IDEA Public Schools

Kyle College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
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**

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Kyle College Prep is a diverse school of approximately 510 scholars of many ethnicities, nationalities, religions, and orientations. The greater Kyle community is an economically diverse area, with multi-million homes adjacent to homes a fraction of the value. IDEA Kyle College Prep families include approximately 5 different home languages. Our staff is representative of our student population, including Hispanic, Caucasion, Middle-Eastern, and Black staff members. The campus focuses heavily on core instruction in middle school with the goal of moving all scholars to grade level or above in reading and mathematics by 8th grade, when students begin career-tech ed courses and other student-centered electives. Campus life offers a variety of clubs and athletics to ensure all scholars find their passion and an adult champion on campus. (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): 33% of EL writing scores are beginning or intermediate **Root Cause:** Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support

Problem Statement 2 (Prioritized): ECODIS percentage decreasing **Root Cause:** Recruitment focusing on proximity

Student Learning

Student Learning Summary

IDEA Kyle CP earned an 84 on the State of Texas Accountability Report Card, while last year's rating was an A internally. Math was our biggest opportunity for growth this year, both on local and state assessments. SpEd scholars lagged behind their peers on the state assessments. (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): Campus math scores too low. **Root Cause:** Teachers not coached tightly.

Problem Statement 2 (Prioritized): SpEd achievement scores lowest demographic. **Root Cause:** SpEd teachers did not provide support that increased learning outcomes.

School Processes & Programs

School Processes & Programs Summary

IDEA Kyle College Prep has strong coaching systems in place. With a predominantly new team of teachers for the 22-23 school year, our instructional leadership team is observing teachers, providing real-time coaching, and monitoring action steps daily. High leverage lesson plan feedback is provided every week, and teacher are held accountable for turning around feedback by Friday. Weekly check ins with new teachers include pedagogy, data analysis, lesson plans, and culture building. Expecations, due dates, deliverables, and time lines are clear. (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 reatins an average of 84% of students year over year

- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

(See PDF in addendum for more information.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ADA approximately 10% below goal **Root Cause:** ADA call process not followed to fidelity

Problem Statement 2 (Prioritized): Student persistence 87% **Root Cause:** Low family engagement both in proactive communication and events.

Perceptions

Perceptions Summary

Staff retention was 56% in the 21-22 school year. Between a new lead team, health and safety concerns, and staff moving out of state due to cost of living, Kyle CP staff retention was its lowest. Staff ADA was also extremely low. Teachers tested positive for COVID at high rates, and substitute teacher vacancy fill rate was 24%, requiring present staff members to cover classes during their planning period. This caused a high burnout rate for teachers. Constant staff feedback surveys were offered. Most feedback involved "too much work...not enough time to get it all done." Teachers onboarded mid-year were required to be ready to teach immediately. Seven of eight STAAR tested subjects were taught by first-year teachers hired in January or later. At MOCK exams, Kyle CP was a projected D rated school with a 64; Kyle College Prep ended the school year with 84% (B).

Perceptions Strengths

"See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High teacher turnover **Root Cause:** Teachers cited staff culture and work expectations/work-life balance as reasons for leaving.

Problem Statement 2 (Prioritized): The school does not partner with parents **Root Cause:** Inconsistent home communication

Priority Problem Statements

Problem Statement 1: 33% of EL writing scores are beginning or intermediate
Root Cause 1: Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support
Problem Statement 1 Areas: Demographics

Problem Statement 2: ECODIS percentage decreasing
Root Cause 2: Recruitment focusing on proximity
Problem Statement 2 Areas: Demographics

Problem Statement 3: The school does not partner with parents
Root Cause 3: Inconsistent home communication
Problem Statement 3 Areas: Perceptions

Problem Statement 4: High teacher turnover
Root Cause 4: Teachers cited staff culture and work expectations/work-life balance as reasons for leaving.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus math scores too low.
Root Cause 5: Teachers not coached tightly.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: SpEd achievement scores lowest demographic.
Root Cause 6: SpEd teachers did not provide support that increased learning outcomes.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: ADA approximately 10% below goal
Root Cause 7: ADA call process not followed to fidelity
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student persistence 87%
Root Cause 8: Low family engagement both in proactive communication and events.
Problem Statement 8 Areas: School Processes & Programs

