

Duncanville Independent School District



Collegiate Academy

Accountability Rating: B

Distinction Designation:
Academic Achievement in Social Studies

2025-2026 Campus Improvement Plan

Board Approval Date:
October 20, 2025

Public Presentation Date:
October 8, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential

Vision

Where dreams are inspired and excellence is achieved

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 5 |
| Student Learning | 8 |
| School Processes & Programs | 11 |
| Perceptions | 13 |
| Priority Problem Statements | 15 |
| Data Documentation for CNA | 18 |
| Improvement Planning Data | 19 |
| Accountability Data | 19 |
| Student Data: Assessments | 19 |
| Student Data: Student Groups | 19 |
| Student Data: Behavior and Other Indicators | 20 |
| Employee Data | 20 |
| Parent/Community Data | 20 |
| Priorities | 21 |
| Priority 1 : Student Academic Success | 22 |
| Priority 2 : Students, Families, and Community Connections | 30 |
| Priority 3 : Personnel and Professional Development | 36 |
| Priority 4 : Fiscal Stewardship and Operational Excellence | 40 |



Comprehensive Needs Assessment

Demographics

Summary

Duncanville High School Collegiate Academy, an Early College High School (ECHS), was established in 2017 as a school within a school model. Duncanville High School Collegiate Academy currently serves scholars in grades 9-12 with approximately 445 scholars. 9th and 10th-grade scholars and staff are located on the main campus within Duncanville High School; 11th- and 12th-grade scholars and staff are located on the Dallas College at Mountain View campus. All Collegiate Academy scholars take elective courses in the comprehensive high school program. For the 2025-2026 school year, Collegiate Academy has garnered support and acceptance from the community as evident by the over 300 applicants for the Class of 2029.

Duncanville High School Collegiate Academy has an open enrollment admissions policy and adheres to the Duncanville Independent School District's Nondiscrimination Policy outlined in FB (Legal). The school also adheres to the Texas Education Agency's Early College High School Blueprint, which requires that enrollment decisions not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for scholar enrollment.

Duncanville High School Collegiate Academy immerses scholars in college experiences such as college tours, college fairs, and college speakers. Scholars begin their ninth-grade year researching colleges, careers, and other post-secondary opportunities. Scholars are encouraged to continue this research and engage in opportunities to achieve their goals. By eleventh grade, scholars have honed their focus and target specific academic and social requirements to achieve their individualized post-secondary goals. Faculty and staff nurture scholar interests to ensure scholars have a plethora of resources, opportunities, and knowledge to flourish in their future.

At Duncanville High School Collegiate Academy, we take into consideration certain scholar populations as part of our recruitment efforts. Scholars who are:

- first-generation college-goers
- traditionally underrepresented populations in college
- economically disadvantaged
- deemed to be At-Risk

Table 1: Demographic Profile Percentages by Race/Ethnicity

| Ethnicity | Percentage |
|---------------------------------------|-------------------|
| Hispanic | 55.38% |
| White | 1.62% |
| American Indian/Alaskan Native | <1% |
| Asian | <1% |
| Black/African American | 40.29% |
| Two or More Races | 1.72% |

Table 2: Demographic Profile Percentages by Student Group

| Student Group | Percentage |
|-----------------------------------|-------------------|
| Economically Disadvantaged | 68.30% |
| At-Risk | 60.01% |
| Limited English Proficient | 10.2% |

The highly effective staff at Duncanville High School Collegiate Academy includes 11 teachers, 1 counselor, 1 academic dean, 1 office manager, 2 instructional aides and 1 principal. The Collegiate Academy leadership team

works collaboratively to recruit, nurture, and cultivate highly effective and qualified teachers that are committed to implementing the ECHS Benchmarks and the Common Instructional Framework. Strategic recruiting practices are implemented by Duncanville High School Collegiate Academy to ensure sustainability and eliminate obstacles related to staff turnover. All ECHS staff positions are 100% dedicated to the ECHS program and receive on-going support and professional development specifically related to the Early College High School Model from the dedicated instructional leadership team. Duncanville High School Collegiate Academy teachers meet at least once per week as a Professional Learning Community (PLC) to provide instructional support on the implementation of the Common Instructional Framework as well as best practices. Intentional action steps are taken to immerse all stakeholders in campus culture beginning in the summer and are consistently supported throughout the year. The administration has a laser-like focus on the assimilation and alignment of foundational aspects of Duncanville High School Collegiate Academy's culture and actively monitors the climate through supportive action plans. Through the partnership of the instruction by highly effective staff, scholars, and parents, Duncanville High School Collegiate Academy ignites the passion of all scholars through innovative and collaborative instruction which captivates the interests of all stakeholders to elevate growth mindsets and cultivate lifelong learners.

