Wayside Schools
District Improvement Plan
2020-2021 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster
Mission Statement

Through rigorous academics and an inclusive and caring community, Wayside ensures ALL scholars are college-ready and prepared to be engaged and successful leaders.

Vision

All children, regardless of background, are prepared to succeed in college and reach their highest potential.
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Wayside Schools is built on the foundation of "All Means All".
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Comprehensive Needs Assessment

Needs Assessment Overview

Due to COVID-19, the Comprehensive Needs Assessment process for the development of the 2020-21 district improvement plan (DIP) primarily took place virtually over the course of several months with the assistance of members of the District Improvement Plan Advisory Committee.

While the Comprehensive Needs Assessment process is ongoing, and strategies have been updated, the Goals and Performance Objectives of this Plan were developed with a pandemic in mind and the ever-changing landscape of public education and needs of our scholars and staff alike.

Development of the 2020-21 strengths, needs, problem statements and root causes were guided by the "Questions to Consider" from the Plan4Learning/806 Technologies (district-adopted online improvement planning software).

To better align with the expectations of the Texas Education Agency, the Needs Assessment for 2020-21 is based on Victoria Bernhardt's Multiple Measures of Data, which emphasizes the following four areas:

1. Who are we? (Demographics)
2. How well do we do business? (Perceptions)
3. How are our students doing? (Student Achievement)
4. What are our procedures, methods and practices? (Processes and Programs)
Demographics

Demographics Summary

Nestled in the capital city of Texas, Wayside Schools offers Early Education through Grade 12 Education programs to approximately 2000 students on 5 campuses. Its south Austin location places Wayside Schools in close proximity to a diverse selection of colleges/universities, such as the University of Texas at Austin, St. Edward’s University, Texas State University, and Hulston College, as well as a plethora of community colleges.

The campuses are configured as follows:

Eden Park Academy, serves PK - 5
REAL Learning Academy, serves PK - 5
Altamira Academy, serves PK - 5
Sci Tech Middle School, serves 6 - 8
Sci Tech High School, serves 9 - 12

Scholar Demographics:

Hispanic - 77%
African American - 6%
White - 13.9%

Teacher Demographics (taken from 2019 TAPR)

Hispanic - 33%
African American - 8.4%
White - 59.7%

Demographics Strengths
Wayside exists to serve scholars who are traditionally underserved. Our student population matches our target population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Scholars will have missed 20 weeks of in-person instruction by the start of the school year and will miss at least 4 weeks more as the school year starts. 
Root Cause: The COVID-19 pandemic has caused the closure of schools.
Student Learning

Student Learning Summary

Due to the COVID-19 Crisis, TEA did not administer the STAAR test in 2019-2020. Wayside Schools administered Mock STAAR tests in late winter of 2020. The reports included in the plan addendum files show that:

Reading Performance:

Elementary School -
Overall, scholars are performing at the Meets and Masters performance level at 35%.
Hispanic = 35%, Black = 14%, White = 67%, Eco Dis = 28%

Middle School -
Overall, scholars are performing at the Meets and Masters performance level at an average of 20%.
Hispanic = 17%, Black = 13%, White = 42%, Eco Dis = 16%

High School - On the English I and English II Mock STAAR, scholars performed at the Meets and Masters performance level at an average of 33%
Hispanic = 25%, Black = 40%, White = 73%, Eco Dis = 27%

Math Performance:

Elementary School -
Overall, scholars are performing at the Meets and Masters performance level at 33%.
Hispanic = 30%, Black = 7%, White = 56%, Eco Dis = 29%

Middle School -
Overall, scholars are performing at the Meets and Masters performance level at an average of 8%.
Hispanic = 6%, Black = 0%, White = 21%, Eco Dis = 6%

Middle School Alg I -
Overall, scholars are performing at the Meets and Masters performance level at an average of 34%.
Hispanic = 26%, Black - n/a, White = 100%, Eco Dis = 27%

High School -
Alg I data is not available.

College-Ready Scholars:
5 out 46 scholars met college-ready criteria on the SAT

Diplomas received: 1
Total of IB scholars: 25
Total money saved: $67,200 (based on the IB credits accepted at Texas State)
Student Learning Strengths

Student growth points generally increased between the MOY (given in December) and the Mock STAAR given in late February and March.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Subject</th>
<th>Grade</th>
<th>MOY Growth</th>
<th>Mock STAAR Growth</th>
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**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Scholars are not performing above 35% at the Meets and Masters performance level in reading or math. **Root Cause:** The response to formative assessment data has not been effective.

**Problem Statement 2:** Wayside has not reached the goal of 100% college-ready graduates. **Root Cause:** The network has not developed and implemented expectations and a system for ensuring that each scholar in each grade level is on the path to being college-ready by the end of each school year.

