

IDEA Public Schools

Rise 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 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 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Rise College Prep was founded in 2019. Currently we serve approximately 480 students in grades 6-9.

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): We need to increase our student persistence as we have yet to meet the 90% goal since our founding. **Root Cause:** 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Problem Statement 2 (Prioritized): We need to increase our student attendance as we did not meet our 97.5% ADA goal last year. **Root Cause:** 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Student Learning

Student Learning Summary

Over the past year we have attained strong academic progress as a school. In our most recent accountability ratings, we received a 92 for student achievement, a 95 for school progress, and a 100 for 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): Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. **Root Cause:** 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Problem Statement 2 (Prioritized): Our TELPAS speaking scores have significantly lagged the other TELPAS domains. **Root Cause:** 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.

School Processes & Programs

School Processes & Programs Summary

Currently our campus provides initial leadership training over the summer and ongoing side by side training throughout the year. Additionally, each member of our leadership team is provided with clear roles/responsibilities. Similarly, we provide initial teacher training during the summer and use the trends from instructional rounds and student data in order to provide ongoing and responsive training throughout the year.

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): We have had difficulty recruiting high-quality, mission aligned instructional staff members. **Root Cause:** 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

Problem Statement 2 (Prioritized): We have had difficulty retaining instructional staff members in SpEd and electives. **Root Cause:** 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Perceptions

Perceptions Summary

Over this past year, we had a staff turnover rate of over 20%. This was significantly higher than previous years where we had between 10%-15% staff turnover. We had high climate and culture survey reports (over 85) as measured by great places to work.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of risk assessments and students requiring partial or full hospitalization programs for mental health has increased significantly.

Root Cause: 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports.

Problem Statement 2 (Prioritized): The number of families participating in school events has declined. **Root Cause:** 1. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events.

Priority Problem Statements

Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding.

Root Cause 1: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to increase our student attendance as we did not meet our 97.5% ADA goal last year.

Root Cause 2: 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year.

Root Cause 3: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our TELPAS speaking scores have significantly lagged the other TELPAS domains.

Root Cause 4: 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have had difficulty recruiting high-quality, mission aligned instructional staff members.

Root Cause 5: 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We have had difficulty retaining instructional staff members in SpEd and electives.

Root Cause 6: 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The number of risk assessments and students requiring partial or full hospitalization programs for mental health has increased significantly.

Root Cause 7: 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The number of families participating in school events has declined.

Root Cause 8:

1. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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









Goals

Goal 1: Increase staff retention to 85%

Performance Objective 1: By the end of the 22-23 school year. Rise College Prep will receive an 85+ rating on the great places to work survey.

High Priority

Evaluation Data Sources: GPTW survey

Strategy 1 Details	Reviews			
Strategy 1: Hold quarterly pulse checks. Listen to teachers concerns and respond accordingly. Strategy's Expected Result/Impact: Increase employee engagement and satisfaction. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Roll out TCP campus based incentive program to support teacher retention. Strategy's Expected Result/Impact: Increase employee engagement and satisfaction. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We have had difficulty recruiting high-quality, mission aligned instructional staff members. Root Cause: 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

School Processes & Programs


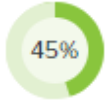






Problem Statement 2: We have had difficulty retaining instructional staff members in SpEd and electives. **Root Cause:** 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will increase the % of students on track to graduate to 97%.

High Priority

Evaluation Data Sources: OTG report

Strategy 1 Details	Reviews			
Strategy 1: Tracking TSI Exemption Strategy's Expected Result/Impact: Increase the % of TSI exempted students each year. Staff Responsible for Monitoring: College Counselor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: College Counselor will provide weekly OTG reports to teachers along with key next steps to reduce failing grades. Strategy's Expected Result/Impact: Increase the % of students who are on-track to graduate. Staff Responsible for Monitoring: College Counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. Root Cause: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.
Problem Statement 2: Our TELPAS speaking scores have significantly lagged the other TELPAS domains. Root Cause: 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.









Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will obtain an Achievement Average of 60 in ELA.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Monitor student achievement daily, weekly, and summative data for ELA and respond to it accordingly. Strategy's Expected Result/Impact: The ability to provide early intervention for teachers whose student achievement results are lacking. Staff Responsible for Monitoring: Assistant principals of instruction. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support teachers to create and implement high quality lesson plans. Strategy's Expected Result/Impact: The level of student mastery will increase and the amount of re-teach needing to happen will be reduced. Staff Responsible for Monitoring: APIs TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. Root Cause: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 2: By the end of the 22-23 school year, Rise College Prep will meet all domain 3 metrics for our special education students.

High Priority

Evaluation Data Sources: STAAR







Strategy 1 Details	Reviews			
Strategy 1: Special education teachers will provide additional tutoring for our special education students who are off-track to meet their end of year goals. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Assistant Principal of Instruction Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
	 40%	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 3: By the end of the 22-23 school year, Rise College Prep will have 90% of its students meeting their MVPA goals in PE.

High Priority

Evaluation Data Sources: IHT fitness data.







Strategy 1 Details	Reviews			
Strategy 1: Support the PE teachers to engage 100% of students in physical activities for at least 30 minutes per day. Strategy's Expected Result/Impact: Increasing the % of students meeting their MVPA goals. Staff Responsible for Monitoring: Assistant Principals of Instruction Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will attain an average daily attendance of 97%+.

High Priority

Evaluation Data Sources: Attendance data.

Strategy 1 Details	Reviews			
Strategy 1: Utilize weekly incentives to increase the ADA at Rise College Prep. Strategy's Expected Result/Impact: An increase in ADA Staff Responsible for Monitoring: Assistant Principal of Operations and Student Success Advisor. Title I: 2.6 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

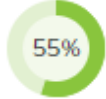





Demographics
Problem Statement 2: We need to increase our student attendance as we did not meet our 97.5% ADA goal last year. Root Cause: 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Goal 5: Increase student persistence to 90%.

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will have 90%+ of its students persist.

High Priority

Evaluation Data Sources: School enrollment data.

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly family engagement events. Strategy's Expected Result/Impact: Increase the amount of families connected to our school and increase our student persistence. Staff Responsible for Monitoring: Student Success Advisor & Social Worker Title I: 2.6 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding. Root Cause: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Goal 5: Increase student persistence to 90%.

Performance Objective 2: By the end of the 22-23 school year, Rise College Prep will reduce the number of violent code of conduct offenses by 10%.

High Priority
Evaluation Data Sources: Student discipline data.

Strategy 1 Details	Reviews			
Strategy 1: Hold mediations when students are in conflict with each other. Strategy's Expected Result/Impact: A reduction in the number of violent code of conduct offenses. Staff Responsible for Monitoring: Student Success Advisor & Social Worker Title I: 2.6 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding. Root Cause: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
Imelda Harris	College Counselor	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$0.00
Sub-Total					\$0.00

Addendums

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

Campus Name

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: CSI						
% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	59					
% of CSI Passing STAAR	66					
% of SPED Passing STAAR	75					
Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76	91	92			
% Meets	41	73	69			
% Masters	23	47	44			
% Student Achievement Average	47	70	68			
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 2						
% Score 3+						
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	Areas of Need
1. Communication among all ELA teachers/team leaders	1. Cross curricular for CSI
2. Support from ELA teachers on all grade levels	2. ELL resources/support/meeting (Clever, vocab w/ images, ect.)
3. Annotations and test taking strategies	3. Transferring annotating/test taking strategies to online testing

4. Extra computers in all class rooms
5. IXL editing, grammer, and achieve
6. Student Perspective training

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	94	91	100	
% Meets	75	66	90	
% Masters	44	37	73	
% Student Achievement Average	71	65	88	

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 2					
% Score 3+					

Reflections

Areas of Strength	Areas of Need
1 - Ample resources (math workbooks, printer paper, etc.)	1 - Not having enough pencils
tutoring/PD/Saturday school if data does not show need for it	2 - Consistency by all leaders, teachers, and flex teachers , in upholding campus culture expectations
3 - Consistency in lesson plan structure and approach to responding to data	3 - Opportunities to observe other math teachers both on- and off-campus

