

IDEA Public Schools

Parmer Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Science
Academic Achievement in Social Studies



Board Approval Date: October 21, 2022
Public Presentation Date: October 7, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Parmer Park College Prep is an open enrollment charter school within the IDEA network. The school is in year four and serves grades 6-9 and will continue to grow until it serves grades 6-12. We currently have CTE in 8th and 9th grade as well as Spanish. Our 8th graders experience a schedule that is more like high school to prepare them for an experience of seven classes. We have a thriving Special Education program and opened up a RISE (Life Skills) unit this year.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Communication between lead, teacher teams, and stakeholders was weak. **Root Cause:** Underdeveloped systems.

Problem Statement 2 (Prioritized): African American students are leaving in a larger proportion than others. **Root Cause:** Students feel lack connection to the schools, students, and community.,

Student Learning

Student Learning Summary

We have made progress in ELA in all domains, but we are still not on track as a fourth year campus. Our math scores across the board, every subpopulation are substantially lower. This is a result of a number of factors, but the numbers bear out that there needs to be math growth at every grade with every population of students. Finally, our SPED performance did not meet their goals and thus this affected our Domain 3 rating. We also did not meet our TELPAS growth measure.

See PDF in addendum for more information.

Student Learning Strengths

Our students have received strong humanities instruction and the numbers bear out

Our students are invested in electives, especially the athletics and PE programs.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The most relevant problem is our low math performance. It is low on assessments, as well as number sense and foundational skills. **Root Cause:** The root cause is linked to the two years of COVID and because we did not have strong teachers of record in the classroom all year this past year.

Problem Statement 2 (Prioritized): New teachers lack development. **Root Cause:** Lack of strong coaching systems.

School Processes & Programs

School Processes & Programs Summary

We develop instructional leader through a combination of district training and traditional coaching on campus. This includes facilitating proficient check-in, running, strong instructional rounds, and responding to data. We plan for professional development that aligns to the arc of the year and the fact that we must develop our current staff.

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): Our family engagement and communication is not as strong as founding schools. **Root Cause:** The root cause is leader vision.

Problem Statement 2 (Prioritized): Our families lacked touchpoints on campus in the first 4 years. **Root Cause:** Lack of tight management of the school counseling team.

Perceptions

Perceptions Summary

The staff turnover rate this past year is approximately 30%. This is higher than other years and we have addressed this proactively with recurring operating mechanisms. Additionally, we have done the same with conflict. We have an experienced social worker and a discipline system that emphasizes the root cause of misbehavior over merely consequences.

See PDF in addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School lacked a system to cascade information to families about events. **Root Cause:** There have been disparate communication methods. We will communicate in only 2-3 ways with families.

Problem Statement 2 (Prioritized): Perception that leadership changes each year. **Root Cause:** Frequent turnover in the past for various reasons.

Priority Problem Statements

Problem Statement 1: Communication between lead, teacher teams, and stakeholders was weak.

Root Cause 1: Underdeveloped systems.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African American students are leaving in a larger proportion than others.

Root Cause 2: Students feel lack connection to the schools, students, and community.,

Problem Statement 2 Areas: Demographics

Problem Statement 3: The most relevant problem is our low math performance. It is low on assessments, as well as number sense and foundational skills.

Root Cause 3: The root cause is linked to the two years of COVID and because we did not have strong teachers of record in the classroom all year this past year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: New teachers lack development.

Root Cause 4: Lack of strong coaching systems.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our family engagement and communication is not as strong as founding schools.

Root Cause 5: The root cause is leader vision.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our families lacked touchpoints on campus in the first 4 years.

Root Cause 6: Lack of tight management of the school counseling team.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: School lacked a system to cascade information to families about events.

Root Cause 7: There have been disparate communication methods. We will communicate in only 2-3 ways with families.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Perception that leadership changes each year.

Root Cause 8: Frequent turnover in the past for various reasons.