Goals

Goal 1: Increase staff retention
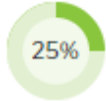
Performance Objective 1: Instill culture of joy among all staff

Strategy 1 Details	Reviews			
Strategy 1: Soliciting feedback from teachers weekly	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 90% of sophomores are TSI exempt in Reading

    HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: College Counselor is prioritizing data visibility, ownership, and investment in student progress		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: 60% SPED students attain "approaches" on STAAR

    Evaluation Data Sources: District Assessments, Semster Exams, Mock Exams

Strategy 1 Details	Reviews			
Strategy 1: SpEd Team is joining Instructional Rounds and are planning alongside teachers to ensure implementation of instructional accommodations	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Funding Sources: - Federal Grant - $34,024.32, - Federal Grant - $57,250	30%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 1: Implement ADA Matrix with fidelity

Strategy 1 Details		Reviews			
Strategy 1: APO/P Check-ins have a standing agenda item to review progress on the Escalation Matrix		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		15%			
		0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Increase student persistence

Performance Objective 1: 90% of students enrolled in PE will earn Fitness Ambassador status

Strategy 1 Details		Reviews			
Strategy 1: Hold consistent check-ins with the PE coach and celebrate small and big wins		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		15%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Increase student persistence

Performance Objective 2: Facilitate monthly Campus Crisis Team meetings and facilitate the CSTAG process once a safety threat is initiated

Strategy 1 Details		Reviews			
Strategy 1: Hold monthly CCT meetings with fidelity		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Title I Personnel

Name	Position	Program	FTE
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$57,250.00
3	1	1			$34,024.32
				Sub-Total	$91,274.32

Addendums

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	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		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 percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist 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 Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage 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 number of withdrawals or offenses. All other data points should reflect 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	
	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	

Last Updated

<p style="text-align:center"><u>Kyle College Prep</u></p>

2021-22 Student Achievement Improvement Plan - College Prep

<p style="text-align:center">COLLEGE PREP</p>

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	TSI Extra Units	O	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1K	PSAT	O	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1D	External Training/seminars for AP teachers	AP	All	APIs	Aug 8, 2022 - May 26, 2023	Fiscal	Training Certificates	% of Trainings per quarter
1K	ACT Units	A	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Summit Education	O	ELL	Amanda	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Rosetta Stone	O	ELL	Macias	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1G	Quill	S	All	Flores	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Guest Speakers	O	All	Clark	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	GPTW

Kyle College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

| Title I Qualifying Programs | | | Initiatives Status | | | |
| Internal Use Only | | | Mid Year | | End of Year | |
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

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

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Comprehensive Needs Assessment					
COLLEGE PREP					

Data Source: CSI					
% Meeting CSI Goal	**Reading CP CSI**				
% CSI (EOY Ren.)	36%				
% of CSI Passing STAAR	30%				
% of SPED Passing STAAR	39%				

Data Source: STAAR						
	STAAR Reading 6th	**STAAR Reading 7th**	**STAAR Reading 8th**	**STAAR Writing 7th**	**English I EOC**	**English II EOC**
% Approaches	73	90	84		80	
% Meets	52	68	56		61%	
% Masters	30	49	34		17%	
% Student Achievement Average	52	66	58		53%	

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**		60%	26%
% 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. Prewriting in 9th now needs to be applied to all grade levels	1. Prewriting/ grammar for new open responses in 2023
2. Analyze the author's use of print and graphic features to achieve specific purposes.	2. utilizing the different question choices now available
3. Analyze characteristics and structures of argumentative text by:(i)identifying the claim.	3.Informational text that apply to the standards in Science and Social Studies teks for that

Kyle College Prep

Comprehensive Needs Assessment - College Prep				
COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	70	59	81	
% Meets	40	33	44	
% Masters	21	16	27	
% Student Achievement Average	43	36	50	
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 Coaching teachers	1 Staff retention
2 Culture of achievement	2 Special pops services
3 Teaching to all levels	3 Accelerating to Meets

