

IDEA Public Schools

Round Rock Tech Academy

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

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 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	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Increase staff retention	13
Goal 2: All IDEA students matriculate to college	13
Goal 3: IDEA achieves an A rating	15
Goal 4: Increase student daily attendance	18
Goal 5: Increase student persistence	20
Title I Personnel	22
Campus Funding Summary	23
Addendums	24

Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Round Rock Tech Academy was founded in 2020. It currently serves as a Kinder through fourth grade elementary with a large culturally diverse student population. We are an open enrollment public charter school in Round Rock, Texas. IDEA Round Rock Tech Academy provides a stimulating learning experience promoting each Thunderbird's social/emotional, physical, and cognitive development. Since we are a technology school, we prioritize and foster student success to prepare them to engage with and conquer real-world 21st-century problems. 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): There is a need to foster strong partnerships amongst the campus and families so that students can persist with us throughout the years. **Root Cause:** 1. Strong communication amongst lead team so that onboarding plans can be stronger for new families. 2. Clear systems to receive feedback from families throughout the school year to know areas of improvement from parents perspective.

Problem Statement 2 (Prioritized): There is a need to follow through with ADA celebrations that have been communicated with staff, families, and students. **Root Cause:** 1. We must have plan celebrations in advance that include purchasing items as well as calendaring events.

Student Learning

Student Learning Summary

The state accountability reflects an "A" rating for the campus. The letter grades is broken down further, as Domain 1 is a C, Domain 2 is an A, and Domain 3 is a B. Students in Kinder through second grade are performing above 90% of students reading at or above their reading level.

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): Student passing percentage in 3rd grade Math STAAR is low. **Root Cause:** Aside from shifts in teachers in 3rd grade, the class lacked differentiation per student needs.

Problem Statement 2 (Prioritized): Student passing percentage in 3rd grade ELA STAAR was low. **Root Cause:** Instruction lacked rigor for students in this classroom.

School Processes & Programs

School Processes & Programs Summary

The campus develops instructional leaders by giving them clear roles and responsibilities. Each leader gets specific training according to the content that they are managing. Additionally, staff obtains differentiated development based on their skills. This looks like additional observations and coaching with our new staff members.

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): Our lead team retention was low which impacted teacher retention. **Root Cause:** Our campus did not work collaboratively with teachers and the region to support teacher development.

Problem Statement 2 (Prioritized): Lack of clear electives offered at IDEA Round Rock Tech Academy misinformed families which impacted student retention. **Root Cause:** Campus did not strategically staff school teachers in the most effective locations.

Perceptions

Perceptions Summary

At IDEA Round Rock Tech Academy, we collaborate when there is a challenge or difference in views. Teachers and leaders work together with empathy to see each other perspectives and come to a shared agreement. Ultimately, the staff is aware that we create the school's culture and climate; thus, we work together to keep it high.

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): During last year, parents shared with the campus that there was a gap in communication from the campus and our families. **Root Cause:** There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 2 (Prioritized): During last year, parents shared with the campus that there was a gap in family engagement events provided by the campus. **Root Cause:** There were no clear mechanisms in place that provided guidance on staff and family communications.

Priority Problem Statements

Problem Statement 1: There is a need to foster strong partnerships amongst the campus and families so that students can persist with us throughout the years.

Root Cause 1: 1. Strong communication amongst lead team so that onboarding plans can be stronger for new families. 2. Clear systems to receive feedback from families throughout the school year to know areas of improvement from parents perspective.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student passing percentage in 3rd grade Math STAAR is low.

Root Cause 2: Aside from shifts in teachers in 3rd grade, the class lacked differentiation per student needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our lead team retention was low which impacted teacher retention.

Root Cause 3: Our campus did not work collaboratively with teachers and the region to support teacher development.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During last year, parents shared with the campus that there was a gap in communication from the campus and our families.

Root Cause 4: There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to follow through with ADA celebrations that have been communicated with staff, families, and students.

Root Cause 5: 1. We must have plan celebrations in advance that include purchasing items as well as calendaring events.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student passing percentage in 3rd grade ELA STAAR was low.

Root Cause 6: Instruction lacked rigor for students in this classroom.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: During last year, parents shared with the campus that there was a gap in family engagement events provided by the campus.

