

IDEA Public Schools
Rundberg Academy
2022-2023 Campus Improvement Plan

Accountability Rating: B



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

Demographics

Demographics Summary

Here at IDEA Rundberg, we are providing high quality education to ensure that we lay the foundation for our scholars to be successful in life. Our school was established in 2015 and is located in Austin, Texas. We are an open Charter School that focuses on college matriculation. We currently serve a cumulative of 711 scholars in grades K-5.

Our campus is very unique in that we have one of the largest percentages of economically disadvantaged scholars in addition to have one of the largest ELL populations.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average Daily Attendance was 93.18% which is below the end of year goal of 97.5% **Root Cause:** Lack of ADA mechanisms to decrease the amount of scholar absences daily.

Problem Statement 2 (Prioritized): Student Persistence data was at 86% for Overall Student Persistence. This is below the end of the year of 90%. **Root Cause:** 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA). 2. Lack of consistent annual reflection and interest surveys on what keeps our families with us year after year.

Student Learning

Student Learning Summary

This past year, IDEA Rundberg Academy made history by achieving an accountability rating of an 88(B). The major areas that contributed to this score were our ELA results, 5th Grade Science results, and our TELPAS results. Our cumulative ELA results afforded us the opportunity to meet 5/6 target areas in Domain 3 in addition to achieving a score of a 94 (A) for academic growth. Additionally, our TELPAS results excited the state minimum by 20%. We had 46% of our ELL population score advanced high or higher or grew 1 composite level.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We met 0 targets in Domain 3 this past school year for mathematics which prevent our campus from being an A-Rated campus. **Root Cause:** Instruction lacked rigor and alignment to the STAAR exam.

Problem Statement 2 (Prioritized): The overall approaches number for Reading STAAR Exam was 68% showing that 32% of our 3-5 scholars are below grade level. **Root Cause:** With our high ELL population, we did not have a clear plan to close their foundational reading gaps.

School Processes & Programs

School Processes & Programs Summary

At IDEA Rundberg, teacher and leader development is at the center of our values. For teachers, they go through intensive amounts of professional development before they even step foot into a classroom. Additionally, once the school year has started, teachers are developed through an intense coaching cycle that is comprised of real time feedback, observation feedback meetings, and data conversations. Lastly, all 2nd grade - 5th grade teachers engage in daily lesson rehearsals where they deliver pieces of their lesson to receive feedback before their first teach.

Leaders are also developed very similarly to teachers. They go through the coaching cycle as well to ensure that they are comfortable and competent in developing our teachers.

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 met 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): IDEA Rundberg Academy retained 67% of our staff this past year. This is significantly below our retention goal of 85%. **Root Cause:** Leaders fail to follow the lesson cycle consistently throughout the school year. Teachers do not get the proper onboarding to make them successful throughout the year.

Problem Statement 2 (Prioritized): IDEA Rundberg Academy ended the year at 67% Leader Retention. This is significantly below our retention goal of 85%. **Root Cause:** Leaders were not provided equitable coaching to equip them with the skills to manage and develop teachers.

Perceptions

Perceptions Summary

At IDEA Rundberg, we have had a high rate in teacher turnover, leader turnover, and principal turnover. As a result, the school does not experience the benefit of having consistency. Additionally, based on staff surveys, staff feel undervalued, overworked, and unsupported. This year, I strive to ensure that I retain my leaders and develop them in a way that their teachers find them supportive and appreciative.

With our large population of ELL scholars, teachers also find it difficult to connect with families if they do not speak Spanish themselves. This creates the disconnect between the school and our community. I have made it mandatory that we are setting up frequent parent conferences and addressing our communication gap with our families.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Gap and lack of communication between the school and families. **Root Cause:** There was not an operating mechanism around tracking parent phone calls. Additionally, there was a lack in accountability around the frequency in which we communicate with our families.

Problem Statement 2 (Prioritized): This past school year, IDEA Rundberg Academy only had an average of 20% parent engagement in school-wide events and initiatives. This is significantly lower than our goal of 80%. **Root Cause:** There has been a lack of investment in encouraging and connecting with our families to get them more involved in their scholar's education.

