			
% Masters	18%	8%			
% Student Achievement Average	45%	45%			
Data Source: AP/IB					
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores
% Score 1					% Score 1-3
% Score 2					% Score 4-5
% Score 3+					% Score 6-7

Reflections	
Areas of Strength	Areas of Need
1. Growth in STAAR 8th (60/37/9 to 68/50/18)	1. Low student achievement average
2. Growth in STAAR Biology (69/39/7 to 79/47/8)	2. Low Mastery in 8th and Biology
3. Overall % passing in 6th grade EOY assessment (83%)	3. Overall approaches/meets/masters





eed
ge
ers was still low.

## Campus Name

### Comprehensive Needs Assessment - College Prep

#### COLLEGE PREP

#### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	69%	57%	52%	
% Meets	30%	33%	17%	
% Masters	6%	13%	6%	
% Student Achievement Average	35%	35%	25%	

#### 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. 6th and 7th Math doubled their achievement average	1. Low achievement average on all STAAR Math.
2. 6th math went from 29/5/0 to 69/30/6	2. We had a lot of students fail the algebra test, therefore, resulting in retaking the class this year.
3. 7th math went from 40/5/0 to 57/33/13	3. Algebra had no growth and decreased in approaches/meets/masters.

## Campus Name

### Comprehensive Needs Assessment

### COLLEGE PREP

#### Data Source: Internal Assessments

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

#### Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	45%		
% Meets	7%		
% Masters	2%		
% Student Achievement Average	18%		

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

#### Reflections

Areas of Strength	Areas
1. Growth in achievement from mock STAAR	1. Overall low approaches/meets/masters
2. Spring MOCK 39/5/2 to STAAR 45/7/2	2. History was not held to high expectations through strategies/justifications
3. We managed to grow and not decline even after our history teacher quit.	3. History was not made a priority throughout the



## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

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

	Listening	Speaking	Reading	Writing
% Beginning	4%	7%	12%	4%
% Intermediate	20%	48%	30%	27%
% Advanced	21%	43%	24%	36%
% Advanced High	53%	1%	35%	32%

#### Reflection

Areas of Strength	Areas of Need
1 High % of AH in Listening domain and Increased 53% in AH in the writing domain since last year testing.	1 Less than 33% of ELs grew one or more levels
2 100% of students tested in 2022	2 1% of students scored AH in speaking (more pr groups)
3 students know their current proficiency levels and what their growth goals	3 We did not grow in AH for reading since the las

% of ELL Students who grew one or more levels
32%

actice needed, small
t year.

## Campus Name

### 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 %

#### 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

#### Reflections

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

<b>Senior Class TSI Completion %</b>
<b>Campus End of Year OTG</b>



## Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	50%
% Teacher Retention	
% Campus Support Retention	100%
% SPED Certified Teachers	33%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1 Strong instructional support	1 Behavior Support
2 Leader Support	2 System Accountability
3 Supplies	3 Team Relationships

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.35%
% Overall Persistence	91.48%
% New Student Persistence	87.26%
# of Admin Withdrawals/ Level 3 Offenses	6
% SPED	17%
% ELL	48%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	71%
% Multi	0%
% Black-African-American	19%
% Native-Hawaiian-Pacific-Islander	0%
% White	8%
% Male	47%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Persistence in on track to hit 90% goal	1 Creating strong culture with last year's families
2 Increased new student persestance since last year.	2 Creating strong expectations with families surrounding A
3 Increased our SPED stuent population since last year (creatin	3 More field trips and college visits (COVID inhibited)



## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	53%
% Families Attended Curriculum Night	36%
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	94%
% Families who attended Winter Festival	30%
% Families who attended Spring Festival	42%

Reflections	
Areas of Strength	Areas of Nee
1) At least one monthly FE event was offered throughout the y	1 Cleaning up parent #s on PS-many
2) flexibility in team-we always execute with strong energy even	2) short notice on communications du
3) Partnering with the community to join our events	3) long term plannin event systems-to

<b>d</b>
incorrect
ie to last minute planning
avoid last minute plannin