IDEA Public Schools

Rio Grande City Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

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

Revised/Approved: September 16, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Needs assessment overview on September 16, 2022.

Demographics

Demographics Summary

IDEA Rio Grande City Academy is a Pre-K-5th grade campus established in 2017 in Rio Grande City, Texas. Serving 800 students from a low economic population in Rio Grande City, Roma and La Grulla, Texas. Our staff currently consists of 56 staff members ranging in expierence from 1-10 years in the classroom. We offer a varitey of programs at our campus that focus on student learning and student development, such as Special education, RISE, Critical student intervention and electives to name a few. 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): Student persistence was at an all time low. Persistence was at at an 86% **Root Cause:** There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Problem Statement 2 (Prioritized): ADA was not met. We consistently had students struggling to get to campus and were out alot due to being sick. ADA was at a 86%, **Root Cause:** Lack of focus on parent meetings and our escalation matrix has been revised to better meet the needs of our campus and parents in order to better support ADA. Teacher buy in with ADA phone calls.

Student Learning

Student Learning Summary

This academic school year, our students had large gaps post pandemic. We knew that our focus was going to be heavily on student growth due to our circumstances. We prioritized knowing the data, knowing our students and we made strategic moves and observations based on our data. Data tracking was at the forefront of our focus and that became the way that we started seeing changes and growth. On Domain 1 we were rated a 75/100 on student achievement. Domain 2 ended up at a 96/100 based on school progress and Domain 3 was a 84/100 for closing the gaps. Data shows us that our ELA outperformed Math, making Math our big focus this school year. We hit over 95% of our growth measures in both Reading and Math and will be focusing on our Non-cont'd enrolled students as this was a measure that we did not it. In our lower grades, our Pre-K-2nd grades ended the year on/ above level in Reading and Math and performed well on subjects such as Math, Science and Social Studies. Our focus this school year remains on student performance, student growth, meets and masters and most importantly, pushing the rigor in all classrooms.

Please see PDF in addendum for more infomation.

Student Learning Strengths

Please see PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages. **Root Cause:** Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected.

Problem Statement 2 (Prioritized): Critical student intervention did not meet the needs of our most critical students. **Root Cause:** Students in CSI are not getting enough practice and tutorials.

Problem Statement 3 (Prioritized): Math overall and 5th Science remain our priority subjects and we've seen a decline specifically in 5th Science. **Root Cause:** Math is foundational and gaps in instruction due to COVID amounted to large gaps overall. 5th Science lacked consistent hands on labs.

School Processes & Programs

School Processes & Programs Summary

Programs

GET

Imagine learning

CSI

Processes:

Professional Development on Campus

Lead team tacticals

Instructional rounds

Instructional tactical

Our leaders on campus receive quality instructional coaching through our district called Coaching Academy. This is something that all first year leaders attend. We then build upon that at our campus by having campus based instructional rounds that allow us to determine strengths and trends that we need to coach our teachers on. We use tools such as the GET to determine what the teachers need to work on. This allows my leaders to coach their teachers effectively and consistently.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Social and emotional supports were needed on campus and this lead to behavior issues. **Root Cause:** Focus on gaining certified counselor.

Perceptions

Perceptions Summary

Leadership Team is highly visible to parents, teachers, and community members. Parents and community members often seek out opportunities to volunteer on the campus and support teachers. Our overall retention of teachers is not a priroity, however, our focus remains on retaining all staff members, whether teacher or co-teacher. Our overall teacher retention was at a 97% but our overall staff retention was at a 93% so our focus is going to be on ensuring that we retain our co-teachers. A big way to do that is leverging their strenghts and utilzing them accordingly for future promotions.

We utilize staff feedback surveys to ensure that we are consistently meeting the needs of teachers and staff. These are often issued out two times a year. Once during the Fall and one in the spring. We also utilize our GPTW surveys to receive feedback from our staff.

Please see PDF in addendum for more info.

Perceptions Strengths

Please see PDF addendum for more info.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent investment regarding curriculum or instruction. **Root Cause:** The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Problem Statement 2 (Prioritized): Lack of consistent parent support with goals night. **Root Cause:** Lack of knowledge of what goals are and the impact that they make on a student's success.