Root Cause 7: There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of clear electives offered at IDEA Round Rock Tech Academy misinformed families which impacted student retention.

Root Cause 8: Campus did not strategically staff school teachers in the most effective locations.

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention









Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase staff retention by 25% by the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: EOY retention percentage

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create a meaningful interpersonal relationships with staff members. Strategy's Expected Result/Impact: Lead with transparency Build relationships of trust with teachers through strengths interviews and ongoing authentic conversations during coaching conversations. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Development of Teachers Strategy's Expected Result/Impact: Provide each leader with weekly coaching conversation and observation with feedback (happens during our check in time). Include two-way feedback in check in document. Seek feedback from teachers quarterly through survey and implement minimum of one action step based on feedback provided starting on October 7th. Use Great Places to work data to make changes in the way I lead campus. Using the Scope and sequence as a guide for teacher development.	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

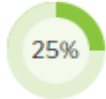

Performance Objective 1: IDEA Round Rock Tech will be able to have 90% of academy students on grade level by end of year so they can be ready for the next grade level.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR result and EOY tests.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Data Driven Intervention Strategy's Expected Result/Impact: * Actively participate in conference calls * Ensure that Aya comes to check-ins with action plans for low performing DI groups * During weekly check-ins with Aya, identify gaps in progress to goals and probe to find root cause and action steps aligned to root cause. * Use student data to identify priority teachers during check-ins with Aya and observe priority teachers during joint observations. * Ensure that interventionists are being used quarterly to teach groups that are not on track to meet EOY goals Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop Assistant principals Strategy's Expected Result/Impact: * Join weekly observations with APs, ensuring that we leave each classroom normed on critical next steps and GET ratings	Formative			Summative
	Oct	Jan	Mar	June

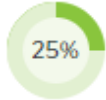



<ul style="list-style-type: none">* Observe Aps in weekly coaching conversations and provide immediate feedback* Lead powerful check-ins with APs that are led by data* Observe leaders coaching practice to give on the spot feedback <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<div><div></div><div>25%</div></div>	<div><div></div><div>50%</div></div>		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				




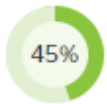




Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Round Rock Tech will have be rated an "A" campus in 3rd grade ELA and Math.

Evaluation Data Sources: STAAR scores and Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continuously monitor student progress Strategy's Expected Result/Impact: Block time in calendar for weekly data analysis Ensure that APs come to check-ins with action plans for low performing groups of scholars During weekly check-ins with APs, identify gaps in progress towards goals and probe to find root cause and action steps aligned to root cause. Focus on Monitoring Student Growth Ensure to follow RRTA diverse learner agreement, if a student receives a 70% or lower, we must meet as a grade level to discuss effective accommodations. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Driven intervention Strategy's Expected Result/Impact: Use scholar data to identify priority teachers during check-ins with APs, observe priority teachers during joint observations. Ensure remediation is being utilized effectively to ensure 100% objective mastery Ensure leaders are doing accommodation rounds with all teachers. (SPED teacher and Edna) Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools -	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Use AR facilitator to support in 3-5th reading intervention. Strategy's Expected Result/Impact: increase STAAR Scores Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: AR Facilitator - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Use interventionist to support in 3rd math intervention. Title I: 2.4, 2.6 Funding Sources: Interventionist - State Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Round Rock Tech will have 60% of SPED students obtain at least "approaches" on STAAR test.

High Priority

Evaluation Data Sources: Leader will use semester exams, TAPR reports, and daily class data to better support SPED students.

Strategy 1 Details	Reviews			
Strategy 1: Leader will develop SPED teacher at a greater capacity. Strategy's Expected Result/Impact: 60% SPED students pass the STAAR Staff Responsible for Monitoring: Aya Badawy and Sylvia Flores Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	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



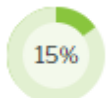
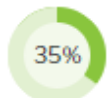




Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase student daily attendance by having student and stakeholder investment.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly daily percentages, Q percentages, and EOY ADA data.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Weekly Reviews Strategy's Expected Result/Impact: Completing weekly review of students with high attendance counts to determine teacher and parent communication Participate in ADA matrix meetings with API to find root cause of absences Staff Responsible for Monitoring: SSA Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher Accountability Strategy's Expected Result/Impact: Working to create teacher investment by working with APO and SIS to share ADA data with teachers GLL bi-weekly meeting to discuss ADA data and brainstorm methods to improve attendance and establishing one action item from meeting	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Round Rock Tech Academy will create a physically and emotionally safe environment.

