

IDEA Public Schools

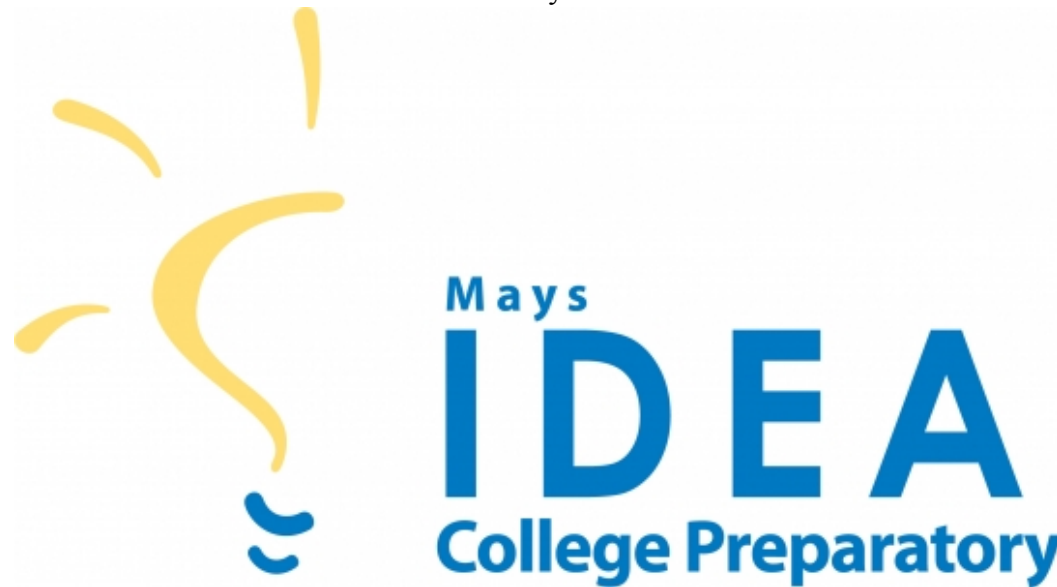
Mays College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 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

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Mays sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. This year we are officially serving grades 6-12 and will be celebrating 100% of our scholars matriculating into their college or university of choice.

"See PDF addendum for more information"

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mays CP was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive. **Root Cause:** We've utilized 3 different platformers. This has often caused inconsistencies as well as delays in communication with families and staff

Problem Statement 2 (Prioritized): Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. **Root Cause:** Our Staff retention hovered at around 82% last year. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.

Problem Statement 3 (Prioritized): Rise Classroom Teacher Retention **Root Cause:** Staffing within our Rise unit has lacked consistency due to frequency of teacher change. Teacher Content Knowledge was a gap which resulted in high burnout and turnover.

Student Learning

Student Learning Summary

Mays College Prep received an overall TEA Rating of an A with a score of 93. We are particularly proud of the fact that we received 7 out of 7 possible distinctions. Our overall scores are listed below:

Overall = 93

Student Achievement = 91

School Progress = 92

Closing the Gaps = 93

Distinctions Achieved the following areas

1. Math
2. ELA/Reading
3. Science
4. Social Studies
5. Comparative Academic Growth
6. Postsecondary Readiness
7. Comparative Closing the Gaps

"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): Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics **Root Cause:** Targeted intervention was responsive to the most pressing scholar needs.

Problem Statement 2 (Prioritized): Although 100% of our 11th grade scholars participated in AP Language, less than 10% received a 3 or higher on the exam. **Root Cause:** Curriculum for 9th grade and 10th grade that is not vertically aligned to rigor AP ELA

Problem Statement 3 (Prioritized): AP Psychology scores at a 3 or higher only increased by 2%. **Root Cause:** Lack of fidelity to the appointed benchmarks. Teacher resignation in February resulted in class inconsistency.

School Processes & Programs

School Processes & Programs Summary

At Mays we prioritize in the moment coaching. This means that every leader, teacher, and faculty member is coached at the point of error. Instructional leadership is required to have weekly check-in with all individuals they manage in order to continuously develop and promote individual growth.

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

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention is a major gap. We're currently at 80% teacher retention. **Root Cause:** Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.

Problem Statement 2 (Prioritized): Last minute hires resulted in additional turn over **Root Cause:** Onboarding was not responsive to teacher need as a late year hire. As a result of this, they did not feel supported within their new role.