Campus Name

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	EOY	EOY				
% Passing	99%	99%				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches		97				
% Meets		80				
% Masters		35				
% Student Achievement Average		71				
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 2						
% Score 3+						

Reflections	
Areas of Strength	Areas of Need
1 Interdependence Within Environmental Systems	1 Resources for Protein Synthesis Unit
2 Biological Evolution and Classification	2 Resources for Biological Processes and Systems (models of body systems - dissected animals)
3 Annotating and Explanations on multiple choice questions	3 Extra computers, chargers, and power cables in all class rooms

Campus Name

Comprehensive Needs Assessment							
COLLEGE PREP							
Data Source: Internal Assessments							
	EOY	EOY					
% Passing	100%	100%					
Data Source: STAAR							
	US History	US History					
% Approaches	81						
% Meets	56						
% Masters	37						
% Student Achievement Average	58						
Data Source: AP/IB							
	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics		
AP Scores							
% Score 1							
% Score 2							
% Score 3+							

Reflections	
Areas of Strength	Areas of Need
1. Knowledge of our content and needs	1. Vertical Alignment and interdepartment observations
2. Diversity of learning (Nearpod, Blooket, Videos, Reading Worksheets, etc.)	2. Resource banks of aligned questions, case studies, and projects
3. Collaboration of teachers	3. History specific student goals

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0.70%	6%	7%	2%	39%
% Intermediate	10%	44%	16%	13%	
% Advanced	21%	47%	31%	34%	
% Advanced High	67%	1.40%	45%	50%	

Reflection	
Areas of Strength	Areas of Need
1. Executing efficient testing despite losing multiple days due to severe ice storms	1. More Practice with speaking domain of TELPAS earlier in the year during mocks
2. Students were able to grow or maintian proficiency during the administration within the accepted parmeters.	2. Training more administers for one on one admins for certain students who struggle in classes (SpEd/504)
3. Thanks to our on campus Social Worker, students were able to feel more confident in speaking in rooms with other students.	3. Designating more time blocks for smaller groups of students to have more time and coaching for practices before administration.

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	50%
% Teacher Retention	83%
% Campus Support Retention	78%
% SPED Certified Teachers	10%
% State/National Certified Teachers	67%
% State Certified Leaders	16%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1. Pre-work saved interview time with low quality candidates.	1. Have students participate in sample lessons for 23-24 staffing.
2. Utilizing teachers as part of the interview process.	2. Ineffective recruitment led to lots of last minute candidates.
3. Leader candidates were strong.	3. More effective screening process at HQ. Lots of candidates were lost because they were not sent to campuses in a timely process.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.42%
% Overall Persistence	88.95%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	12
% SPED	9%
% ELL	42%
% Eco Dis	87%
% Migrant	0%
% Race: American-Indian- Alaska-Native	1%
% Asian	2%
% White-Hispanic	62%
% Multi	0%
% Black-African-American	30%
% Native-Hawaiian-Pacific- Islander	0%
% White	5%
% Male	45%
% Female	55%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Program Structure	1. Adding more specific behaviors for demerits.
sports. Due to the great communication from Staff. They know	9th grade community service hours at events More events in general.
3. behavior System, DeansList, consistency across the board, no bias when giving consequences. Positive merits	3. Bigger Grade Team Celebrations possibly 1x a month or q

5. Upgarde Homecoming - Middle School/High School

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	32%
% Families Who Attended EOY Ceremonies	94%
% Families who attended Fall Festival	21%
% Families who attended Winter Festival	92%
% Families who attended Spring Festival	84%

Reflections	
Areas of Strength	Areas of Need
1. Sports events open to families!	1. Community Festival (seasonal), 9th grade community service hours at events More events in general.
2. A wide variety of monthly family engagement events.	2. PTA for our parents, parent volunteers for events/school gatherings
3. Partnering with local community organizations.	3. Upgrade Homecoming - Middle School/High School