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Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	68	77				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	68	90				
% Meets	40	70				
% Masters	16	21				
% Student Achievement Average	41	60				
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 Culture of achievement	1 Hands-on learning experiences (labs)
2 Strong hybrid teacher	2 Staff retention (lost 8th & possibly 9th)
3 Strong relationships	3 Vertical planning

Kyle College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	97%	100%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	49		
% Meets	15		
% Masters	6		
% Student Achievement Average	23		

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	76%					**% Score 1-3**	
% Score 2	24%					**% Score 4-5**	
% Score 3+	15%					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Analyze the westward growth of the nation, including the Louisia	1. The student understands individuals, issues, and events of the Civil War.
Analyze how the U.S. Constitution reflects the principles of limite	2. 8.1.5.D: Explain the causes, important events, and effects of the War of 1812;
3Analyze the relationship between the arts and continuity and change in the American way of life	3 Summarize arguments regarding protective tariffs, taxation, and the banking system

Kyle College Prep

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	0.50%	16%	1.50%	3%	pending
% Intermediate	16%	39%	33%	30%	pending
% Advanced	31%	42%	29%	40%	pending
% Advanced High	52%	3%	37%	28%	pending

Reflection	
Areas of Strength	**Areas of Need**
1 Family engagement	1. Speaking opportunities around academic vocabulary
2 Onboarded EL coordinator for 22-23	2. Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support
3 Met the 36% short-term goal	3 Data-tracking

Kyle College Prep

<table>
<tr><td colspan="6" align="center">Comprehensive Needs Assessment
COLLEGE PREP</td></tr>
<tr><td colspan="6" align="center">100% College Matriculation</td></tr>
<tr>
<td>Matriculation %</td>
<td>Matricuation %
4 year</td>
<td>Matriculation %
2 year</td>
<td>Tier 1/2 %
Acceptances</td>
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CCMR %</td>
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<tr><td colspan="6" align="center">Campus Data</td></tr>
<tr>
<td>Senior Class
ACT Average</td>
<td>Junior Class
ACT Average</td>
<td>Overall AP Scholars
(3+ or more tests)</td>
<td>IB Medallion
Scholars (Passing 3+
exams)</td>
<td>Overall % IB
Diploma</td>
<td>Campus End of Year
OTG</td>
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<table>
<tr><td colspan="2" align="center">Reflections</td></tr>
<tr><td align="center">Areas of Strength</td><td align="center">Areas of Need</td></tr>
<tr><td>1 90% scholars attended college visit field lesson</td><td>1 More college events for families</td></tr>
<tr><td>2 Grades 6, 8, and 9 attended college signing day</td><td>2 Increase parent education events</td></tr>
<tr><td>3 RTTC and CC team well together and are increasing presence of college throughout the day</td><td>3 Greater presence of college attendance throughout the building</td></tr>
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Kyle College Prep

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71%
% Instructional Support Retention	100%
% Teacher Retention	57%
% Campus Support Retention	50%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	47%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	156200%

Reflections	
Areas of Strength	**Areas of Need**
1 Content experts	1 Build team and family
2 Coach teachers to mastery	2 Make KCP a GPTW
3 Staff-student relationships	3 Increase teacher voice

Kyle College Prep

Comprehensive Needs Assessment	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.95
% Overall Persistence	87.02
% New Student Persistence	90.48
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11
% ELL	21
% Eco Dis	64
% Migrant	1
% Race: American-Indian-Alaska-Native	0
% Asian	0.8
% White-Hispanic	73
% Multi	5.5
% Black-African-American	4.7
% Native-Hawaiian-Pacific-Islander	0
% White	16.4
% Male	48
% Female	51

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Core of very loyal families	1 More family engagement activities
2 Motivated scholars	2 More celebrations of individual accomplishments, group, grade-level, and school to increase pride
3 Adding 10th grade	3 More local competition

Kyle College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	7800%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	N/A
% 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
1 Small group of highly involved parents	1 Increase number of involved parents
2 Communication platforms	2 Getting parents to sign up for and regularly access platfo
3 Principal/SSA have strong presence with parent community	3 Systems for gathering and codifying parent input