Priority Problem Statements

Problem Statement 1: Average Daily Attendance was 93.18% which is below the end of year goal of 97.5%

Root Cause 1: Lack of ADA mechanisms to decrease the amount of scholar absences daily.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student Persistence data was at 86% for Overall Student Persistence. This is below the end of the year of 90%.

Root Cause 2: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA). 2. Lack of consistent annual reflection and interest surveys on what keeps our families with us year after year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We met 0 targets in Domain 3 this past school year for mathematics which prevent our campus from being an A-Rated campus.

Root Cause 3: Instruction lacked rigor and alignment to the STAAR exam.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall approaches number for Reading STAAR Exam was 68% showing that 32% of our 3-5 scholars are below grade level.

Root Cause 4: With our high ELL population, we did not have a clear plan to close their foundational reading gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: IDEA Rundberg Academy retained 67% of our staff this past year. This is significantly below our retention goal of 85%.

Root Cause 5: Leaders fail to follow the lesson cycle consistently throughout the school year. Teachers do not get the proper onboarding to make them successful throughout the year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: IDEA Rundberg Academy ended the year at 67% Leader Retention. This is significantly below our retention goal of 85%.

Root Cause 6: Leaders were not provided equitable coaching to equip them with the skills to manage and develop teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Gap and lack of communication between the school and families.

Root Cause 7: There was not an operating mechanism around tracking parent phone calls. Additionally, there was a lack in accountability around the frequency in which we communicate with our families.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: This past school year, IDEA Rundberg Academy only had an average of 20% parent engagement in school-wide events and initiatives. This is significantly

lower than our goal of 80%.

Root Cause 8: There has been a lack of investment in encouraging and connecting with our families to get them more involved in their scholar's education.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices







Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of July 2023, IDEA Rundberg Academy will retain 80% of it's teachers.

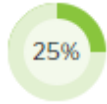





High Priority

Evaluation Data Sources: Great Places to Work Survey Data, Teacher Retention Benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Coach and develop teachers to improve their instructional practice. Strategy's Expected Result/Impact: By doing this, 80% of staff will persist with us to the 2022-2023 school year. Staff Responsible for Monitoring: 100% of leaders. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention







Performance Objective 2: Methods to ensure that 90% of our scholars hit 1,200 MVP by the end of year.

Strategy 1 Details		Reviews			
Strategy 1: Student Investment in their IHT goal. Strategy's Expected Result/Impact: 90% of scholars will achieve the 1,200 MVP by the end of the year. Staff Responsible for Monitoring: PE Coaches, and Ara Duke. ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA Rundberg Academy will achieve 60% meets and 30% masters on the EOY STAAR Exam.

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Student investment in their individualized goals. Strategy's Expected Result/Impact: IDEA Rundberg Academy will achieve 60% meets and 30% masters on the EOY STAAR Exam. Staff Responsible for Monitoring: Teachers, APIs, Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 4 achievement average points.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.

Strategy 1 Details	Reviews			
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction Strategy's Expected Result/Impact: By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 4 achievement average points. Staff Responsible for Monitoring: Teachers, APIs, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the school year, IDEA Rundberg will have increased math STAAR scores by 8 achievement average points.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.


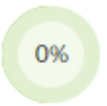




Strategy 1 Details	Reviews			
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction Strategy's Expected Result/Impact: By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 8 achievement average points. Staff Responsible for Monitoring: Teachers, APIs, APOs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: By the end of the school year, IDEA Rundberg Academy will achieve all the Domain 3 targets for special education scholars in both reading and math.

High Priority

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.

Strategy 1 Details	Reviews			
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction. Strategy's Expected Result/Impact: By the end of the school year, IDEA Rundberg Academy will achieve all the Domain 3 targets for special education scholars in both reading and math. Staff Responsible for Monitoring: Teachers, APIs, Principals. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 3: IDEA achieves an A rating

Performance Objective 4: 3rd Grade Reading and Math will achieve an achievement average of 55.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exams, Mock Exams, STAAR Exam







Strategy 1 Details	Reviews			
Strategy 1: Coach and develop teachers to improve their instructional practice. Strategy's Expected Result/Impact: 3rd Grade Reading and Math will achieve an achievement average of 55. Staff Responsible for Monitoring: Teachers, APIs. Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 school year, IDEA Rundberg will achieve 97% ADA.

