

San Antonio Independent School District
Travis Early College High School
2022-2023 Comprehensive Needs Assessment

Table of Contents

Comprehensive Needs Assessment	3
Student Learning	3
School Processes & Programs	5
Perceptions	6

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

COVID 19 impacted students success on STAAR EOCS. Although we were able to test most of our student, students did not perform at the level Travis ECHS students have historically.

Course Exam Results (2021 vs 2019)

EOC		Approaches	Meets	Masters
Algebra I	2021	52%	17%	4%
	2019	94%	75%	36%
Biology	2021	94%	70%	26%
	2019	99%	95%	42%
English I	2021	88%	66%	16%
	2019	99%	92%	27%
English II	2021	96%	90%	22%
	2019	100%	96%	21%
US History	2021	98%	86%	56%
	2019	100%	99%	80%

Domain Ratings

In the 2020-2021 school year, Travis Domain Ratings in student achievement, school progress, and closing the gap have declined. As a campus, we feel this decline is the result of learning loss caused by the COVID 19 pandemic, due to instructional interruption that began in the Spring of 2020 and continued in the 2020-2021 school. Much of the learning loss is the result of hybrid learning and non-attendance by students who chose to learn virtual.

	Student Achievement				98		School Progress				97		Closing the Gap		100
	STAAR		CCMR		Graduation		Academic Growth		Relative Performance						
	Component Score	Scaled Score	Component Score	Scaled Score	Component Score	Scaled Score	Component Score	Scaled Score	Component Score	Scaled Score	Component Score	Scaled Score	Component Score	Scaled Score	
2019	78	95	100	100	100	100	79	89	89	97	100	100			
2021	63		100		100		NA		82		60				
Difference	-15		0		0		NA		-7		-40				

In order to improve students achievement. Students will participate in interventions, Saturday School, and intersession.

TSI and TSIA 2 Data:

TSI & TSIA 2	2024 Cohort	2023 Cohort	2022 Cohort	2021 Cohort
Math	28%	72%	92%	81%
Reading	46%	86%	97%	98%
Writing	37%	86%	97%	98%

Student Learning Strengths

Due to the COVID 19 pandemic Travis ECHS will not receive TEA Distinctions for the 2020-2021 school year.

In the 2018-2019 school year Travis ECHS earned Distinctions in 4 areas: English, Math, Closing the Gap and College Readiness.

Associates of Arts/Certificate Completion: 90%

89% achieved the AA; 1% achieved the Leadership Certificate.

100% of our seniors graduated in June 2021 with 100% receiving the Distinguished Diploma.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 2: Algebra I scores decrease in 2020-2021 from 94% to 52% approaches, from 75% to 17% meets, and 36% to 4% masters. **Root Cause:** Travis was unable to ensure students were consistently engaged in individualized daily instruction, tutoring, and/or intercession opportunities. We are NOT individualizing instruction based on students' academic needs.

Problem Statement 3: English I scores decrease in 2020-2021 from 99% to 88% approaches, from 92% to 66% meets, and 27% to 16% masters. **Root Cause:** Travis was unable to ensure students were consistently engaged in individualized daily instruction, tutoring, and/or intercession opportunities. We are NOT individualizing instruction based on students' academic needs.

Problem Statement 4: English II scores decrease in 2020-2021 from 100% to 96% approaches, from 96% to 90% meets, and 21% to 22% masters. **Root Cause:** Travis was unable to ensure students were consistently engaged in individualized daily instruction, tutoring, and/or intercession opportunities. We are NOT individualizing instruction based on students' academic needs.

Problem Statement 5: Biology scores decreased in 2020-2021 from 99% to 94% approaches, from 95% to 70% meets, and 42% to 26% masters. **Root Cause:** Travis was unable to ensure students were consistently engaged in individualized daily instruction, tutoring, and/or intercession opportunities. We are NOT individualizing instruction based on students academic needs.

Problem Statement 6: US History scores decreased in 2020-2021 from 100% to 98% approaches, from 99% to 86% meets, and 80% to 56% masters. **Root Cause:** Travis was unable to ensure students were consistently engaged in individualized daily instruction, tutoring, and/or intercession opportunities. We are NOT individualizing instruction based on students academic needs.

Problem Statement 7: Travis scholar are not scoring in the masters level of performance on STAAR EOCs, in 2022 only 24% of our student reached masters in English I/II and 15% in Algebra I. **Root Cause:** Campus is NOT individualizing instruction based on students academic needs.

Problem Statement 8: The rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 99% (2022 Cohort) to 82% (2024 Cohort) and Math from 99% (2022 cohort) to 56% (2024 Cohort). **Root Cause:** The monitoring and adjusting the interventions that are being provide for both TSI Reading and Math, to ensure students are making progress. Specifically tracking which student have not participated in TSI Interventions.

Problem Statement 9: Travis students are at high risk of dropping out of Early College High School Program and return their home high schools in order to participate in a traditional high school experience. **Root Cause:** Travis will work to facilitate a plan to support students ability to participate in sports, art programs and band at their home campuses in SAISD, as well as, focus on the social/emotional wellness to support students who have not been successful.

School Processes & Programs

School Processes & Programs Summary

Students are assessed every 4 weeks to determine students level of learning. Teachers meet with administration and data is reviewed to determine if students need need intervention or enrichment. Data is gathered to determine what TEKS students did not master and to support teacher planning and to make adjustments to lesson delievery.

At the end of the 2020-2021 school year Travis has two vacancies. The leadership team, with the support of the talent managent have interviewed for each position. New teachers with lesson that 2 years of teaching will be supported by the district's new teacher mentoring program that requires new teacher to have a campus mentor. Teachers with more than 2 years of experience will receive support from thier content and grade level teams. Travis will also be hiring a part time teacher for a program specialist position.