Perceptions

Perceptions Summary

Our focus has to be on increasing staff retention. Last year we closed the year at 80%. Unfortunately, this was a 12 % decrease from the previous year.

See PDF Addendum.

Perceptions Strengths

See PDF Addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning. **Root Cause:** Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 2 (Prioritized): Decrease in parent communication **Root Cause:** Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Priority Problem Statements

Problem Statement 1: Although 100% of our 11th grade scholars participated in AP Language, less than 10% received a 3 or higher on the exam.

Root Cause 1: Curriculum for 9th grade and 10th grade that is not vertically aligned to rigor AP ELA

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics

Root Cause 2: Targeted intervention was responsive to the most pressing scholar needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher retention is a major gap. We're currently at 80% teacher retention.

Root Cause 3: Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Last minute hires resulted in additional turn over

Root Cause 4: Onboarding was not responsive to teacher need as a late year hire. As a result of this, they did not feel supported within their new role.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning.

Root Cause 5: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Decrease in parent communication

Root Cause 6: Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: AP Psychology scores at a 3 or higher only increased by 2%.

Root Cause 7: Lack of fidelity to the appointed benchmarks. Teacher resignation in February resulted in class inconsistency.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Rise Classroom Teacher Retention

Root Cause 8: Staffing within our Rise unit has lacked consistency due to frequency of teacher change. Teacher Content Knowledge was a gap which resulted in high burnout and turnover.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help.

Root Cause 9: Our Staff retention hovered at around 82% last year. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Mays CP was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive.

Root Cause 10: We've utilized 3 different platformers. This has often caused inconsistencies as well as delays in communication with families and staff

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices
- Action research results





Goals

Goal 1: Increase staff retention

Performance Objective 1: Mays CP will complete the school year with teacher retention of 85% or higher

High Priority

Evaluation Data Sources: Great places to work Survey will be conducted 3 times over the course of year.

Strategy 1 Details	Reviews			
Strategy 1: Conduct bi-weekly feedback sessions with grade level representatives Strategy's Expected Result/Impact: Increase in positive staff feedback in GPTW Staff Responsible for Monitoring: Grade Level Administrators, Grade Team Leads, Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher retention is a major gap. We're currently at 80% teacher retention. Root Cause: Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.





Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors will matriculate to college.

High Priority

HB3 Goal

Evaluation Data Sources: 100% TSI Exemption
Acceptances and Scholarship Tracking

Strategy 1 Details		Reviews			
Strategy 1: Mays CP will execute quarterly senior nights in order to ensure 100% of families are aligned and aware with the scope & sequence of College Matriculation. Strategy's Expected Result/Impact: Increase in Parent participation All senior deadlines will be met Title I: 4.1 - TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2 Funding Sources: DCC - Federal Grant, CC - Federal Grant, CC - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Decrease in parent communication Root Cause: Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Mays CP will Achieve an A Rating upon the completion of the school year. Reaching an achievement average of a 58+

High Priority

Evaluation Data Sources: Semester Exams
STAAR Simulations
End of year Exams

Strategy 1 Details		Reviews			
Strategy 1: Mays CP will implement daily Math and ELA intervention/enrichment for all scholars. Strategy's Expected Result/Impact: Weekly Quiz on content taught Semester Exams Simulations STAAR Staff Responsible for Monitoring: Intervention Teachers API's Title I: 2.4 Problem Statements: Student Learning 1 Funding Sources: Interventionist - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics Root Cause: Targeted intervention was responsive to the most pressing scholar needs.

Goal 4: Increase student daily attendance

Performance Objective 1: Mays CP will have achieve and maintain a 97% cumulative ADA by the end of the school year.

High Priority

Evaluation Data Sources: Daily ADA Reports
ADA Matrix

Strategy 1 Details		Reviews			
Strategy 1: Mays CP will implement weekly ADA Matrix follow ups. Strategy's Expected Result/Impact: Positive weekly increases EOY ADA at 97% Decrease in Scholars with 5+ Absences Staff Responsible for Monitoring: APO Teachers API's Registrar Title I: 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: Increase student persistence

Performance Objective 1: Mays CP will have achieve and maintain a 90% cumulative student persistence by the end of the school year.

High Priority

Evaluation Data Sources: Weekly Persistence Reports
Re-registration follow up.

