IDEA Public Schools

Toros College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness
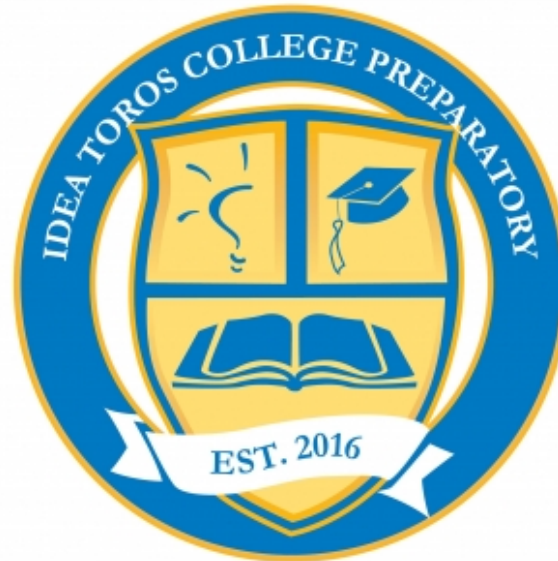
Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Toros College Preparatory is a tuition-free public charter school within IDEA Public Schools. IDEA Toros is a comprehensive 8-12 campus enrolling 300 students. The school opened in the fall of 2016 and graduated its first senior class in the spring of 2017 IDEA Toros College Preparatory is accredited by the Texas Educational Agency and holds membership in the College Board, the National Association for College Admission Counseling, and the Texas Association for College Admission Counseling. We provide all scholars with access to a rigorous college preparatory education and also with an elite athletic program that focuses on providing our student-athletes with the tools they need to be successful collegiate athletes. We provide services for our emerging bilingual, section 504, and special education students. We also house an 18+ transition program focused on assisting students in meeting their IEP goals by transitioning into employability and independent living.

Demographics Strengths

See PDF in Addendum for mor information

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of consistency in the implementation of preventive measures vs. reactive consequences. **Root Cause:** Lack of clear systems and resources to support preventive interventions

Problem Statement 2 (Prioritized): Lack of student ownership of positive culture, including new student integration into Toros culture. **Root Cause:** Adult-driven culture

Problem Statement 3 (Prioritized): Lack of traditions and school school pride. **Root Cause:** Underdeveloped sense of belonging

Student Learning

Student Learning Summary

IDEA Toros scored a 90 in Domain 1, 93 in Domain 2, and 78 in Domain 3. In Domain 3, 50% of achievement targets were met. These targets were met in ELA, but not in mathematics. English Language Proficiency targets were met at 100%. School Quality targets were met at 100%. Graduation targets were not met due to the new transition program which integrated a large percentage of 5th year continuers. All non-continuers met 4-year graduation targets. All 7 Distinction Designations were met, and of the graduating class of 2021, 96% of students met CCMR criteria.

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy. **Root Cause:** Poor Staff Retention

Problem Statement 2: Lack of consistent data tracking to help identify areas of need for students and gaps in the curriculum. **Root Cause:** Lack of school-wide system

Problem Statement 3 (Prioritized): Large group of Emergent Bilinguals struggle with mastering content due to language barriers. **Root Cause:** Lack of training

Problem Statement 4 (Prioritized): Performance in Algebra I, particularly with achievement targets, has been low. **Root Cause:** All students in Algebra I are new to our campus

School Processes & Programs

School Processes & Programs Summary

At our campus, we develop instructional leaders through the use of the School Leadership Levers. Roles & responsibilities are outlined at the beginning of the year and the document is shared with staff. During weekly check-ins, we discuss outcomes, causes, solutions, as well as identify a School Leadership Lever to focus on. We conduct weekly instructional rounds that allow for norming across instructional coaches, as well as to provide feedback for improvement on coaching practices.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Systems & processes were not consistent. **Root Cause:** Poor Staff Retention

Problem Statement 2: Curriculum shifts in the district impact curriculum alignment of Summit. **Root Cause:** Unique Curriculum Alignment & Resources

Problem Statement 3 (Prioritized): Teachers have only 1 planning period for 3 contents. **Root Cause:** Overextended time requirement

Perceptions

Perceptions Summary

100% of our seniors graduate high school. An exception can be counted for those students who are continuers according to their IEP. In 2021-2022, we had 12 students begin their 5th year with our transition program.