Strengths

- Demographics align with the TEA ratings for a Early College High School.
- Duncanville High School Collegiate Academy allows access and equity for all scholars.
- Early College High School Scholars contribute to the diverse community through community service hours.
- Earned 12 out of 16 distinctions on Outcome Based Measures
 - Economically Disadvantaged
 - Students with Disabilities & 504
 - College Credit in ELA & Math
 - 15+ College Credit Hours
 - Core Complete
 - College Readiness Benchmark
 - Algebra I STAAR EOC
 - English II STAAR EOC
 - TSIA2 Math
 - TSIA2 English
 - Graduation Rate
 - Associate Degrees

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/ demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision.

The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers.

 = Priority

Student Learning

Summary

Our Collegiate Academy students continue to excel academically and demonstrate strong progress toward college readiness and postsecondary success. Students consistently perform at high levels on state and local assessments, maintain strong academic standing in advanced coursework, and actively pursue dual credit and industry-aligned pathways.

We take pride in earning **12 Outcome-Based Measures distinctions**, reflecting the exceptional performance and commitment of our students, staff, and families:

- **68.3%** Economically Disadvantaged
- **3.4%** Students with Disabilities & 504
- **80.2%** Earning College Credit in ELA & Math
- **100%** Earning 15+ College Credit Hours
- **64.7%** Core Complete
- **67.1%** College Readiness Benchmark
- **98.4%** Algebra I STAAR EOC
- **100%** English II STAAR EOC
- **70.8%** TSIA2 Math
- **92.7%** TSIA2 English
- **100%** Graduation Rate
- **63.5%** Associate Degrees Earned

These results highlight the strength of our instructional program, early-college model, and wrap-around supports designed to ensure all students graduate prepared for college and career success. Our campus continues to monitor student data closely, including grades, attendance, TSI progress, dual-credit completion, and individualized supports for special education and English learners. We provide targeted interventions, ongoing family communication, and early readiness opportunities beginning in 9th grade to ensure every student remains on track.

The Collegiate Academy remains committed to equity, access, and excellence as we support all students in achieving rigorous academic goals and earning college credit while still in high school.

Table 1: Spring 2025 STAAR EOC Data

| | Approaches GL | Meets GL | Masters GL |
|------------|---------------|----------|------------|
| Biology | 98% | 84% | 20% |
| English I | 98% | 92% | 48% |
| Algebra I | 94% | 44% | 12% |
| English II | 98% | 86% | 17% |
| US History | 98% | 82% | 37% |

Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|--------|--|---|
| 1 ★ | Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. | Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam. |
| 2 ★ | Analysis of our 2024-2025 Algebra I STAAR EOC data shows that only 42% (14 of 33) of our 9th-grade Collegiate Academy students scored at the Meets or Masters level. This is significantly lower than their performance in other tested subjects, where 67% achieved Meets or Masters in Biology and 82% in English I. | Over reliance on calculators in middle school, leading to weak number sense and mental math skills. Many students also lack confidence in math and hold negative perceptions of the subject, which limits their persistence with challenging tasks. In addition, instruction must further emphasize critical thinking and real-world connections to make math relevant and strengthen conceptual understanding. |
| 3 ★ | Only 67% of Collegiate Academy scholars are TSI Met by assessment | The low TSI Met rate is linked to limited early exposure to college-readiness skills and the lack of TSI testing opportunities at the middle school level. Additionally, students and families often have limited awareness of the importance of meeting TSI benchmarks early to avoid remedial coursework. |

★ = Priority

School Processes & Programs

Summary

The nature of our program is to provide a clear pathway for scholars who desire to attend a college or university. Specific interests include scholars who are first-generation college attendees, at-risk, or economically disadvantaged. The demographics of Duncanville High School Collegiate Academy mirror Duncanville High School in terms of ethnicity, race, and economically disadvantaged using a weighted lottery system to accept scholars into the program. While we abide by the same Texas Essential Knowledge and Skills (TEKS) for all content areas, we also incorporate Jobs for the Future's Common Instructional Framework to build college readiness. The framework includes strategies for collaborative group work, questioning, writing to learn, classroom talk, scaffolding, and literacy groups. The Common Instructional Framework allows scholars to develop higher-order thinking skills that are essential for college, career, and military readiness.