High Priority







Evaluation Data Sources: District Benchmarks, EOY final ADA measure.

Strategy 1 Details	Reviews			
Strategy 1: Clear Systems & Procedures for Communication and ADA Matrix Strategy's Expected Result/Impact: By the end of the school year, IDEA Rundberg will achieve 97% ADA. Staff Responsible for Monitoring: APO, APIs, Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: By the end of the school year, IDEA Rundberg will have decreased the amount of parent complaints around bullying and violence by 50% through the use of violence/bullying prevention programs.







Evaluation Data Sources: Family Surveys, Student Persistence Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Coaching and Developing teachers around scholar physical and mental safety. Strategy's Expected Result/Impact: By the end of the school year, IDEA Rundberg will have decreased the amount of parent complaints around bullying and violence by 50% through the use of violence/bullying prevention programs. Staff Responsible for Monitoring: SSA, SW, APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: By the end of the year, IDEA Rundberg will have 90% of our scholars persist with us to the next year.

Evaluation Data Sources: Persistence benchmarks, Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will make 5 positive touch points with families before the end of day Friday. Strategy's Expected Result/Impact: Increase the overall and new student persistence. Staff Responsible for Monitoring: Mary Ann Silva Title I: 4.1, 4.2 - ESF Levers: 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>
Raquel Cueva	ILEARNING HOT SPOT FACILITATOR		1

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	

Campus Name

ACADEMY

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

Campus Name

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	n/a	95%	93%	82%	18%	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	50	61	68	5%	Not Met	
% Meets	24	21	25			
% Masters	10	10	7			
% Student Achievement Average	22	28	33			
% Meet 2 year growth	25%	27%	29%			

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. Providing plentiful planning time (half day or longer) for teacher/AP semester and Mock analysis. Analysis lead to data driven decisions on what re-teach and remediate.	1. Regular department huddles was not moving data with fidelity nor provided additional insight to the team. Moving forward, each teacher will report out their previous days ET data with common misconception and reteach plan when needed.

<p>2. Administering daily ET sorts for each block so teacher/manager have multiple pulse checks on student performance, common misconception and reteach plan.</p>	<p>2. Daily observations were required to ensure strong first teach and instructional clarity in 3rd Math. Next year, every morning will start with department-wide rehearsals for the day's lesson.</p>
<p>3. Introducing students to their growth goals and having regular conversations regarding their goals. Students were able to recite each goal and express why they were important.</p>	<p>3. Student work analysis meetings were not conducted until the second semester giving less opportunity for immediate reteach or remediation.</p>

Campus Name

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	67%	14%	33%	7.19%	78.66%
					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		
% Approaches	77	65	n/a	n/a		
% Meets	44	41	n/a	n/a		
% Masters	25	22	n/a	n/a		
SAS			n/a	n/a		
% Student Achievement Average	47	43	n/a	n/a		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	2%					
% of CSI Passing STAAR	34%					
% of SPED Passing STAAR	0%					

Reflections	
Areas of Strength	Areas of Need
1. Daily exit ticket sorts were implemented to aid in determining the common misconception for each class period. Immediate feedback was provided and a reteach plan would be created based on the misconception.	1. daily exit ticket sorts should begin at the beginning of the year rather than later.
2. The goal for word masters was met this year	2 CSI instruction was inconsistent due to staffing shortage due to unforeseen circumstances
3 We had more success in the number of kindergarteners on grade level than in previous years	3 Our 2nd graders continue to be significantly behind benchmark (33%) which impacts the number of students who pass STAAR in 3rd grade

Campus Name

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	n/a	97%	19%	25%	14%

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	82	
% Meets	52	
% Masters	29	
% Student Achievement Average	54	

Reflections

Areas of Strength	Areas of Need
1. 5th Science team is abundant with curriculum resources and department planning.	1. English language learners take up over 70% of our 5th grade students. Next year an operational mechanism in check-in document will be added to address obstacles.
2. This year, our seasoned Science teacher was accompanied by a bi-lingual relay resident greatly benefiting our EL students.	2. Based on performance scores for 2nd-4th, manager will be conducting weekly coaching cycles and PD with teachers to ensure strong teaching practices.
3. STAAR Mastery curriculum included independent, purposeful drills designed to move our "Meets" students to "Masters".	3. Next year, our 5th Science teacher will be new to content and planning. Manager must side-by-side plan until teacher is confident and proficient in backwards planning.