For our students in general education, they are assigned a mentor that checks in with them every 2 weeks. Check-ins will focus on building connections, as well as focusing on student goals.

Family participation in school events average at about 29%. The most significant barriers have been the distance for parents to travel to events. Because students come to us from across a 90-minute radius, not all parents are able to attend.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of opportunities for families to participate and build community. **Root Cause:** Due to COVID protocols, we had shifted away from in-person events, and our families did not engage virtually.

Problem Statement 2: No tracking of school events to provide data points of involvement in order to make adjustments. **Root Cause:** No data tracking system in place

Problem Statement 3 (Prioritized): Lack of annual events/mechanisms that build tradition and pride in our campus. **Root Cause:** As a newer campus established during COVID, school traditions were minimal.

Priority Problem Statements

Problem Statement 1: Lack of traditions and school school pride.
Root Cause 1: Underdeveloped sense of belonging
Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy.
Root Cause 2: Poor Staff Retention
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Large group of Emergent Bilinguals struggle with mastering content due to language barriers.
Root Cause 3: Lack of training
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of opportunities for families to participate and build community.
Root Cause 4: Due to COVID protocols, we had shifted away from in-person events, and our families did not engage virtually.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Lack of annual events/mechanisms that build tradition and pride in our campus.
Root Cause 5: As a newer campus established during COVID, school traditions were minimal.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of student ownership of positive culture, including new student integration into Toros culture.
Root Cause 6: Adult-driven culture
Problem Statement 6 Areas: Demographics

Problem Statement 7: Systems & processes were not consistent.
Root Cause 7: Poor Staff Retention
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers have only 1 planning period for 3 contents.
Root Cause 8: Overextended time requirement
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Performance in Algebra I, particularly with achievement targets, has been low.

Root Cause 9: All students in Algebra I are new to our campus

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff return in the following school year.

High Priority

Evaluation Data Sources: Staff roster

Strategy 1 Details	Reviews			
Strategy 1: Creating a sustainable work environment by minimizing the number of after school meetings teachers must attend through giving teachers two planning periods.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Planning and lesson rehearsal support will take place during the day so that teachers are not expected to stay after school for these. **Staff Responsible for Monitoring:** Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Learning 1	70%	90%	✗	
Strategy 2 Details	Reviews			
Strategy 2: Differentiate Professional Development to allow for teachers to focus on their areas of need.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will find professional development relevant and will continue to choose IDEA Toros. **Staff Responsible for Monitoring:** Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	30%	65%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy. **Root Cause**: Poor Staff Retention

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors is accepted to a college or university.

   High Priority

   Evaluation Data Sources: Naviance acceptance tracker

Strategy 1 Details	Reviews			
Strategy 1: Quality college lists	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students have viable college options in their college lists	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	75%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 90% of students meet CCMR.

    High Priority

    HB3 Goal

    Evaluation Data Sources: TSI & AP scores

Strategy 1 Details		Reviews			
Strategy 1: Track student data to identify course of action (tutoring for TSI, targeted pathway for AP)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students reach CCMR target		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College counselors monitor TSI mastery, AP Point Person monitors student AP Pathway **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college -		10%	20%		
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: 80% of achievement targets in Math & ELA are met

High Priority

Evaluation Data Sources: STAAR Domain 3 Achievement

Strategy 1 Details	Reviews			
Strategy 1: Identify target students with MSR and place in interventions early on to accelerate learning	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students achieve target goal sooner	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: STAAR Teachers, instructional coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: TELPAS growth target met.

