

Dallas Independent School District

073 H.W. Longfellow Career Exploration Academy

2021-2022 Comprehensive Needs Assessment



Mission Statement

Our mission is to empower Henry W. Longfellow learners to excel in an evolving society through a challenging academic and collaborative environment that includes specialized courses, leadership development, enhancement of critical thinking skills, and career exploration.

Vision

Our vision is to create a nationally recognized academy of 21st century learners equipped with the necessary academic and social skills to make a positive impact in an evolving global society.

Value Statement

Your Career Begins Here

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	13

Comprehensive Needs Assessment

Demographics

Demographics Summary

Henry W. Longfellow Career Exploration Academy is a 6th-8th grade middle school magnet program focused on systematic exposure to career opportunities within five pathways (Arts & Humanities, A/V Technologies, Business Technologies, Robotics & General Engineering, and Law & Justice). Longfellow is not a neighborhood zoned school and serves students throughout 382 square miles of the Dallas Region. Students who attend must qualify for admissions through an application process that evaluates demonstrated success in school (testing and grade point average, critical thinking, writing skills, and a personal interview). Only students offered admission are allowed to attend. New students joining the campus each year represent over 85 elementary and middle schools. A total of 13 school bus routes (plus individual transportation for approved students with disabilities) transport the majority of students to our campus each day.

We have approximately a 1.5% mobility rate. This number is significantly lower than average for middle schools due to the choice school admission process resulting in students staying for all 3 years regardless of where they live in the school district.

Henry W. Longfellow Career Exploration Academy employs a high-quality, talented staff. We have 25 highly qualified staff with 7 Distinguished Teachers (Proficient II or higher in TEI system). Our faculty's years of service range from first year (6 teachers) to mid-career and beyond (10 teachers).

Our student population is 48.1% female identifying and 51.9% male identifying. 48% of students are English Learners, 2% are Special Education, 2.9% are served through 504 plans, 80.8% are Talented and Gifted, and 77.4% are Economically Disadvantaged.

Student Enrollment

Grade Level	Enrollment	Student Federal Reporting Ethnicity	%
6	152	African American	4.1%
7	150	Hispanic	87.1%
8	141	White	5.6%
Total	443	American Indian	0.0%
		Asian	1.6%
		Hawaiian	0.0%
		Multi-Race	1.6%
		Not Reported	0.0%

Faculty & Staff

Professional Staff	#	Campus & Support Staff	#	Teacher Ethnicity	%
Teachers	25	Office Manager & Clerks	4	African American	16%
Leadership	2	Teacher Assistants	2	Hispanic	32%
Counselors	1	Food Services	5	White	36%
Nurses	1	Custodians	3	Other	16%
Librarian/Media Specialist	1	Security	0		
Instructional Coaches	1				
Community Liaison	1				
Total Professional Staff	32				
Total Support Staff	14				
Total Staff	46				

Demographics Strengths

Our campus is roughly reflective of the school district as a whole (70.7% Hispanic, 20.8% African American, 5.0% White). District proportion of Talented and Gifted students is 18.2%, making our campus 4.5 times more TAG identified and a de facto TAG school. Our campus has a large percentage, approaching 1/3, of established and Distinguished teachers. Languages spoken by our students and families include English, Spanish, Vietnamese, Arabic, Farsi, German, and Burmese.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English Learners underperform against campus average in 6 out of 9 STAAR exams. **Root Cause:** Faculty do not have the necessary skills to support all English Learners.

Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 3: Hispanic students do not meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for

White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Problem Statement 5: Not all students, aggregated or disaggregated by demographic group, are meeting grade level at each common assessment checkpoint. **Root Cause:** Data analysis, intervention, and remediation strategies are not being deployed consistently.

Student Learning

Student Learning Summary

In the 2020-2021, our primary data set for formative, summative, and diagnostic assessments of student achievement is the NWEA MAP test, common assessments, and teacher grades. The MAP is administered 3 times throughout the year (Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)) in Math, Language Arts, and Science. Common Assessments were administered formally three times in Reading, Revising, Math, Algebra 1, Science, and US History.

NWEA MAP Testing

Numbers in 1st 3 Columns are listed as Average RIT Campus Score / RIT District Score

Numbers in Demographic Columns are listed as Average Demo Score BOY/MOY/EOY

Subject	BOY	MOY	EOY	Hispanic	African American	White
Math	227/220	235/225		228/235/	228/235/	225/233/
Reading	224/215	228/215		224/228/	224/228/	223/226/
Science	221/212	223/212		221/223/	222/226/	221/226/

NWEA MAP Testing GROWTH

School-wide expected and observed growth by Grade Level and Subject

Subject	BOY Observed Growth	Projected Growth	BOY % Met Growth Projection	MOY Observed Growth	Projected Growth	MOY % Met Growth Projection	EOY Observed Growth	Projected Growth	EOY % Met Growth Projection
Math 6th	-2	6.9	9%	1	3.7	41%			%
Math 7th	4	7.7	36%	4	5.6	47%			%
Math 8th	-1	6.9	12%	6	5.5	54%			%
English 6th	6	5.5	59%	3.5	1.05	67%			%
English 7th	5	4.4	57%	3.8	.10	52%			%
English 8th	2	3.6	41%	3.9	3.28	78%			%