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
- Campus/District improvement plans (current and prior years)
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Communications data







Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% staff retention

High Priority

Evaluation Data Sources: Survey data, TCP levels





Strategy 1 Details	Reviews			
Strategy 1: Hold pulse checks in check-ins Strategy's Expected Result/Impact: increase teacher retention Staff Responsible for Monitoring: Teacher Managers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: 88% of new teachers present during Q2, return for the following year

Evaluation Data Sources: Teachboost coaching, surveys, and 15 minutes of fame









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: New Teacher surveys Strategy's Expected Result/Impact: Discern the new teacher experience Staff Responsible for Monitoring: Teacher managers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 95% of students are OTG

Evaluation Data Sources: Quarterly grades







Strategy 1 Details	Reviews			
Strategy 1: OTG meetings with parents and teachers quarterly to address gaps	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: College Counselor will drive OTG through weekly data sharing Strategy's Expected Result/Impact: This will create awareness and a college-going culture Staff Responsible for Monitoring: College Counselor Funding Sources: College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Parmer Park College Prep will earn a 55 achievement average on internal exams at semester and spring mock







High Priority

Evaluation Data Sources: internal exam scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers, students, and leaders will strategically use goals to drive instruction, tracking, and tutor groups.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Parmer Park CP will meet the 60% of students in SPED earn approaches on internal and STAAR exams

Strategy 1 Details	Reviews			
Strategy 1: Domain focused tutoring after school Strategy's Expected Result/Impact: This will provide domain data on all students for domains 1-3 Staff Responsible for Monitoring: Teachers and leaders Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Interventionist will tutor to close Domain 3 gaps Strategy's Expected Result/Impact: Meet the 55 achievement average in math Staff Responsible for Monitoring: Interventionist Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA achieves an A rating

Performance Objective 3: 90% of 9th graders meet TSIA exempt on the geometry assessment.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA exam

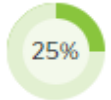





Strategy 1 Details	Reviews			
Strategy 1: RTTC do nows and morning work are aligned to	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: Teachers, students, and families describe our school as "safe" per internal safety survey.

High Priority







Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
Strategy 1: Track attendance by grade Strategy's Expected Result/Impact: draw trends so that we can target attendance strategically Staff Responsible for Monitoring: Grade level principals Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Parmer Park College Prep passes external door audit for safety

Evaluation Data Sources: Audit results







Strategy 1 Details	Reviews			
Strategy 1: Meet district deadlines for drills and crisis team meetings Strategy's Expected Result/Impact: prepare for crisis Staff Responsible for Monitoring: Assistant Principal of Operations	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 75%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 1: IDEA Parmer Park College Prep will meet 90% persistence for all and new students

High Priority







Evaluation Data Sources: leaver data

Strategy 1 Details	Reviews			
<p>Strategy 1: 95% of students will meet TSI goals and thus want to remain at school. Strategy's Expected Result/Impact: students feel success and belonging at our school Staff Responsible for Monitoring: College Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 2: 98% of middle school students will participate in the IDEA Coordinate Health Program.

Evaluation Data Sources: Surveys from 6th and 7th PE and 8th grade health.

Strategy 1 Details	Reviews			
Strategy 1: Students will continue with health lessons when applicable to increase interest and knowledge in health.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
Ana Umana	Interventionist	Title I	1
Ceci Garcia	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	College Counselor		\$0.00
3	2	2	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	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 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Pending	Is this enough for this section? I was not sure	Action Required		
	Locus Dashboards: CIS STARR, AP Campus IB 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.	Pending		Action Required		
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required		
		Comprehensive Needs Assessment 2022 Science		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 Humanities			Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending	I was not sure how to find the data of who advanced specifically from 1 level to another. I had the cumulative data.	Action Required		
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	<p>This page will only be applicable to campuses that had graduating classes in the Spring of 2022.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required		
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required		
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	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			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA Parmer Park

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	32					
% of CSI Passing STAAR	49					
% of SPED Passing STAAR	0					

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	62	72	76	NA	NA	NA
% Meets	36	43	48	NA	NA	NA
% Masters	16	23	32	NA	NA	NA
% Student Achievement Average	38	46	52	NA	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	NA	NA
% Score 2	NA	NA	% Score 4-5	NA	NA	NA
% Score 3+	NA	NA	% Score 6-7	NA	NA	NA
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Students perform well on short story fiction analysis and annotations.	1 Students need more opportunities to write about the reading.
2 Teacher delivery of novel study units and student interest proved to be strong in this area.	2 The guided reading intervention group did not make the requisite growth.
3 The shift to Peardeck in multiple classes allowed for real time feedback	3 Grammar and vocab instruction needs to be present to prepare for the new STAAR format and to bolster writing.

