

Texans Can Academies
Dallas Can Academy Charter - Oak Cliff
2021-2022 Campus Improvement Plan



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:

Dallas Can Academy Charter - Oak Cliff
Generated by Plan4Learning.com

- 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:

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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
- SAT and/or ACT 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

https://drive.google.com/drive/folders/1_JauMtPjpQ4HnIHHqax0WgZTKF9fdJh8?usp=sharing

2.3: Available to parents and community in an understandable format and language

Student Handbooks in English /Spanish

TCA Website

2.4: Opportunities for all children to meet State standards

HB4545

Edugenuity Online Classes

AM/PM Optional Schedule

Saturday School Tutoring

EOC Tutoring

Skills Checks and Assessments on TEKS to determine mastery

2.5: Increased learning time and well-rounded education

Edgenuity - Online Service Options for increased learning time

Newsela -ELA platform for increased learning time

Mathia -Math platform for increased learning time

No Red Ink - Writing platform for increased learning time

TEKS Resource System - All TEKS for CORE Subjects to ensure well-rounded education

CCMR - OSHA /Baylor Scott and White Options for students to ensure well-rounded education

Saturday School for learning time

Before School for tutorials

After School for tutorials

2.6: Address needs of all students, particularly at-risk

Data for the past 4 years suggest that our dropout rate has seen an increasing trend as follows: 13.5% (2018), 22.7% (2019), 21.9 (2020). For the 2020-2021 school year, our dropout rate was 37.6% for an enrollment of 7790, with 2928 students coded as leavers (code 98). There are several factors that impact our increasing dropout rates. First, as dropout-recovery schools, we serve students who have dropped out 1-2 times and who are typically 1-3 years behind their graduation cohort.

The majority of students enrolling at Texans Can Academies have a history for nonattendance exacerbated by academic failure, inconsistent engagement or disengagement, lack of preparation for school, pregnancy, teen parenting responsibilities, economic hardships, family problems, domestic and relationship violence, mental illness, and alcohol or drug abuse.

Another recent effect has been the COVID-19 pandemic. With Texas Education Agency (TEA) guidance, we closed schools during the spring of 2020. The shift from in-person to remote learning created a disconnect with our students as they struggled with Internet access, lack of hardware (laptops or Chromebook) access, and skill set to navigate our learning management system (LMS). Moreover, the financial crisis triggered by the pandemic has seen a rise in unemployment and students' reason for nonattendance or dropping out as "need to work to support my family" or "need to work to support myself." More importantly, our students need a moderate amount of in-person academic, social and emotional supports.

Offering support for all learners include using researched based practices for all students. We also offer Edgenuity online services for students. We offer OSHA and CCMR programs for students including Baylor Scott & White. We offer HB4545 interventions for students for all students to ensure academic success on EOC STAAR and increase graduation

rates.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy is distributed through student handbook and website.

3.2: Offer flexible number of parent involvement meetings

Parent Meetings are geared to focus on the accountability and student growth in knowing their own academic PGP personal graduation plan.

Parent meetings, Senior Meetings, Report card Nights, and progress report nights are directly geared to help increased parent involvement opportunities for the parents in order for them to be involved in the development of their child's overall academic growth.