Common Assessments

Numbers are listed as Percent Approaches/Meets/Masters

Subject	CA1	CA2	CA4	Hispanic CA4	African American CA4	White CA4
Math - 6th	89/56/25	99/77/51	99/69/24	98/68/23	100/71/29	100/89/33
Math - 7th/8th	98/66/23	96/70/35	93/66/21	94/66/20	75/50/0	86/57/14
Math - Algebra 1	98/80/66	98/92/76	97/81/58	97/81/59	86/71/57	89/78/22
English - 6th	91/50/32	99/92/55	97/74/41	96/73/38	100/86/43	100/78/78
English - 7th	77/27/16	96/84/55	96/77/52	100/75/50	100/100/50	100/86/71
Writing - 7th	82/47/25	99/72/49	78/51/23	77/47/20	75/75/25	86/86/71
English - 8th	96/77/35	93/69/27	99/89/58	99/87/58	100/100/71	100/89/22
Science - 8th	99/97/71	99/89/49	95/69/34	94/66/33	100/50/25	100/86/29
Social Studies - 8th	98/76/52	99/95/89	91/66/45	91/64/45	100/71/57	89/67/33

Student Learning Strengths

Previous Year 100/90/50 Goals

Of the Formative Assessments given (per above), 24 out of 27 times the students met or was within 5% points of the Approaches level target of 100%.

Of the Formative Assessments given (per above), 5 out of 27 times the students met or was within 5% points of the Meets level target of 90% or greater.

Of the Formative Assessments given (per above), 14 out of 27 times the students met or was within 5% points of the Masters level target of 50% or greater.

Student Learning Strengths by Group

All demographic groups outperform the districtwide average of the same demographic group in MAP BOY and EOY average RIT score.

Considering achievement gaps between demographic groups, of the Common Assessment 4 data's nine content areas:

- Hispanic Students outperform (by 5% or greater) White students in Master Level Achievement in Social Studies, 8th English, Algebra 1, and 7th Math.
- Hispanic Students outperform (by 5% or greater) African American students in Master Level Achievement in 8th Science.
- African American Students outperform (by 5% or greater) Hispanic students in Master Level Achievement in Social Studies, 8th English, 7th Writing, 6th English, and 6th Math.
- African American Students outperform (by 5% or greater) White students in Master Level Achievement in 8th Social Studies, 8th English, and Algebra 1.
- White Students outperform (by 5% or greater) African American students in Master Level Achievement in 7th Writing, 7th English, and 6th English.
- White Students outperform (by 5% or greater) Hispanic students in Master Level Achievement in 7th Writing, 7th English, 6th English, and 6th Math.

Growth Strengths

Beginning of Year MAP Administration

- English 6th and English 7th exceeded RIT Score growth targets.

Middle of Year MAP Administration

- Math 8th, English 6th, English 7th, and English 8th exceeded RIT Score growth targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Problem Statement 2: Not all students, aggregated or disaggregated by demographic group, are meeting grade level at each common assessment checkpoint. **Root Cause:** Data analysis, intervention, and remediation strategies are not being deployed consistently.

Problem Statement 3: English Learners underperform against campus average in 6 out of 9 STAAR exams. **Root Cause:** Faculty do not have the necessary skills to support all English Learners.

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Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 7: Not all students select a choice high school aligned to one of the existing Career Pathways. **Root Cause:** We are not offering the pathways students are interested in or are not providing correct and interdisciplinary support in exploration of our existing pathways.

School Processes & Programs

School Processes & Programs Summary

Longfellow Career Exploration Academy empowers students to excel in an evolving society through a challenging academic and collaborative environment that includes specialized courses, leadership development, enhancement of critical thinking skills, and career exploration. Our project-based, collaborative learning experiences improve academic achievement and student engagement and provide students with multiple opportunities to integrate the arts across disciplines. We offer a robust selection of curricular and extracurricular activities and programs, including computer science, art, music, dance, theatre, law, robotics, and technology. All students receive Pre-AP core academic courses and we offer a wide selection of classes for high school credit to fully prepare our students for advanced level courses in high school.

Our magnet school serves students in grades 6–8. Students must complete an application process to be considered for admission.

Longfellow Longhorns receive an advanced core academic middle school program, and in addition, special focus is placed on the exploration and development of each student's interests and abilities. Computer-assisted instruction and special tutoring programs provide opportunities for individualized instruction. The development of self-discipline, self-awareness, and the ability to make positive, realistic decisions are emphasized at all times.

As a Dallas ISD college- and career-readiness campus, Longfellow views stressing these values to our students and families as a top priority. We work to help our students become increasingly competitive in an ever-evolving global economy by providing them college and career access and knowledge. Our curriculum allows students training and exposure to specific fields and participation in internships with professionals to prepare them for life after graduation.