High Priority

Evaluation Data Sources: TELPAS, Domain 3 Language Proficiency

Strategy 1 Details			Reviews		
Strategy 1: Identify language domains within lessons and give students practice time in each domain		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are able to develop language skills in listening, speaking, reading, and writing		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, instructional coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction		15%	35%		
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue		

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% 2 year growth in CSI

    Evaluation Data Sources: CSI Benchmarks

Strategy 1 Details			Reviews			
Strategy 1: Consistent schedule for in-class support			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased mastery in class **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.6			**Oct**	**Jan**	**Mar**	**June**
			35%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: 97% Average Daily Attendance

High Priority

Evaluation Data Sources: ADA Reports & Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Implement escalation matrix to target frequent absenteeism	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and families make needed adjustments to ensure they are at school and on time.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal of Operations **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Student health is prioritized with students in grades 8-10 participate in daily physical activity. Students 8-12 have access to healthy breakfast, lunch, and supper.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student attendance increases because illness-related absences are reduced **Staff Responsible for Monitoring:** Coaching staff, Child Nutrition Services staff, Assistant Principal of Operations **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	80%	80%	100%	

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lack of student ownership of positive culture, including new student integration into Toros culture. **Root Cause**: Adult-driven culture

Goal 5: Increase student persistence

Performance Objective 1: All students will have at least 3 check-ins with an assigned mentor.

    Evaluation Data Sources: Summit Learning Platform

Strategy 1 Details		Reviews			
Strategy 1: Teachers create a recurring schedule that ensures consistent touch points with students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Creating a safe space where students are able to get the needed support either emotionally or academically		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture		75%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Increase student persistence

Performance Objective 2: 50% of families will participate in one family event per quarter.

High Priority

Evaluation Data Sources: Sign-in rosters

Strategy 1 Details	Reviews			
Strategy 1: Events will be communicated through Facebook, Kickboard, and through announcements. Teachers will give students incentives for attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater parent participation **Staff Responsible for Monitoring:** APO **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

PTG	100%	PTG	0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2020-2021 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	Complete		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2020-2021 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
		Comprehensive Needs Assessment 2021 Math		Complete		Pending	
		Comprehensive Needs Assessment 2021 Science		Complete		Pending	
		Comprehensive Needs Assessment 2021 Humanities		Complete		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2020-2021 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should relfect the percentage 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 2020-2021 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	

IDEA Toros
2020-21 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs — Internal Use Only			Initiatives Status			
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Mid Year		End of Year	
									Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
												Use these columns to assess your strategy progress at the middle and end of the year			
2C	Implementation of Kickboard	O	All	V. Manzano	8/9/2021- 5/31/2021	* Kickboard application * Staff training * Quarterly follow-up on progress	* Call logs from Kickboard	* Quarterly positivity ratio * Quarterly call log							
2C	8th grade Middle School Completion Ceremony	OTG	All	R. Gonzalez	8/9/2021 - 5/1/2022	Awards Ranking/Celebration	Grade Point Average Reports Transcript with any H.S. Credits earned	* Track quarterly close off at Q3 for mirroring graduation requirements.							
1D	Increase number of Seniors named AP scholars by 10%	AP	All	G. Godinez	8/9/2021 - 5/1/2022	Incentives (pins, shirts, sweatshirts, jackets)/school recognition (shout outs, bulletin boards)/NMSI trainiing and monetary awards for students/teachers	* campus tracker * teacher tracker * student tracker ** Student log-ins ** Student score review ** student AP meetings	*Track annually for AP scholar awards *Track after every UE to monitor student progress *Track sem data and mock data *SWAM meetings							
1E	Quarterly Celebrations for Advanced Academics	O	All	N. Cuevas	6/1/2021- 5/31/2021	Celebration	* Illuminate * Teacher data tracker	* Unit Exam Data * Exit Ticket Data							

Annual Performance Objective

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: 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. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % 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

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

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 Toros

Comprehensive Needs Assessment							
COLLEGE PREP							

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI						
% CSI (EOY Ren.)	89%						
% of CSI Passing STAAR	33%						
% of SPED Passing STAAR	100% in ELA						

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches		66%	62%	46%	69%	71%
% Meets		38%	28%	15%	49%%	58%
% Masters		17%	10%	0	4%%	6%
% Student Achievement Average		40	33	20	41%	45%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master	Accuracy
% Score 1	61%	67%	% Score 1-3		27%	77%	87%
% Score 2	32%	19%	% Score 4-5				
% Score 3+	7%	14%	% Score 6-7				
					RR Goal Met/Not Met	WM Goal Met/Not Met	
					Met	Met	

Reflections	
Areas of Strength	**Areas of Need**
1 Curriculum alignment and vertical alignment processes in all ELA classes.	1 Further vertical alignment in ELA terms, editing documents, and ELA systems.
2 ELA classes showed the most fidelity to the Summit Learning Platform.	2 Embedded vocabulary practice throughout all grade levels that are specific to tested contents.
3 All teachers had strong content knowledge.	3 Continual writting practice throughout ELA contents that are also reflected in all grade levels and contents.
4 While STAAR scores were still low (not 90/60/30), they were some of the hightest across campus.	