The staff at Duncanville High School Collegiate Academy intentionally works to ensure the success of all scholars. The staff works collectively, with purpose, to establish a campus culture and climate that matriculates scholars into an environment of college, career, and military readiness. Our leadership team works collaboratively to recruit, nurture, and cultivate highly effective and qualified teachers who are committed to implementing the ECHS benchmarks and the Common Instructional Framework. Strategic recruiting practices are implemented by Duncanville High School Collegiate Academy to ensure sustainability and eliminate obstacles related to staff turnover.

During PLCs, educators discuss pedagogy, best practices, individual scholar achievement, data-driven instruction, and social/emotional learning. These collective efforts support sustainability and collaboration by unifying the staff in our mission to improve scholar achievement and promote college, career, and military readiness. The Duncanville High School Collegiate Academy's leadership team provides targeted instructional feedback, purposeful coaching, and strategic classroom resources to sustain the teaching staff. Consistent, proactive, and supportive communication fosters the mindset that all stakeholders must be invested in the success of all scholars. Formal and informal team building activities are incorporated into PLCs, staff meetings, and staff fellowship opportunities to ensure that the climate and culture of Duncanville High School Collegiate Academy are positive and scholar-centered.

Teachers are compensated for any additional duties such as Saturday school and after school tutoring. In addition, all educators have access to 21st-century technology in their classrooms such as interactive whiteboards, scholar issued laptops, audio systems, and mobile interactive centers to foster an innovative learning environment to reach all learning styles. We have been intentional about making sure that our teachers feel that they have the resources and support to ensure scholars are successful. The expectation is for all Duncanville High School Collegiate Academy educators to attend relevant and purposeful professional development outside of the district to incorporate rigor, relevance, and professional relationships between staff and scholars. Registration for professional development is paid for by the campus. Overall, Duncanville High School Collegiate Academy's sustainability practices are dedicated to igniting passions, captivating interests, and elevating the mindsets of both teachers and scholars alike.

Problem Statements Identifying School Processes & Programs Needs

| Problem Statement | Root Cause |
|--|--|
| <p>1</p> <p>Currently, 79% of 11th- and 12th-grade Collegiate Academy students are enrolled in online college courses rather than in-person classes at the Dallas College Mountain View campus. This limits opportunities for students to build connections with professors, engage in collaborative learning, and develop the soft skills needed to navigate a true college environment.</p> | <p>High online enrollment is due to limited availability of in-person course sections, scheduling conflicts with high school classes, and transportation challenges. These barriers make it difficult for students to participate in on-campus learning experiences.</p> |
| <p>2</p> <p>★</p> <p>Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success.</p> | <p>Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.</p> |

★ = Priority

Perceptions

Summary

Duncanville High School Collegiate Academy is a school within a school located in the Duncanville High School. Scholars experience college preparation from grades 9-12. As scholars enter into high school, they are gradually released into a full-time college schedule at Dallas College at Mountain View campus during the 11th and 12th grade. The school opened in the fall of 2017 with approximately 125 ninth graders. Our mission is to offer a smaller, more personalized learning community that will prepare scholars for a challenging program of study by developing academic rigor, provide relevant coursework, and building school and community relationships for the twenty-first century and beyond.

Duncanville High School Collegiate Academy provides a learning environment for scholars who want a direct pathway to college outside the typical comprehensive high school. We combine the high school experience with the acquisition of college credits through dual enrollment at Dallas College at Mountain View campus. The goal is to provide both a rigorous high school and college curriculum within a four year plan which provides enough courses for scholars to achieve a high school diploma and up to 60 college hours.

Scholars attending Duncanville High School Collegiate Academy are challenged and supported in developing the knowledge, skills, and behaviors that lead to success in college. The curriculum and instruction focus at Duncanville High School Collegiate Academy is on strategies that will prepare scholars to meet the state's standards and graduate college-ready, without remediation.

Overall, the campus has a very positive school culture. Knowledge of this is based on both empirical data from student surveys as well as conversations and relationships between both staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/ demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply.

The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/ demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision.