During content and grade level meetings, staff are given the opportunity to share instructional strategies, analyze student data, discuss AVID implementation, etc. Our teachers also receive staff development opportunities, every 2 weeks that focus on instructional strategies, AVID, Lead4Ward, Gradual Release of Responsibility, COLOSO, etc. This year teachers will continue utliziing All in Learning and Eduphoria to assist with assessment building and data analysis. Teacher will also continue using for CANVAS.

School Processes & Programs Strengths

In the last 3 years teacher have continued to receive staff devleopment in the following areas:

- SAT/TSI preparation through Sure Score PD.
- AVID WICOR implementation school wide. Teachers received on-going staff development by thier peers through out the year. We will continue to provided AVID staff develoment for our teachers, especially in the implementation of WICOR school wide. Our AVID team also wants our teachers to effectively implement AVID tutorials.
- The campus will focus on growing the college feel and culture throughout the campus via the AVID Program.
- Teachers are provided with needed resourses needed for instruction such as, techology, site licences for instrucional applicaiton, TSI instnuctional materials, STAAR EOC Materials.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Travis teachers require sufficient time every 9 weeks to analyze data and to plan effectively using the district lesson cycle. **Root Cause:** Due to an increased student population our master schedule does not currently have embedded opportunities for teachers to participate in teacher led PLCs during the school day.

Problem Statement 2: Recruitment and retention of highly qualified teachers that fit the needs of Travis specific student needs is a challenge. **Root Cause:** Travis has not developed a systematic approach to providing professional development opportunities for teachers and administrators to develop and strengthen their craft.

Problem Statement 3: The most recent campus Outcomes Based Measures provided by TEA demonstrates Travis has not me enrollment criteria where campus demographics mirror the district. **Root Cause:** Our campus will improve our recruitment and outreach programs to ensure our enrollment criteria mirrors the district demographics by actively recruiting beyond the SAISD school zones.

Perceptions

Perceptions Summary

The ECHS program is unique because our students are dually enrolled at Travis ECHS and San Antonio College. Our program is an accelerated program where students take all their college courses (at times, student may take 1, 2, 3 or 4 dual credit courses with the high school staff) at San Antonio College, where SAC professors teach the course. This innovative program allows students the opportunity to earn a Liberal Arts Associate's Degree, while finishing high school, at no cost to them or their parents. Travis follows a bell schedule that mirrors the college classes students take from 8 AM to 3 PM. Students take their high school/college classes throughout the day from one campus to the next.

Throughout the last 2 years we have focused on developing a school culture that is aligned to the AVID program and to Ubuntu (the belief that I am because of you). Students watch a Ted Talk at the beginning of the school year that helps them to learn the meaning of Ubuntu and its impact on a collective society that supports each other. Although we have a few cases every year of possible bullying, for the most part our school environment is one where students and staff feel safe.

The campus will focus on growing the college feel and culture throughout the campus via the AVID program. Students and parents understand the importance of a college degree and support the program and receive interventions as needed after school and on weekends. Our student study to earn the 60 college credit hours that will allow them to attain the Associate of Arts. 100% of our students graduation from high school. Our college bound advisor, counselors and teachers support the students in their transition from high school to the university to continue their education in completing their BA. A small number of our students apply and are accepted to attend school outside of San Antonio and outside the state of Texas.

Counselors and teachers have been trained this year to provide students added social emotional support as needed.

This year, Communities in School has joined our campus. We share 1 staff member with another campus. Already the CIS teacher has met with our counselors to plan out a needs assessment and to create a plan of action to support our students.

During parent meetings and our recruitment events, parents tell us they like the fact that our school population is small and focuses on academics and safety. Parents claim that learned about Travis not necessarily from recruiting events, but by word of mouth. Parents know someone that attends Travis. Currently, we have some students who have had 3-4 siblings that have graduated from Travis.

Students state they are proud to attend Travis and few students leave Travis before completion of the program.

Perceptions Strengths

Incoming 9th grade students are required to attend a summer bridge program at Travis where they will receive more in depth information about our program and the expectations that we have for students. During summer bridge we focus on team building activities, so students can get to know one another and begin to bond with others to create a freshman class atmosphere. Students are also introduced to their summer project that entails reading a novel and providing annotations. Students will submit the project before school starts, then use the project pieces for new activities after school starts. Support is provided by the teachers throughout the summer / when school starts.

Ninth grade students don't take college courses in the first semester, so they can get acclimated to the rigor of the ECHS program, to include the requirement of taking AVID. In the Fall semester, we prepare our students for their first semester of college classes. They take the TSI components, The Apply Texas and the corresponding modules.

Our 9th grade teachers recognize our students every 9 weeks by having our AVID award ceremony to include honor roll recognitions and AVID rock stars.

The ECHS program requires students to earn a minimum of 25 hours of community service hours in the 9th grade with a total of a minimum of 100 hours by graduation. Students attend grade level field trips to visit colleges/universities twice a year in the effort to maintain the 100% high school graduation rate and to increase the number of students who transfer to the 4 year college to complete the Bachelor's degree. These types of field trips provided students with the intellectual curiosity to continue their pursuit of learning and

education.

Teachers continue to utilize Review 360 to maintain and monitor classroom behavior. Grade level teams hold numerous student and parent conferences as needed to discuss academics, attendance, behavior, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Approximately 70% of Travis parents do not attend any of our PFE meetings, functions, etc . **Root Cause:** Travis has not determined what the common interest(s) are for this group of parents that would attract them to these meetings.