IDEA Toros

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 8th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	100	53%	42%		
% Meets	100	23%	8%		
% Masters	100	3%	2%		
% Student Achievement Average	n/a	26	17		
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			50%	**% Score 1-3**	
% Score 2			23%	**% Score 4-5**	
% Score 3+	0%		27%	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers had an understing of the content knowledge and some were invested in learning it.	1 Each content is in need of Summit alignment for STAAR as well as the teacher knowing how to impliment SDL project time and still being able to address the skills/content. They need a model of how to implement and include IP for math at bat's.
2 Teachers took the time to build relationships that invensted students and their families.	2 Teacher inconsistency with implimentaion of feedback and planning. As a leader we need to be consistent with the coaching cycle and next steps.
3 Instructional push for data was a strength to help teachers know where their data was.	3 Data trasparency as a team/school by having housing it virtually and as an actual tracker to keep it in the forfront.

IDEA Toros

	Comprehensive Needs Assessment		
	COLLEGE PREP		

Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	⬛		

Data Source: STAAR			
	STAAR 8th Science	**STAAR Biology**	
% Approaches	33%%	91%%	
% Meets	25%%	47%%	
% Masters	13%%	17%	
% Student Achievement Average	23.6	51.6	

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	⬛	⬛	⬛	38%	**% Score 1-3**	⬛
% Score 2	⬛	⬛	⬛	40%	**% Score 4-5**	⬛
% Score 3+	⬛	⬛	⬛	22%	**% Score 6-7**	⬛

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers had an understing of the content knowledge and were invested in learning it.	1 Each content is in need of Summit alignment for STAAR as well as the teacher knowing how to impliment SDL project time and still being able to address the skills/content. They need a model of how to implement adn include IP.
2 Teacher understanding of their goal and self tracking unit exams.	2 Teacher inconsistency with implimentaion of feedback and planning. As a leader we need to be consistent with the coaching cycle and next steps.
3 Instructional push for data was a strength to help teachers know where their data was.	3 Having a large group of new teachers having a focus and imbedding pedagogy practice and implimentation of feedback in the beginnig of the year and througout the first semester heavily.
	4 Data trasparency as a team/school by having housing it virtually and as an actual tracker to keep it in the forefront.

IDEA Toros

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing		60%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	20%	86%	
% Meets	8%	69%	
% Masters	5%	31%	
% Student Achievement Average	11	62	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	85%	100%	10%			**% Score 1-3**	
% Score 2	11%	0%	10%			**% Score 4-5**	
% Score 3+	4%	0%	80%			**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 The creation of new AP aligned AP World Hist class.	1 Further alignment of all history content; specifically 8th grade humanities and AP Human Geo.
2 Providing students more frequent practice with FRQ and writing in general in all humanities classes.	2 Data tracking of student tests to help identify areas of need for students and gaps in the curriculum.
3 Classes are aligned to the district curriculum and tests can be taken according to district dates.	3 Following district sequence for AP Gov't and Economics is a necessity.

IDEA Toros

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	6%	0.70%	13%	90%	3%
% Intermediate	9%	2.50%	9%	0	0
% Advanced	7%	7%	19%	0	0
% Advanced High	24	34%	5%	0	0

Reflection	
Areas of Strength	**Areas of Need**
1. Student records are in order.	1 ELPS training & toolbox for teachers
2 CSI support for 7/8th grade students.	2 SIOP and EL instructional strategy implementation for teachers.
3 Teacher TELPAS training throughout the school year.	3. High school intervention support for 1st and 2nd year EL students.