Priority Problem Statements

Problem Statement 1: Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages.

Root Cause 1: Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of parent investment regarding curriculum or instruction.

Root Cause 2: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Critical student intervention did not meet the needs of our most critical students.

Root Cause 3: Students in CSI are not getting enough practice and tutorials.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math overall and 5th Science remain our priority subjects and we've seen a decline specifically in 5th Science.

Root Cause 4: Math is foundational and gaps in instruction due to COVID amounted to large gaps overall. 5th Science lacked consistent hands on labs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: ADA was not met. We consistently had students struggling to get to campus and were out alot due to being sick. ADA was at a 86%,

Root Cause 5: Lack of focus on parent meetings and our escalation matrix has been revised to better meet the needs of our campus and parents in order to better support ADA. Teacher buy in with ADA phone calls.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student persistence was at an all time low. Persistence was at at an 86%

Root Cause 6: There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Social and emotional supports were needed on campus and this lead to behavior issues.

Root Cause 7: Focus on gaining certified counselor.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of consistent parent support with goals night.

Root Cause 8: Lack of knowledge of what goals are and the impact that they make on a student's success.

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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

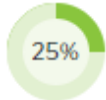**Goal 1:** IDEA achieves an A rating

Performance Objective 1: 100% of students will increase 3rd reading STAAR & 3rd grade math STAAR performance.

90/60/30 in all 3rd-5th Grade subjects.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Exams, Semester exams, Mocks, STAAR, Exit tickets.

Strategy 1 Details	Reviews			
Strategy 1: Accelerate student learning through HB4545.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accelerate student learning in Reading and Math for those students that do not meet state standard.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, leaders and HB4545 point people. **Title I:** 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Jocelyn Rodriguez & Erika Salinas - Federal Grant - $113,200	25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

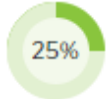| Student Learning |
|---|
| **Problem Statement 1**: Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages. **Root Cause**: Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected. |

Goal 1: IDEA achieves an A rating

Performance Objective 2: Focus on domain 3 sub-pops to ensure that our special pops are meeting their goals.

High Priority

HB3 Goal

Evaluation Data Sources: Exams, 90/60/30 on STAAR exams, RenSTAR

Strategy 1 Details	Reviews			
Strategy 1: Special education teacher & CSI teachers tracking performance on students through renSTAR, STAAR, and IEP's.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Meet SAS of 23 of Sped goal and 50% of CSI students meet two years growth in one year. **Staff Responsible for Monitoring:** Interventionists, sped teachers, lead team, general education teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Federal Grant	25%	50%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Problem Statements:
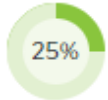
Student Learning
Problem Statement 2: Critical student intervention did not meet the needs of our most critical students. **Root Cause**: Students in CSI are not getting enough practice and tutorials.

Goal 2: Meet enrollment by FDOS.

Performance Objective 1: By the end of the 22-23 school year, we will increase the number of applications by 50%

    High Priority

    Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
Strategy 1: Enrollment team will host enrollment events in the community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of applications	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: APO, Enrollment Coordinator
 	
    Title I:
2.5
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1
    Funding Sources: Ana Perez, Lucia Gomez, May Ramos, Nancy Guerra - Federal Grant - $177,727.04
	25%	50%		

0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Social and emotional supports were needed on campus and this lead to behavior issues. **Root Cause**: Focus on gaining certified counselor.

Goal 2: Meet enrollment by FDOS.

Performance Objective 2: By the end of the 22-23 school year, we will retain 100% of our 5th graders.

High Priority

Evaluation Data Sources: Persistence data & stream

Strategy 1 Details	Reviews			
Strategy 1: Leaders will build opportunities for 5th graders to build traditions and see the middle school experience through joy.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% persistence of 5th graders **Staff Responsible for Monitoring:** Student success advisor and APO **Problem Statements:** Demographics 1	25%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student persistence was at an all time low. Persistence was at at an 86% **Root Cause**: There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Goal 3: Increase student daily attendance

Performance Objective 1: 97% of our students will attend school daily.