High Priority

Evaluation Data Sources: District wide safety drill rubrics
Social emotional lessons to grade levels as needed

Strategy 1 Details	Reviews			
Strategy 1: Develop and manage assistant principal of operations to meet the district wide benchmarks on time Strategy's Expected Result/Impact: 100% compliance with district expectation. Students are safe and come to school. Staff Responsible for Monitoring: Aaron Freeman Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Social Worker will collaborate with grade levels to provide social emotional lesson with common themes, as needed. Strategy's Expected Result/Impact: All students emotional needs are met. Staff Responsible for Monitoring: Hannah Pridgen Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Social Worker - Federal Grant - \$58,180	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: Increase student persistence









Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase student daily attendance by having student and stakeholder investment.

High Priority

HB3 Goal

Evaluation Data Sources: monthly metrics, quarter metrics, and EOY metrics


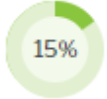




Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus Connection Strategy's Expected Result/Impact: Build relationship by visiting students to establish name recognition and awareness of my role Complete New Parent Calls to check in and see how they are adjusting to our campus, with at least 10 or more calls a week Staff Responsible for Monitoring: SSA, APO Title I: 2.6 Funding Sources: - Federal Grant - \$58,180	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Engaging Communication Strategy's Expected Result/Impact: Ensuring all parents are connected to Remind by performing weekly checks on Remind Post Parent Weekly to Facebook, Parent Groups and Remind to encourage connection with school information Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: IDEA Round Rock Tech Academy will have 100% of students reach 1,200 MVPA minutes implementing their IHT rate monitors.

Evaluation Data Sources: IHT rate monitors

Strategy 1 Details	Reviews			
Strategy 1: Develop PE teacher to ensure students are hitting their benchmark goals. Strategy's Expected Result/Impact: 100% of students hit the 1,200 MVPA minutes. Staff Responsible for Monitoring: Thorne Pettigrew Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hannah Pridgen	Social Worker		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	AR Facilitator		\$0.00
4	2	2	Social Worker		\$58,180.00
5	1	1			\$58,180.00
Sub-Total					\$116,360.00
State Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	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, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB 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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

ACADEMY

[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%

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 Round Rock Tech 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	NA	75%	83%	51%	69%	Not 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	63	na	74	40%	Not met	
% Meets	33	na	40			
% Masters	13	na	27			
% Student Achievement Average	36	na	47			
% Meet 2 year growth	na	na	100%			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	Na	
% of CSI Passing STAAR	Na	
% of SPED Passing STAAR	Na	

Reflections

Areas of Strength	Areas of Need
1. passing percentage increased 32% from SE to STAAR	1. Student work analysis meetings were not conducted until the second semester giving less opportunity for immediate reteach or
2. Lesson plan proficiency increased from January to May	2. Daily observations required to ensure strong first teach and instructional clarity in 3rd Math. Next year, every morning will start
3. Teacher was receptive and fast to feedback, especially with lesson planning.	3. New teacher in the content- thus, instructional Clarity-Teacher Talk was a gap. There was also inconsistent coaching with teacher

IDEA Round Rock Tech 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	N/A	85%	51%	81%	6.55%	74.87%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	STAAR Reading 5th Grade	
% Approaches	71	na	na	na	81	
% Meets	49	na	na	na	68	
% Masters	26	na	na	na	46	
SAS	na	na	na	na	na	
% Student Achievement Average	49	na	na	na	65	
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	54%					
% of CSI Passing STAAR	46%					
% of SPED Passing STAAR	29%					

Reflections	
Areas of Strength	Areas of Need
1.CSI instruction was consistent, as CSI teacher was not pulled for coverage.	1. Special education and CSI students had less than 50% of students passing the staar
2. The goal for word masters was met this year	2. Student work analysis meetings were not conducted until the second semester giving less opportunity for immediate reteach or
3 Kinder and 2nd grade close or met 90% on track on DI.	3. Daily observations required to ensure strong first teach and instructional clarity in 3rd/4th Math. Next year, every morning
	4. Team support with SS/Sci teachers. All teachers will have additional support with math 30 mins from every Sci/ SS teacher.