IDEA Parmer Park

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	54	46	50	
% Meets	26	20	24	
% Masters	8	6	17	
% Student Achievement Average	29	24	30	

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	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1 Math pullout groups demonstrated growth during the push to STAAR.	1 Vertical alignment in the instruction and teams did not happen often.
2 Leader support in classes led to growth/	2 Lesson pacing and teacher internalization of the materials was insufficient.
3 Strong culture in math classes led to high numbers of students attending tutoring and extra support.	3 Errors in 7th grade curriculum hindered instruction.

IDEA Parmer Park

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

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

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	70	NA	
% Meets	32	NA	
% Masters	19	NA	
% Student Achievement Average	40.3		

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	NA	NA	NA	NA	% Score 1-3	
% Score 2	NA	NA	NA	NA	% Score 4-5	
% Score 3+	NA	NA	NA	NA	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Students had opportunities for hands-on learning	1 Content meetings are rare.
2 Student engagement was high with labs and projects	2 Classroom management training is necessary so that students can do exciting science activities.
3 Student collaboration and group-learning opportunities were present in 8th grade.	3 We must utilize elective teachers for project-based learning and/or extra practice.

Parmer Park

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	88	99	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	56	NA	
% Meets	29	NA	
% Masters	17	NA	
% Student Achievement Average	34	NA	

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1	NA	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	NA	NA	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1 Homework completion was high	1 Teachers need to align tests vertically and to the 8th grade STAAR exam.
2 Students participated in groupwork or project-based learning.	2 Students need to use the textbook daily to build this habit.
3 Student satisfaction survey results were high.	3 The campus needs to provide extracurricular opportunities related to humanities content.

IDEA Parmer Park

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	3	17	9	13	39
% Intermediate	18	57	25	35	39
% Advanced	26	25	29	27	39
% Advanced High	53	1	36	25	39

Reflection

Areas of Strength	Areas of Need
1 Mock TELPAS exams were run well and provided strong practice.	1 Mock TELPAS data is not used to drive instruction.
2 Students often used Spanish/English dictionaries	2 There was a lack of programs for ELL students. (Duolingo, Rosetta Stone etc.)
3 Sentence starters in English are often used to support language acquisition	3 There was a lack of quality PD around instruction that benefits ELL.

IDEA Parmer Park

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
NA	NA	NA	NA	NA	NA
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
NA	NA	NA	NA	NA	NA

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
NA	NA	NA	NA	NA	NA

Reflections

Areas of Strength	Areas of Need
1 There is strong class culture exists around being students at IDEA Parmer Park CP.	1 Parents and students cannot check grades regularly.
2 We communicated well around 8th to 9th events	2 Students do not currently have a college-going identity.
3 The To and Through message is clearly articulated in classes and throughout the school.	3 There need to be more opportunities for intervention for failing students.

IDEA Parmer Park

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	69%
% Campus Support Retention	67%
% SPED Certified Teachers	83%
% State/National Certified Teachers	48%
% State Certified Leaders	20%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	1300%

Reflections	
Areas of Strength	Areas of Need
1 Teachers expressed appreciation for the small celebrations at school.	1 The Lead Team must consistently follow through on commitments
2 The school consistently provided "shout-out" recognition.	2 The schools needs a consistent and fair behavior management system.
3 The Teacher of the Month system gave maningful recognition for excellence.	3 Teachers would like more PLC or planning time.

PARMER PARK

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91
% Overall Persistence	89
% New Student Persistence	89
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	13
% ELL	52
% Eco Dis	83
% Migrant	0
% Race: American-Indian- Alaska-Native	0.3
% Asian	3
% White-Hispanic	76
% Multi	1
% Black-African-American	13
% Native-Hawaiian-Pacific- Islander	0.3
% White	7
% Male	51
% Female	49

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Teachers show strong investment in student relationships.	1 Campus communication between Lead Team, teachers, and Grade Team Leaders needs improvement.
2 The school provides several joyful events to celebrate academic and athletic achievement.	2 The school needs purposeful PD weekly.
3 Students have an adult they trust.	3 The school needs to increase positive parent outreach.

IDEA Parmer Park

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	75%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	Areas of Need
1 Dojo communication about behavior provided clear progress monitoring for families.	1 School needs a system to cascade information to families about events.
2 Sports develops character and motivates families	2 The school promotes family businesses at events and contracts with them
3 Teachers are willing to translate for each other when needed	3 There is a strong sense of community in the school