

Texans Can Academies
Dallas Can Academy Charter - Oak Cliff
Campus Improvement Plan
2020-2021



Mission Statement

To provide the highest quality education for all students, especially for those who have struggled in a traditional high school setting, in order to ensure their economic independence.

Value Statement

Core Values:

- Student centered decision making.
- A rigorous curriculum based on reading and thinking skills.
- Fulfilling every aspect of our mission with a sense of urgency.

Our Philosophy:

- Reading is the key to empowerment, personal fulfillment, success, and employment.
- Personal responsibility, character, values, and passion lead to good citizenship.
- Learning is best accomplished in a nurturing yet structured environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dallas CAN Academy is located in Oak Cliff, Texas and serves a variety of students from various backgrounds. Our 2016-2017 demographic summary is as follows:

- Total of 666 students enrolled
- 9th-grade Enrollment: 117 (Represents 17.6% of campus)
- 10th-grade Enrollment: 180 (Represents 27.0% of campus)
- 11th-grade Enrollment: 241 (Represents 36.2% of campus)
- 12th-grade Enrollment: 128 (Represents 19.2% of campus)

Student Ethnicity distribution is as follows:

- Hispanic 548 Students (Represents 82.3% of campus)
- African American 109 (Represents 16.4% of campus)
- Caucasian 9 (Represents 1.4% of campus)

The Economic distribution of our population is:

- 645 Economically Disadvantaged 645 (Represents 96.8% of campus)
- Non-Educationally Disadvantaged 21 (Represents 3.2% of campus)

English Language Learners (ELLS) 143 (Represents 21.5% of the campus)

At-Risk Students 626 (Represents 94.0% of the campus)

Students with Disabilities:

- Total 53
- Students with Intellectual Disabilities 45
- Students with Behavioral Disabilities 5

Mobility for 2015-16:

- Total Mobile Students 884 (71.4%)

Program Demographics 2016-2017:

- ESL Program 143 (21.5%)
- Career & Technical Education 72 (10.8%)
- Special Education 53 (8%)

Graduates (Class of 2016):

- Total Graduates 414
- African American 79
- Hispanic 325
- White 8
- American Indian 1
- Two or More Races 1

Graduation Plans (Class of 2016)

- Minimum H.S. Plan 8
- Recommended H.S. Plan/DAP 399
- Foundation H.S. Plan (No Endorsement) 7
- Special Education Graduates 18

Staff Demographics:

- Total Staff 50.7
- Professional Staff 48.7
- Teachers 32.7
- School Leadership 4
- Educational Aides 2

Teachers by Highest Degree Held:

- No Degree 0 (0%)
- Bachelors 26.7 (81.8%)
- Masters 5.9 (18.2%)

Demographics Strengths

Staff population is varied and reflective of our student population.

Staff Ethnicity and Sex:

- African American 11.9
- Hispanic 13.9
- White 5.9
- Asian 1
- Males 15.8
- Females 16.8

We have a low percentage of beginning teachers:

Teachers by Years of Experience:

- Beginning Teachers 4.9 (15.1%)
- 1-5 Years Experience 21.8 (66.7%)
- 6-10 Years Experience 4 (12.1%)
- 11-20 Years Experience 2 (6.1%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population contained 94% At-Risk students for the 2016-2017 school year and 92% At-Risk for the 2017-2018 school year. **Root Cause:** Students enroll at our campus from a wide-variety of locations, may have dropped out and returned to school, or may have struggled in a traditional school setting.

Student Learning

Student Learning Summary

2016-2017 STAAR Data:

English I

- 2017 30% African American 28% Hispanic 30% Econ Dis 30% ELL 24%
- 2016 40% African American 46% Hispanic 39% Econ Dis 38% ELL 29%

English II

- 2017 38% African American 33% Hispanic 38% Econ Dis 38% ELL 28% Spec Ed 20%
- 2016 35% African American 23% Hispanic 38% Econ Dis 36% ELL 26%

Algebra I

- 2017 84% African American 68% Hispanic 89% Econ Dis 84% ELL 89% Spec Ed 89%
- 2016 81% African American 77% Hispanic 82% Econ Dis 80% ELL 95% Spec Ed 63% White 100%

Biology

- 2017 84% African American 75% Hispanic 86% Econ Dis 84% ELL 71% Spec Ed 82%
- 2016 80% African American 92% Hispanic 79% Econ Dis 80% ELL 80% Spec Ed 61%

US History

- 2017 84% African American 80% Hispanic 85% Econ Dis 85% ELL 77% Spec Ed 50%
- 2016 83% African American 80% Hispanic 83% Econ Dis 83% ELL 78% Spec Ed 44%

Attendance:

2015-2016 Campus 95.9% African American 95.8% Hispanic 96% White 95.2% SpEd 95.3% Econ Dis 96.4% ELL 96.6%

2014-2015 Campus 96.4% African American 95.5% Hispanic 96.7% White 96.5% SpEd 95.7% Econ Dis 96.8% ELL 96.9%

Student Learning Strengths

Our 2017 Algebra I scores of 84% and significantly higher than the district average of 64%, and slightly above the Texas state average of 83%. Additionally, 89% of our Special Education students were successful in Algebra I and also 89% of ELL students were also successful on the same test for 2017.

Additionally, 2017 Biology scores hit 84% which outpace the district average of 70%. As well, 82% of the Special Education students met the standard for Biology.

US History scores also surpassed district achievement by hitting 84% on our campus versus 80% across the district.

Our high attendance rate, 95.9% for the 2015-2016 year, contributed to the academic success of the students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in the 2016-2017 year scored 30% achievement in English I. **Root Cause:** Students lack literacy skills necessary to meet the assessment expectations.

Problem Statement 2: Students in the 2016-2017 year scored 40% achievement in English II. **Root Cause:** Students lack literacy skills necessary to meet the assessment expectations.

Problem Statement 3: Only 50% of Special Education students met achievement in the US History STAAR in 2017. **Root Cause:** Students require more individualized instruction to target their specific areas of weakness.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- SAT and/or ACT assessment data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: 2018-2019 Goal # 1: Meet Domain II in Algebra I for 1st time testers by 60% Meets & Masters for snap shot students.

Goal 2: 2018-2019 Goal # 2: Meet Domain II in English II for 1st time testers by 60% Meets & Masters for snap shot students.

Goal 3: 2018=2019 Goal # 3: 60% of all TELPAS students advance one level from previous year for all snap shot students.

Goal 4: 2018-2019 Goal # 4: Increase CCMR PEIMS data for all graduating seniors to ensure 60% of our graduating cohorts are placed in a pathway leading to college, certificate, license, workforce, or military.

Addendums