IDEA Toros

Comprehensive Needs Assessment

<table>
<tr><td colspan="6" align="center">COLLEGE PREP</td></tr>
<tr><td colspan="6" align="center">100% College Matriculation</td></tr>
<tr>
<td>Matriculation %</td>
<td>Matricuation %
4 year</td>
<td>Matriculation %
2 year</td>
<td>Tier 1/2 %
Acceptances</td>
<td>Tier 1/2 %
Matriculation</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>90%</td>
<td>10%</td>
<td>17/33
51%</td>
<td>2/33
6%</td>
<td></td>
</tr>
<tr>
<td>Tier 1 %
Matriculation</td>
<td>Tier 2 %
Matriculation</td>
<td>Tier 3 %
Matriculation</td>
<td>Tier 4 %
Matriculation</td>
<td>Senior Class
CCMR %</td>
<td>Senior Class
TSI Completion %</td>
</tr>
<tr>
<td>0</td>
<td>6%</td>
<td>12%</td>
<td>82%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr><td colspan="6" align="center">Campus Data</td></tr>
<tr>
<td>Senior Class
ACT Average</td>
<td>Junior Class
ACT Average</td>
<td>Overall AP Scholars
(3+ or more tests)</td>
<td>IB Medallion
Scholars (Passing 3+
exams)</td>
<td>Overall % IB
Diploma</td>
<td>Campus End of Year
OTG</td>
</tr>
<tr>
<td>19.25</td>
<td>15.56</td>
<td>6%</td>
<td>N/A</td>
<td>N/A</td>
<td>93%</td>
</tr>
</table>

Reflections	
Areas of Strength	**Areas of Need**
1. Matriculation strategy to work with graduation concerns and prioritize "higher risk" students to succeed	1. Additional manpower to keep up with data updates and show simultaneous progress being made.
2. Sharing out the vision for RTTC/College Going Culture with 8th - 12th grade.	2. Curriculum alignment with content and ACT goals.
3. Continued growth around OTG transparency with campus.	3. Investment of senior team in college going culture and student relationships.

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	87%
% Campus Support Retention	90%
% SPED Certified Teachers	100%
% State/National Certified Teachers	40%
% State Certified Leaders	17%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1. Our interview & onboarding process allows teachers to understand the differences in the work we do, better preparing them to be successful.	1. Our teachers are new to the role, with 60% of our staff new to our campus.
2. We celebrate teachers regularly, and give opportunities for peer recognition, as well as work anniversaries, weekly peer and manager shout outs, birthdays, and teachers of the month.	2. We need to continue to align curriculum so teachers can trust the content is preparing students for district assessments.
3. We developed key responsibilities for teacher leaders, and created pathways of development for teachers aligned to their long-term goals.	3. Because we value planning so heavily, we need to schedule planning time to ensure that internalization of projects takes place.

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Comprehensive Needs Assessment **College Prep**	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	96.53%
% Overall Persistence	85%
% New Student Persistence	76%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	2%
% ELL	42%
% Eco Dis	85%
% Migrant	1%
% Race: American-Indian-Alaska-Native	0.01%
% Asian	0%
% White-Hispanic	94%
% Multi	0%
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	75%
% Female	25%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We hold regular campus-wide celebrations to recognize student success.	1. While we have a Behavior Management Plan, we need consistency in the implementation of the plan that focuses on preventive measures vs. reactive consequences.
2. We have a comprehensive system for behavior tracking that encourages positive adult-student interactions.	2. While adults have begun owning positive student culture, we need student ownership of positive culture, as well as new student integration into Toros culture.
3. Teachers hold regular individual student mentoring sessions (2296 recorded sessions held last school year).	building, which has led to a lack of traditions and school school pride.

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Comprehensive Needs Assessment **COLLEGE PREP**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	24%
% Families Attended Curriculum Night	5%
% Families Who Attended EOY Ceremonies	35%
% Families who attended College Signing Day	90%
% Families who attended Midyear awards Drive Through	27%

Reflections	
Areas of Strength	**Areas of Need**
1. Our partnership with RGVFC YA gives us more exposure to parents on a regular basis.	1. Providing events and opporutunities for families to participate and build community.
2. Investment of soccer families, which is a large percentage, is high as they appreciate our commitment to their kids.	2. Tracking of said events to provide data points of involvment.
3. Smaller enrollment contributes to community feeling and opens door to relationship builiding.	3. Annual events/mechanisims that create tradition and pride in our campus.