Strategy 1 Details	Reviews			
Strategy 1: Mays CP will implement monthly Pep rallies targeting Scholar joy Strategy's Expected Result/Impact: Increase in positive scholar feedback in quarterly survey Staff Responsible for Monitoring: Grade Level Admins Grade Team Leaders Teachers Title I: 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning. Root Cause: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	INTERVENTIONIST		1
	COLLEGE COUNSELOR		1
Andrea King	College Counselor	Title I	1
Hilda Duenas	Director of College Counseling	Title I	1
James Hall	Interventionist	Title I	1
Jordan Thomas	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	CC		\$0.00
2	1	1	CC		\$0.00
2	1	1	DCC		\$0.00
3	1	1	Interventionist		\$0.00
Sub-Total					\$0.00

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	

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

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

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

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

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	84	88	93		81	85%
% Meets	59	73	71		70%	70%
% Masters	30	56	51		13%	14%
% Student Achievement Average	58	72	72		55%	56%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 3+		5	% Score 1-3			
% Score 4		3	% Score 4-5			
% Score 5		0	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Reading Mastery Machine Program implimented from January 2022 - May 2022	1 Curriculum for 9th grade that is vertically aligns to rigor AP ELA
Reading intervention classes. Aug - March. Small group instruction for targeted students in 6th grade and 8th grade	2 Targeted supports for ELL and all SPED
Implementation of rigorous teks alined curriculum with adaptations to wit and wisdom	3 Targeted instruction for conceptual rigor to push % 6th and 9th

Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	91	82	95		
% Meets	53	49	74		
% Masters	24	29	54		
% Student Achievement Average	56	53	74		
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
Math Mastery Machine Program: Utilized instructional programs such as Study Island, IXL, and direct	Targeted SPED Support.
Utilized twice-weekly tutoring sessions targeted on approaches and Masters level scholars. □	Overall passing rate for Sped scholars for Mays academy and college prep
Utilized a focus on Mathematical conceptual understanding to build vertical alignment from Academy through College	3

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	97	98	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	na	94	
% Meets	na	77	
% Masters	na	27	
% Student Achievement Average	na	66	

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
Campus created curriculum for all science grade levels focused on vertical alignment <input type="checkbox"/>	Targeted support for ELL scholars <input type="checkbox"/>
Investment in Mastery Machine programs for STAAR readiness and resources (StemScopes, Study Island, IXL) <input type="checkbox"/>	Push for higher % mastery across all science grade levels. Aligning curriculum to AP
Weekly Content PD to address campus-level gaps/trends <input type="checkbox"/>	3

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					
% Intermediate					
% Advanced					
% Advanced High					

Reflection

Areas of Strength	Areas of Need
1 Strong, experienced EL support	More strategic training of staff to better support needs of EL students
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	Mock simulations for telpas needs to be prioritized
3 We've been able to test 100% of students	Teachers are trained earlier

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	97	98	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	79	95	
% Meets	60	83	
% Masters	37	58	
% Student Achievement Average	59	79	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 3	8	25	4			% Score 1-3	
% Score 4	3	9	2			% Score 4-5	
% Score 5	0	1	0			% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Collaboration with ELA team during content PDs ☐	Targeted focus on pushing % mastery
Implementation of TEKS-based Mastery Machine	Targeted support for special populations (SPED and ELL, specifically)
TEKS based after school tutorials	3

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 %	Senior Class TSI Completion %

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG

Reflections

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

Campus Name

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

Reflections	
Areas of Strength	Areas of Need
1 Teacher development	Teacher retention is a major gap. Systems have burnt out teachers
2 Leader retention	We must impliment long term sustainable ways of ensuring scholar and teacher success
3 SPED Retention	Last minute hire resulted in additional turn over

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.38
% Overall Persistence	85.94
% New Student Persistence	75
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	13%
% ELL	
% Eco Dis	78
% Migrant	0
% Race: American-Indian- Alaska-Native	0.44
% Asian	0.33
% White-Hispanic	6
% Multi	0.59
% Black-African-American	10.34
% Native-Hawaiian-Pacific- Islander	0
% White	6
% Male	49
% Female	50

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 consistency in protocols	1 Communication tools alignment
2 Leadership alignment	2 SIS and Registrar Training
3 Staff training	3 Staff consistency

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	N/a
% Families who attended Spring Festival	90%

Reflections	
Areas of Strength	Areas of Need
Better advertising after 1 semester	1 counting attendance
word of mouth following events	2 clear methods for payments and fundraising
Partnerships with local vendors to support community	3 security for events