

IDEA Public Schools

Yukon Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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

IDEA Yukon Academy is a lottery based, open enrollment, public charter school located in Odessa, Texas. The student population is 54% male and 46% female, almost 60% is economically disadvantaged, around 10% participates in special education, and the largest population of hispanic at 68%.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence overall due to the large percentage of students that left during our launching year. **Root Cause:** The root cause for this problem was a lack of consistent and clear communication between parents and the school.

Problem Statement 2 (Prioritized): There is a need to decrease the number of students who are chronically absent. **Root Cause:** The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.

Student Learning

Student Learning Summary

IDEA Yukon Academy served grade levels K-2 with no STAAR tested grades. At the beginning of the year, students were below grade level in reading with an average of 23% entering the year on grade level. By the end of the year, 57% of students were on grade level in reading. 90% of K-2 scholars met/approaches on all district end of year math assessments.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall percentage of students on grade level in reading is low. **Root Cause:** Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Problem Statement 2 (Prioritized): There was a limited amount of growth in math for students who were close or on grade level. **Root Cause:** Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

School Processes & Programs

School Processes & Programs Summary

Teachers and co-teachers are developed through weekly check-ins, coaching cycle, real time coaching, and deliberate practice. Leaders receive weekly check-ins and in field observations and coaching.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention was less than 85% **Root Cause:** There is weak adult culture around school spirit and team building.

Problem Statement 2 (Prioritized): Overall staff retention was less than 85%. **Root Cause:** Lack of clear systems and routines for all staff.

Perceptions

Perceptions Summary

Besides official surveys sent out by the district, there was not much additional feedback gathered from the community and families. Staff has quarterly pulse checks to raise concerns. Students have limited chances to offer feedback.

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was little feedback gathered from parents and families throughout the year. **Root Cause:** Family engagement events were not utilized as additional opportunities to gather feedback.

Problem Statement 2 (Prioritized): Student lack social emotional skills and emotion regulation. **Root Cause:** Lack of fidelity to social emotional curriculum.

Priority Problem Statements

Problem Statement 1: There is a need to decrease the number of students who are chronically absent.

Root Cause 1: The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The overall percentage of students on grade level in reading is low.

Root Cause 2: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase student persistence overall due to the large percentage of students that left during our launching year.

Root Cause 3: The root cause for this problem was a lack of consistent and clear communication between parents and the school.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher retention was less than 85%

Root Cause 4: There is weak adult culture around school spirit and team building.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There was little feedback gathered from parents and families throughout the year.

Root Cause 5: Family engagement events were not utilized as additional opportunities to gather feedback.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There was a limited amount of growth in math for students who were close or on grade level.

Root Cause 6: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Overall staff retention was less than 85%.

Root Cause 7: Lack of clear systems and routines for all staff.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student lack social emotional skills and emotion regulation.

Root Cause 8: Lack of fidelity to social emotional curriculum.

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

- Campus goals
- 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

- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

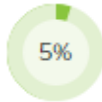





Goals

Goal 1: Increase Staff retention

Performance Objective 1: Retain 85% of Yukon staff for the 22-23 school year

High Priority

Evaluation Data Sources: Staffing data

Strategy 1 Details	Reviews			
Strategy 1: Build a strong adult culture through GTL huddles, recognizing adult achievements on campus, providing professional development on adult culture topics. Strategy's Expected Result/Impact: Increase staff retention Staff Responsible for Monitoring: Bethany Everett TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Overall staff retention was less than 85%. Root Cause: Lack of clear systems and routines for all staff.


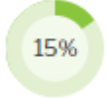




Goal 2: IDEA achieves an A rating

Performance Objective 1: 3rd grade scholars achieve an SAS score of 60 on the reading STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will have a strong first teach through weekly lesson plan feedback, weekly check-ins with coaching conversations, and weekly real time feedback on rigorous instruction. Strategy's Expected Result/Impact: Scholars will pass the STAAR reading test. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:






Student Learning
Problem Statement 2: There was a limited amount of growth in math for students who were close or on grade level. Root Cause: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Goal 2: IDEA achieves an A rating

Performance Objective 2: 3rd grade scholars achieve an SAS score of 60 on the math STAAR assessment.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will have a strong first teach through weekly lesson plan feedback, weekly check-ins with coaching conversations, and weekly real time feedback on rigorous instruction. Strategy's Expected Result/Impact: Scholars will achieve at least 90 approaches/60 meets/30 masters on the math STAAR exam Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 2: There was a limited amount of growth in math for students who were close or on grade level. Root Cause: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Yukon maintains 97% student attendance for the year

High Priority

Evaluation Data Sources: Operations report

Strategy 1 Details	Reviews			
Strategy 1: IDEA Yukon will implement an escalation matrix of interventions for student absences with fidelity Strategy's Expected Result/Impact: Student absences will decrease before students become chronically absent Staff Responsible for Monitoring: APO/APIs/Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 2: There is a need to decrease the number of students who are chronically absent. Root Cause: The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.