    Evaluation Data Sources: ADA dashboard, exam data

Strategy 1 Details	Reviews			
Strategy 1: Increase parent engagement through our parent volunteer program and have multiple opportunities for our parents to connect with our students and school.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Attendance goes up because they feel an attachment to our school.
    Staff Responsible for Monitoring: Leaders and teachers.
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Lead strong efforts with the Healthy kids initiative to ensure that students are healthy so they can be at school every day.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Students attend school regularly and are succeeding in class.
    Staff Responsible for Monitoring: Lead team, teachers
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
	25%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of parent investment regarding curriculum or instruction. **Root Cause**: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Goal 4: Increase student persistence

Performance Objective 1: Students persist year after year.

    High Priority

    Evaluation Data Sources: New student persistence, student persistence

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we operate in a violence free environment for our students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong student culture	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Provide strong communication expectations with our parents to keep them in the loop and engaged throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students persist year after year. Parents are satisfied.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SSA, Lead team, teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	45%		

Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers use move this world daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase persistence through SEL topics through move this world.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, leaders **ESF Levers:** Lever 3: Positive School Culture	25%	35%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Lack of parent investment regarding curriculum or instruction. **Root Cause**: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Goal 5: Increase staff retention

Performance Objective 1: We will retain high quality staff year after year.

    Evaluation Data Sources: GPTW surveys, teacher retention data.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive high quality feedback to ensure that they are growing and learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain high quality teachers		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead team **TEA Priorities:** Recruit, support, retain teachers and principals -		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Title I Personnel

Name	Position	Program	FTE
Ana Perez	PRE-KINDERGARTEN TEACHER		1
Erika Salinas	INTERVENTIONIST		1
Jocelyn Rodriguez	INTERVENTIONIST		1
Lucia Gomez	PRE-KINDERGARTEN TEACHER		1
May Ramos	CO-TEACHER		1
Nancy Guerra	Pre-K Co-Teacher		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Jocelyn Rodriguez & Erika Salinas		$113,200.00
1	2	1	Interventionist		$0.00
2	1	1	Ana Perez, Lucia Gomez, May Ramos, Nancy Guerra		$177,727.04
				Sub-Total	$290,927.04

Addendums

IDEA Rio Grande City Academy
2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1H	Added an extra interventionst in Academy to support with our CSI efforts through ESSR funds.	AR	All	M.Garcia	ongoing	CSI resources and materials.	Renstar, STAAR	BOY, MOY, EOY Renstar assessments
1A	Literacy initiative on campus by hosting monthly literacy nights and celebrating our word masters and royal readers	S	All	J.Jauregui	Ongoing	Reading resources for literacy night		STAAR reading data, EOY renstar tests, AR
1A	Supplement Core content programs with STAAR MASTER	S	All	M.Garcia	22-23	STAAR master books	Scope & Sequence	BWA, EOM, MM, SE, Mocks, STAAR
1A	Hire consultants to come in and support with STAAR	O	All	M.Garcia	22-23	Resources from consultants		STAAR, CSI, Renstar, Etc.
2C	21st century enrichment programs	O	All	Site Coordinator	ongoing	Activity	Calendars	Parent surveys
2A	Celebrating staff on a monthly basis during PD	O	All	Lead team	Monthly		awards, certificates	GPTWS
2A	Grade team lunches	O	All	Lead team	Monthly	N/A	Calendars to plan ahead	GPTWS
2C	Grade level events	O	All	GTL's	Monthly		Calendar of events from team	Parent satisfaction surveys, persistence
2A	Principal 1 to 1 check ins with all staff	O	All	Mrs. Garcia	Quarterly	Check in document	Quarterly calendar	GPTWS
2A	Tutorials & Saturday school with a focus on students that did not pass STAAR.	O	All	Dr. J	Weekly	STAAR masterials and resources	Tutorial hours	Tracking and data

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			

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%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

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

IDEA Rio Grande City Academy

Comprehensive Needs Assessment ACADEMY					
Data Sources: Eureka Math & Electives Academy					
	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	99/90/61	85/60/45	**72%**	Met

Data Source: STAAR Academy					
	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	66	60	75	62%	Met
% Meets	35	32	54		
% Masters	16	16	33		
% Student Achievement Average	39	36	54		
% Meet 2 year growth	39	36	54		

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. 5th Math grew alot and the rigor in the math class increased. Teachers in the lower grades were	1. Pre-K-5th alignment in order to push rigor
2. There was alot of growth in general.	2. Rigor in general needs to be focused on and this will increase meets and masters
3	3. More emphasis on math fluency.