IDEA Round Rock Tech Academy

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	NA	93.49	50.81	50	57.84	

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	85	
% Meets	64	
% Masters	30	
% Student Achievement Average	60	

Reflections

Areas of Strength	Areas of Need
1 Student Engagement of Lesson Content; teachers cerated hands on activities for student learning.	1. Lessons must be aligned to the TEKs and vertically aligned to 5th grade.
2. Teacher created science club where students did science activities througout the semester.	2. Teachers must be providing additional rigorous practice as obly 50% of students were on grade level for 1st, 2nd, and 3rd grade.
3. Teacher celebrated science masters on EOY awards. This was something that was communicated to students,	3 Small Groups of Instruction to close gaps did not occur during the school year. □

IDEA Round Rock Tech Academy

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	NA	100	100	100	43.14	NA	85%

are

Reflections

Areas of Strength	Areas of Need
1. Teachers provided many projects that allowed students to learn with their hands- and present their oral skills.	1. on grade level increase in 3rd grade. Moving forward, we must provide additional time for teachers to plan and
2. K-2 grade had 100% of their students on grade level.	2. Need to support 3rd grade humanities in providing more rigorous work to increase our on grade level percentage.
3. Teachers were provided with resources from the district as well campus.	3. Need to improve on student access such as word walls, vocabulary walls, and such.

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3%	16%	11%	10%	11%
% Intermediate	23%	32%	34%	43%	13%
% Advanced	39%	27%	27%	21%	3%
% Advanced High	35%	31%	31%	26%	0%

Reflections

Areas of Strength	Areas of Need
1. Students in 1st grade showed the most growth in overall	1. Need additional support in writing for beginners.
2. Majority of the students are in the AH category which means that their language acquisition has increased over	2. Teachers must be aware of our ELs to provide consistent support with these scholars.
3. We had the most intermediate students increase from Intermediate to one or more levels.	3. We had the lowest growth from Advanced level to Adva

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	42.86%
% Instructional Support Retention	73.33%
% Teacher Retention	59.46%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	12.00%
% State Certified Leaders	20%
% State/Board certified Counselors	13%
Number of teacher applicants per 2020-21 school year	1562

Reflection	
Areas of Strength	Areas of Need
1. 100% of our Sped teachers were retained, this will allow for stronger consistency in student support.	1. Lead team retention was very low. Due to inconsistent leadership, teachers left the organization.
2. 100% of campus support are continuing with our campus next school year.	2. Many teachers included on their exit survey that they had left due to school culture. We must create an environment that has high expectations but also sees teachers as people first then educators
3. 4/4 teachers that were hired from January remained with us into the next school year. This means that the teachers that we onboarded since our start time, remained with us.	3. Investing teachers in big goals as well as celebrating them for their accomplishments.

DEA Round Rock Tech Academ

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.52%
% Overall Persistence	87.94%
% New Student Persistence	85.03%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	7.76%
% ELL	24.73%
% Eco Dis	45.31%
% Migrant	0%
% Race: American-Indian- Alaska-Native	1%
% Asian	11%
% White-Hispanic	45%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific- Islander	1%
% White	17%
% Male	50.90%
% Female	49.10%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Increase parental engement at the end of the semester. spring fest and EOY awards celebration.	1. Strong communicaiton amongst lead team so that onboarding plans can be stronger for new families.
2. 3rd grade had the highest ADA in Academy at 92.37%	2 Incorporate ADA celebrations (follow-through)
3. Kinder had the highest persistence in K-3rd grade.	3. Improve communication between teachers and families, wec

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	47%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	Areas of Need
1. Increase parental engagement at the end of the semester. spring fest and EOY awards celebration.	1. Communication - using various forms, especially Facebook Live (parents are given enough time to
2. High percentage on EOY celebrations	2. Monthly parental engagement events to promote a cohesive partnership.
3. Almost 50% of our families attended WTI in person. The remainder attended an asynchronous WTI.	3. Starting a PSA (our PTO) to promote support within our community.