Goal 4: Increase student persistence

Performance Objective 1: At least 90% of IDEA Yukon students will persists through the 22-23 school year and return for the 23-24 school year

High Priority

Evaluation Data Sources: Student enrollment

Strategy 1 Details	Reviews			
Strategy 1: School leaders will use tactical meetings, parent survey results, and grade-team huddles to be data responsive to student persistence concerns Strategy's Expected Result/Impact: Staff will be able to address student and parent concerns before a student withdraws Staff Responsible for Monitoring: Principal/APO/APIs ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:



Demographics
Problem Statement 1: There is a need to increase student persistence overall due to the large percentage of students that left during our launching year. Root Cause: The root cause for this problem was a lack of consistent and clear communication between parents and the school.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1
Roslen Davis	Interventionist	Decoding/CSI	1

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	 100%	PTG	 100%
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.	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage 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.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	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 TEPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	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.	Complete		Verified	
	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.	Complete		Verified	
	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.	Complete		Verified	

Yukon

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
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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 <u>BOTH</u> 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

Yukon 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	93.90%	91%	98.30%	53%	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	NA	NA	NA	NA	NA	
% Meets	NA	NA	NA			
% Masters	NA	NA	NA			
% Student Achievement Average	NA	NA	NA			
% Meet 2 year growth	NA	NA	NA			

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1 Second grade math on level is above 93	1 More at bats/practice time is needed
2 Data tracking of exit tickets allows for shifts	2 There is misalignment with Eureka and STAAR
3 Kindergarten math on level % is above 93	3 Pacing/Daily Schedule does not incorporate enough flex time

Yukon 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		66%	37%	36%	N/A	75%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					N/A	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches						
% Meets						
% Masters						
SAS						
% Student Achievement Average						
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	Areas of Need
1 High percentage of word masters achieved	1 There is a low percentage of students on reading level
2 Volume of reading increased over the year	2 There was low lesson progress overall
3 There is consistent tracking of reading	3 Students struggled with fluency speed

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	87.10%	88.70%	79.20%	NA	NA

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	NA	
% Meets	NA	
% Masters	NA	
% Student Achievement Average	NA	

Reflections

Areas of Strength	Areas of Need
1 First grade was alignment with exams	1 Second grade on grade level percent is high
2 Kinder utilized hands on activities	2 Second grade modified lessons to lesson hands on activities
3 There is good content-expertise among the teacher and manager	3 Vocabulary - there is less time in kinder for science

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	98.20%	100%	97.20%	NA	NA	NA

only half
scanned

Reflections

Areas of Strength	Areas of Need
1 First grade mastery was 100%	1 Vocabulary was not taught well
2 First grade lesson structure planned for student engagement	2 Lesson structure is too teacher led
3 Leader capacity was low for coaching social studies	3 Students showed disengagement

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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%	11%	22%	25%	84%
% Intermediate	28%	17%	22%	22%	
% Advanced	33%	47%	19%	33%	
% Advanced High	36%	19%	31%	17%	

Reflections

Areas of Strength	Areas of Need
1 Listening - students demonstrated high mastery	1 Writing was low in mastery
2 84% grew at least one level or more	2 Students need More opportunities to speak (HOD)
3 The critical mass are close to advanced-high	3 Students need to practice speaking more

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	82%
% Instructional Support Retention	75%
% Teacher Retention	73.91%
% Campus Support Retention	75%
% SPED Teachers	14%
% State/National Certified Teachers	
% State Certified Leaders	25%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1 There are several experienced teachers	1 There was high teacher attrition
2 Instructional lead team is staying	2 There was high attrition overall
3 There is quick response to needs by staffing	3 There are many inexperienced teachers joining this year

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	89.52
% New Student Persistence	89.50%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	9.71%
% ELL	2.29%
% Eco Dis	56.86%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0.29%
% Asian	2.57%
% White-Hispanic	67.71%
% Multi	0%
% Black-African-American	8.29%
% Native-Hawaiian-Pacific- Islander	0%
% White	21.14%
% Male	54%
% Female	46%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Though there was a small percentage of ELLs, they made high achievement	1. Persistence numbers are low
2 There is a high SpEd population	2 EcoDis numbers are low
3 Attendance in our region led the org	3 We have a lot of chronically absent students

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

Reflection	
Areas of Strength	Areas of Need
1 We hHeld an event every month	1 There was poor backward planning of events
2 There was high WTI attendance	Did not take data on how many families attended family engagement events
3 Families rated uys very high on the BOY survey	3 We did not have any events related to curriculum