Campus Name

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	n/a	97%	97%	50%	88%	55%

Reflections

Areas of Strength	Areas of Need
1. Teachers were provided a day to plan each semester to prepare student material	1. English language learners take up over 70% of our students on campus. Next year an operational mechanism in check-in document will be added to address obstacles.
2. Strong planning and lesson delivery was observable throughout the year.	2. Based on performance scores for 2nd-4th, manager will be conducting weekly coaching cycles, PD's, and PLC's with teachers to ensure strong teaching practices.
3. Regional department provides plentiful resources and support.	3. Next year, our 3rd and 4th grade teachers will be new to content and planning. Manager must side-by-side plan until teachers are confident and proficient in backwards planning.

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	
% Beginning	27%	35%	41%	46%	
% Intermediate	30%	42%	32%	27%	
% Advanced	27%	20%	17%	16%	
% Advanced High	16%	3%	10%	11%	
% of ELL Students who grew one or more levels	No data comparison available	No data comparison available	38%	39%	

Reflections

Areas of Strength	Areas of Need
1 Students in grades 2 and 3 showed the most growth from Beginner to Intermediate in Reading	1 Overall EL support in Writing
2 Students in grade 5 showed the most growth in all proficiency levels in Writing	2 Moving number of ELs up one proficiency level in Reading
3 Students in grade 4 showed the most growth from Advanced to Advanced High in Writing	3 Moving number of ELs up one proficiency level in Writing

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	73.00%
% Teacher Retention	69%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	36%
% State Certified Leaders	28.50%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	826

Reflection	
Areas of Strength	Areas of Need
1 A majority of new teachers stayed with us, so we were able to retain the teachers we put the most work into	1 Retention fell significantly below goal. This means there will be many new teachers who need to be onboarded and learn IDEA culture and academic systems.
2 Many of our lead teachers came from co-teachers on campus so we have a strong co to lead pipeline	2 Lead team has significant overturn this year which led to teachers leaving
3 We have previously not been able to retain our support staff (testing coordinator) which led to gaps in testing plans. This year we did and our testing coordinator was very strong so this will help us to continue strong testing practices.	3 We had two very strong SPED teachers this year, but one departed and the other one transferred. It's key we retain strong SPED teachers so that our SPED students receive the support they need.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.16%
% Overall Persistence	92.91%
% New Student Persistence	89.57%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	5%
% ELL	69%
% Eco Dis	91%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	85%
% Multi	0%
% Black-African-American	8%
% Native-Hawaiian-Pacific-Islander	0%
% White	6%
% Male	49%
% Female	51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Attendance procedure flagged students of concern	1 Tighten ADA escalation matrix - COVID impacted procedures
2 APO reset attendance expectations in 2nd quarter & aligned with admin to target chronic absenteeism	2 Reinvestment of stakeholders in the ADA process + parent communication
3 Weekly celebrations held to celebrate scholars and staff members on their successes	3 Ensuring we have stronger onboarding for new families so they are familiar with expectations and we do not lose them

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	78%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	78%
% Families who attended Fall Festival	65%
% Families who attended Winter Festival	44%
% Families who attended Spring Festival	41%

Reflection	
Areas of Strength	Areas of Need
1 Onboarded the majority of our NTI families for the 21-22 SY	1 Ensuring our families attend Curriculum night so they understand how and what their children are learning
2 Great turn out for EOY celebrations for grade levels that had them	2 Targeting family engagement in the Winter months as a persistence touch point
3 Percentage of families that attended Fall festival	3 Establishing a PTO to give parents a voice on our campus