**Problem Statement 3:** Third grade scholars are performing at a rate of 37% at the Meets and Masters performance level. **Root Cause:** The network has not prioritized and planned for an effective K-3 reading program.
**Problem Statement 4:** Scholars will have missed 20 weeks of in-person instruction by the start of the school year and will miss at least 4 weeks more as the school year starts.

**Root Cause:** The COVID-19 pandemic has caused the closure of schools.
District Processes & Programs

District Processes & Programs Summary

Teacher recruitment:
Wayside attends teacher recruitment fairs both in-person and online at local colleges and universities.
Wayside intentionally focuses on recruiting teachers who are supportive of the Wayside vision and mission.
Due to current enrollment numbers, Wayside schools is not able to pay a salary comparable to surrounding school districts.

Teacher support and retention:
Wayside supports new teachers through a New Teacher Academy that is held throughout the school year.
All teachers are supported through intensive coaching.
Out of 149 teachers who taught in the 2019-2020 school year, 42 resigned or were not asked to return. Turnover rate = 28%

Instructional Program:
Wayside scholars are showing growth in the formative and summative assessments which is evidence of improvement in instruction. However, scholars are not performing at high percentages at the Meets and Masters level which is evidence that lesson planning and instructional delivery need to be improved. Teachers need training on how to support scholars who are below grade level so that they can successfully interact with curriculum that is on grade level.

Curricular Program:
Wayside provides a curriculum framework and instructional materials that fulfill the demands of the TEKS.

Administrative Program:
All campuses are staffed with a leadership team that is sufficient to ensure teacher and scholar success.
Wayside Schools does not have an established process for developing leaders across the network.

District Processes & Programs Strengths
The network has well-developed plans for providing instructional coaching.

The network has provided a curriculum framework to the campuses.

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1**: Wayside Schools had to replace 28% of teachers at the end of the 19-20 school year. **Root Cause**: Wayside pays teachers less than the surrounding school districts.

**Problem Statement 2**: Wayside does not a cadre of leaders inside the network to meet future leadership needs. **Root Cause**: The network does not have an established leadership preparation program.

**Problem Statement 3**: The scholar retention rate is below 90%. **Root Cause**: Campuses have not developed and/or implemented plans to retain scholars.
Perceptions

Perceptions Summary

Updated Mission Statement

Through rigorous academics and an inclusive and caring community, Wayside ensures ALL scholars are college-ready and prepared to be engaged and successful leaders.

Updated Vision

All children, regardless of background, are prepared to succeed in college and reach their highest potential.

Core Beliefs

*Wayside Schools is built on the foundation of "All Means All".*

*All Scholars.*

At Wayside Schools, all educators, administrators, parents, and students are scholars. We value a growth mindset, lifelong learning, and are all engaged in the education of all scholars. All Wayside educators serve as models for lifelong learning and growth mindset. At Wayside Schools, scholars are encouraged to reach for greatness each day and teachers are charged to prepare them to be college-ready, community-engaged, global citizens. The district has grown, but more importantly, students have flourished. They are well on their way to becoming chefs, doctors, computer engineers, police officers, and community leaders.

*All United.*

We are stronger together. We bring all scholars and community partners together to fulfill our mission and work collaboratively to transform obstacles into opportunities. Wayside Schools is all united in our mission to provide a college-preparatory education to all scholars in Southeast Austin. With over 70 percent of our student population economically disadvantaged, our mission has never been more important than it is now. Our future leaders depend on it.

*All IB.*

Our network is firmly committed to providing ALL scholars with an International Baccalaureate (IB) Diploma, a rigorous college-preparatory program serving our 11th and 12th grade scholars. After continuous preparation from Pre-K to 10th grade, scholars enter the IB Diploma Program in the 11th grade and can earn up to 24 college credit hours and an additional diploma endorsement that provides them with a significant competitive advantage when applying to top colleges and universities.
Perceptions Strengths

The culture of a ‘student first’ approach sets scholars up to succeed and motivates employees.

The student-oriented culture is a strength for Wayside Schools. Parents, Teachers, and Principals all mentioned the culture in some regards. It was mentioned as a reason for staying at Wayside Schools. In other situations, it was mentioned as a unique value compared with other schools and school districts.

Wayside values innovation and improvement and there is an opportunity to integrate this throughout the district.

Teachers and principals value their “autonomy” and “peer level support”. Programs within innovation (e.g STEM) can be created by passionate, energized individuals. On one hand the innovation was done at a classroom or school level with the best practices not able to 3 matriculate throughout the network.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The scholar retention rate is below 90%. Root Cause: Campuses have not developed and/or implemented plans to retain scholars.

Problem Statement 2: Wayside Schools had to replace 28% of teachers at the end of the 19-20 school year. Root Cause: Wayside pays teachers less than the surrounding school districts.