The campus uses a distributed leadership model where teachers, staff, students, and parents are invited to participate in decision-making and oversight authority through Professional Learning Communities (PLC), Faculty Student Advisory Council (FSAC), A-Team, Parent Teacher Association (PTA), and the Site-Based Decision-Making (SBDM) Committee. Our campus partnerships, lead by the Parent & Community Liaison, provide a comprehensive educational and social experience to our students. Partners' valuable resources assist students, teachers and staff in securing important learning materials and facilitating student and family enrichment activities. Teachers are provided grade-level and departmental planning time to allow for tight alignment between campus, content, and grade-level goals. Our recruitment strategies include all faculty and staff members as some level of service to identifying our future students.

School Processes & Programs Strengths

Students take career and interest inventories throughout their time at Longfellow, starting in 6th grade, to allow them to track and explore a selection of Career Pathway courses in middle school and beyond. Our counselor works with the CTE, Electives, and Academic teachers to assist students in discovering their best fit career pathway for transition into high school, coaching them along the admissions process in their 7th and 8th grade year.

Teachers are given agency and autonomy to set department goals based on individual and department achievement data. They meet to vertically align their curriculum and develop appropriate assessments to track success and growth of students. Stakeholders are invited monthly to be involved with the school's programs and to provide feedback through Tea with the Principal, SBDM, and PTA.

We use Positive Action Social Emotional Learning curriculum, are a Kagan engagement strategies campus, and a 1-to-1 technology campus.

Problem Statements Identifying School Processes & Programs Needs

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Problem Statement 7: Not all students select a choice high school aligned to one of the existing Career Pathways. **Root Cause:** We are not offering the pathways students are interested in or are not providing correct and interdisciplinary support in exploration of our existing pathways.

Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions

Perceptions Summary

Culture

As a teacher-led campus, even school leadership is framed as instructional. Beyond supporting students in receiving the best education possible, teachers also receive coaching in developing their skills and knowledge, setting professional goals, and accessing career ladder support and mentorship. The campus employees recognize service to others as a primary component to a focused, fast, flexible, and friendly workplace.

Climate

This year's informal fall climate and culture survey showed:

- a 95% positive response to Beliefs & Priorities (including 100% positive response to "campus headed in right direction")
- a 90% positive response to Culture & Environment (including 91% positive response to "discipline is enforced consistently" on campus)
- a 94% positive response to College-Going Culture (including 100% positive response to "expect most students to go to college")
- a 88% positive response to Culture of Feedback and Support (including a 100% positive response to "leadership helps me improve the quality of my instruction")
- a 92% positive response to Teacher-to-Teacher Trust (including a 100% positive response to "respecting other teachers who take the lead in school improvement")
- a 97% positive response to Teacher-to-Principal Trust (including 100% positive responses to "discussing feelings, worries, and frustrations with principal," principal taking a "personal interest in professional development of teachers," and "looks out for the personal welfare of teachers")

Values

“To create a **nationally** recognized academy of **21st century** learners equipped with the necessary academic and social skills to make a **positive** impact in an **evolving** global society.”

“To **empower** Henry W. Longfellow learners to excel in an evolving society through a challenging academic and collaborative environment that includes **specialized** courses, **leadership** development, enhancement of **critical thinking** skills, and career exploration”

Our mission & vision are explanations of our values. We look for ways to expand the scope of the impact of our campus beyond the community, making a positive impact in changing times. This requires students to be culturally literacy, critical thinking, and leadership. Autonomy and agency of young people, faculty and staff, and all of our other stakeholders is critical.

Beliefs

Our students share a set of core beliefs that become a mantra for the expectations of their behavior, attitudes, and character traits.

"My main purpose is My Academic Achievement."

"There is no excuse for not being Respectful, Responsible, and Ready to Learn."

"The Time and Effort I put forth in my classes makes the most difference in my Academic Performance."

"With Persistence and the Support of my Teachers, I will succeed Academically."

"I have a Commitment to my Academics and the Pursuit of Excellence."

Fall Family Engagement Parent Survey 2020

Our campus families report a somewhat to very welcoming environment (94%). 81% report not knowing who the family engagement staff member is. Families report interest in building parenting tools (90%) including top choices such as supporting academics (27%), child development and mental health (20%), and parenting tips (20%). 72% of parents feel confident in connecting with other parents. They report virtual events are best scheduled for evenings (42%), afternoons (33%), and mornings (25%). Most preferred forms of communication include Text Messages (28%), email (29%), and a phone call (20%). Only 2% of applicants seek the school website for information, 5% turn to our social media accounts, and 8% prefer the automated call outs from School Messenger.

Perceptions Strengths

Teachers and staff report a overwhelmingly positive climate this school year in all categories with "Teacher-to-Principal Trust" and "Beliefs and Priorities" leading the way.

Our families feel welcomed and feel confident in how to connect with other parents.

Problem Statements Identifying Perceptions Needs

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Problem Statement 8: Not all Teachers feel like coaching and feedback is provided in a way that forwards their professional growth. **Root Cause:** Differentiation of professional development and building trusting relationships are required. Awareness of TEI system knowledge is low.

Problem Statement 9: Families are not aware of our family engagement program. **Root Cause:** Lack of clear communication or consistent programming on available activities for parent engagement.