The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers.

2
★

Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels.

Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

3
★

Analysis of our 2024-2025 Algebra I STAAR EOC data shows that only 42% (14 of 33) of our 9th-grade Collegiate Academy students scored at the Meets or Masters level. This is significantly lower than their performance in other tested subjects, where 67% achieved Meets or Masters in Biology and 82% in English I.

Over reliance on calculators in middle school, leading to weak number sense and mental math skills. Many students also lack confidence in math and hold negative perceptions of the subject, which limits their persistence with challenging tasks. In addition, instruction must further emphasize critical thinking and real-world connections to make math relevant and strengthen conceptual understanding.

4
★

Only 67% of Collegiate Academy scholars are TSI Met by assessment

The low TSI Met rate is linked to limited early exposure to college-readiness skills and the lack of TSI testing opportunities at the middle school level. Additionally, students and families often have limited awareness of the importance of meeting TSI benchmarks early to avoid remedial coursework.

5
★

Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/ demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply.

The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

6



Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success.

Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback



Priorities

Priority 1 Student Academic Success

Goal 1

By June 2026, student achievement on the state assessments in English I will increase at approaches from 98% to 100%, meets from 92% to 95%, and masters from 48% to 50% on the STAAR test.

Strategy 1

Implement formative assessments every 3-4 weeks to monitor progress toward Meets and Masters

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 3

Track assessment and standards growth after each assessment and teach students how to track their own assessment data and set goals for Approaches, Meets, and Masters performance.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

January

April

June

Goal 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels.

Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Goal 2

By June 2026, student achievement on the state assessments in English II will increase at approaches from 98% to 100%, meets from 86% to 90%, and masters from 17% to 35% on the STAAR test.

Strategy 1

Implement formative assessments every 3-4 weeks to monitor progress toward Meets and Masters

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 2

Conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 3

Track assessment and standards growth after each assessment and teach students how to track their own assessment data and set goals for Approaches, Meets, and Masters performance.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

April

June

Goal 2 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|--|---|
| 1 Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. | Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam. |

Goal 3

By June 2026, student achievement on the state assessments in Algebra I will increase at approaches from 94% to 100%, meets from 44% to 65%, and masters from 12% to 35% on the STAAR test.

Strategy 1

Implement formative assessments every 3-4 weeks to monitor progress toward Meets and Masters

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction.

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Track assessment and standards growth after each assessment and teach students how to track their own assessment data and set goals for Approaches, Meets, and Masters performance.

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Goal 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels.

Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

2

Analysis of our 2024-2025 Algebra I STAAR EOC data shows that only 42% (14 of 33) of our 9th-grade Collegiate Academy students scored at the Meets or Masters level. This is significantly lower than their performance in other tested subjects, where 67% achieved Meets or Masters in Biology and 82% in English I.

Over reliance on calculators in middle school, leading to weak number sense and mental math skills. Many students also lack confidence in math and hold negative perceptions of the subject, which limits their persistence with challenging tasks. In addition, instruction must further emphasize critical thinking and real-world connections to make math relevant and strengthen conceptual understanding.

Goal 4

By June 2026, student achievement on the state assessments in Biology will increase at approaches from 98% to 100%, meets from 84% to 90%, and masters from 20% to 35% on the STAAR test.

Strategy 1

Implement formative assessments every 3-4 weeks to monitor progress toward Meets and Masters

Problem Statements: Student Learning 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction.

Problem Statements: Student Learning 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Track assessment and standards growth after each assessment and teach students how to track their own assessment data and set goals for Approaches, Meets, and Masters performance.

Problem Statements: Student Learning 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Goal 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels.

Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Goal 5

By June 2026, student achievement on the state assessments in US History will increase at approaches from 98% to 100%, meets from 82% to 90%, and masters from 37% to 40% on the STAAR test.

Strategy 1

Conduct US History STAAR EOC bootcamps focused on high-priority readiness standards and STAAR question formats to ensure all students are prepared for the US History STAAR EOC assessment.

Problem Statements: Student Learning 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Goal 5 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|-------------------|---|
| 1 | Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. |
| | Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam. |

Priority 2 Students, Families, and Community Connections

Goal 1

By June 2026, the campus will maintain a 100% graduation rate.

Strategy 1

Monitor student progress each grading period to identify potential risks (attendance, course failures, behavior).