IDEA Rio Grande City Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	72%	92%	7%	74%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met

Data Source: STAAR				
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 5**	**STAAR Writing Grade 4**
% Approaches	73	72	72	N/A
% Meets	47	45	50	N/A
% Masters	23	20	36	N/A
SAS	48	46	52	N/A
% Student Achievement Average	48	46	52	N/A

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	36%
% of CSI Passing STAAR	30%
% of SPED Passing STAAR	60%

Reflections	
Areas of Strength	**Areas of Need**
1. Lower grades all met their reading goal. The focus was remediation and small group focus this year along with growth.	1. Concentration on meets and masters needs to happen. We need to know who are our students that can do it and target them from the get go.
2. Strong focus on pushing rigor in ELA, especially in 3rd-5th.	2. Focus on rigor. We need to do a better job at focusing on the rigor in all grade levels.
3. Strong focus on thinking jobs across all contents in STAAR grade levels.	3. Pushing CSI and sped data .

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	N/A	100/100/100	100/98/95	91/76/62	77/44/15	71/23/4
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	61					
% Meets	40					
% Masters	21					
% Student Achievement Average	40					

Reflections	
Areas of Strength	**Areas of Need**
1. Lower grades did a great job at facilitating the content.	1. Meets & Masters in upper grades
2. Growth in meets % for 5th science.	2. More hands on approach
3. Kinder was at 100% overall.	3. Increase level of rigor in 3rd-5th

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Comprehensive Needs Assessment							
ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100/100/100	100/100/100	**100/98/95**	**74/47/30**	75/47/12	98/83/57

Reflections	
Areas of Strength	**Areas of Need**
1. Kinder-2nd grade results were strong.	1. Support with 3rd & 4th grade humanities.
2. 5th Grade results were strong and masters was strong.	2. Focus on rigor to make it challenging.
3. Alignment between K-2nd	3. Need to prioritize coaching in 3rd & 4th

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Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	Speaking	Reading	Writing
% Beginning	12%	17%	19%	19%
% Intermediate	21%	36%	38%	36%
% Advanced	36%	36%	29%	28%
% Advanced High	31%	10%	12%	15%

Reflections	
Areas of Strength	Areas of Need
1. High focus on ELL during the BOY , MOY and EOY in class and	1. Targeted approches from the begi
2. ELL point person and testing coordinator really pushed the focus o	2. More training for staff.
3. Teachers knew who to target and when and provided in class suppo	3. Focus on advanced to move them

% of ELL Students who grew one or more levels
53%
53%
53%
53%

d
inning of the year.
to advanced high.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	97%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	60%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25+

Reflection	
Areas of Strength	**Areas of Need**
1. Retention of teachers	1. Focus on certified teachers and leaders.
2. Retention of lead team	2. Focus on certified counselors
3. Retention of sped team.	3

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Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.94%
% Overall Persistence	86.00%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	4.19%
% ELL	63.55%
% Eco Dis	87.56%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.37%
% White-Hispanic	3.08%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.08%
% Male	52.22%
% Female	47.78%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Cont'd enrolled out performed in ELA.	1. Focusing on our sped/ell poputlations based on data..
2. Met sped goal of SAS of 23.	2. Increasing ADA to 97%. Students need to be in their seats
3	3. Focusing on persistence. Our non-con't enrolled students

are struggling.

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	93%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	100%
% Families who attended Fall Festival	85%
% Families who attended Winter Festival	85%
% Families who attended Spring Festival	85%

Reflection	
Areas of Strength	**Areas of Need**
1.Having multiple events that allow us to build relationships with families.	1 More engagement with curriculum nights
2. Assemblies were full of families celebrating their child.	2. More engagement with Welcome to IDEA
3	3