Problem Statements: School Processes & Programs 2

Formative Reviews

Considerable Progress

October

January

April

June

Goal 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success.

Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Goal 2

By June 2026, the campus will maintain 100% of students meeting CCMR requirements.

Strategy 1

Continue to offer multiple CCMR opportunities (TSI, dual credit, industry certifications, AP).

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college

Formative Reviews

 Accomplished

October

January

April

June

Goal 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Only 67% of Collegiate Academy scholars are TSI Met by assessment

The low TSI Met rate is linked to limited early exposure to college-readiness skills and the lack of TSI testing opportunities at the middle school level. Additionally, students and families often have limited awareness of the importance of meeting TSI benchmarks early to avoid remedial coursework.

Goal 3

By June 2026, the percent of graduates from Early College High School (ECHS) who earn 60 hours or attain an Associates degree will increase from 63.5% to 70%.

Strategy 1

Conduct dual credit degree audits with Dallas College three times a year for seniors.

Problem Statements: School Processes & Programs 2

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Conduct weekly progress monitoring check-ins for students not on track to provide targeted support and interventions.

Problem Statements: School Processes & Programs 2

Formative Reviews

Moderate Progress

October

January

April

June

Goal 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success.

Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Goal 4

By June 2026, the campus will maintain a 0% drop-out rate.

Strategy 1

Maintain frequent communication with parents/guardians to intervene early if warning signs appear.

Problem Statements: School Processes & Programs 2

Formative Reviews

Considerable Progress

October

January

April

June

Goal 4 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|-------------------|--|
| 2 | Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. |
| | Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits. |

Goal 5

By June 2026, ADA will increase from 96% to 97%.

Strategy 1

Communicate the importance of attendance regularly through newsletters, emails, and parent meetings.

Problem Statements: School Processes & Programs 2

Formative Reviews

Some Progress

October

January

April

June

Goal 5 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|-------------------|--|
| 2 | Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. |
| | Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits. |

Goal 6

By June 2026, the percent of students meeting Texas Success Initiative (TSI) without College Bridge will increase from 67% to 80% by June 2028.

Strategy 1

Offer TSI testing multiple times per year starting in 9th grade to maximize attempts.

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Provide small-group tutoring and online TSI prep in reading, writing, and math.

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Track TSI readiness at each testing window and adjust interventions as needed.

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

January

April

June

Goal 6 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|-------------------|---|
| 3 | Only 67% of Collegiate Academy scholars are TSI Met by assessment |
| | The low TSI Met rate is linked to limited early exposure to college-readiness skills and the lack of TSI testing opportunities at the middle school level. Additionally, students and families often have limited awareness of the importance of meeting TSI benchmarks early to avoid remedial coursework. |

Priority 3 Personnel and Professional Development

Goal 1

By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS Domain 2.1 will increase from 30% to 35% by June 2026.

Strategy 1

Use PLCs to model high-yield instructional strategies such as checks for understanding, purposeful questioning, and engagement techniques

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Continue the practice of observing and/or recording lessons and conducting team analysis sessions to identify strengths, gaps, and growth opportunities.

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

April

June

Goal 1 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|-------------------|---|
| 1 | Scholars performed below the national average on advanced placement exams as evident by 21% of scholars scoring 3 or above on the AP Human Geography test, and 24% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. |
| | Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam. |

Goal 2

The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Strategy 1

Provide resources such as study guides and prep course information to support teachers seeking certification.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

October

January

April

June

Goal 2 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|-------------------|---|
| 1 | Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision. |
| | The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers. |

Goal 3

The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Strategy 1

Offer teacher-leadership opportunities (PLC leads, committee participation, peer coaching) to increase engagement and commitment to the campus.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Celebrate teacher contributions through shoutouts on social media and/or via the campus newsletter and opportunities to present at PD sessions or lead campus initiatives.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

January

April

June

Goal 3 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|-------------------|---|
| 1 | Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision. |
| | The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers. |

Priority 4 Fiscal Stewardship and Operational Excellence

Goal 1

The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

Strategy 1

The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

October

January

April

June

Goal 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply.

The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

Goal 2

The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1

The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

October

January

April

June

Goal 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply.

The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

Goal 3

The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1

The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

October

January

April

June

Goal 3 Problem Statements Identifying Perceptions

| Problem Statement | Root Cause |
|--|--|
| <p>1 Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply.</p> | <p>The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.</p> |