The University of Texas at Austin
UT Charter School System
College of Education

University of Texas Charter School
District Improvement Plan
2026-2027

Vision

In full partnership with our communities, the University of Texas – University Charter School's vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social, and emotional success.

Mission

The University of Texas-University Charter School's mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.

***Legal References**: Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Date of Board Approval: October 7, 2026

The University of Texas – University Charter School Advisory Board

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to the Dean of the College of Education.

Members of the Advisory Board

Jennifer W. Maedgen, Ph.D. – Chair
Claire Alvardado, Ph.D.-Member
Eboni Caesar, Ph.D. - Member
Jane Gray, Ph.D.-Member
Judith Loredo, Ph.D. - Member
Christine Nishimura, J.D.-Member
Cynthia Franklin, Ph.D. - Member
Suzon Kemp – Member

Debra Cantu, Ph.D., Executive Director- Non-Voting

Nicole Whetstone, Ph.D., Superintendent-Non-Voting

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas- University Charter School to advise and make recommendations to the Dean of the College of Education on matters related to the management, operation, and accountability of UT -UCS that include but are not limited to:

Implementation and evaluation of long and short-term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
The annual operating and capital budgets;
Generation of Advisory Board nominees; recommendations of new Board appointees to the President;
Monthly monitoring of budgets to identify and explore significant variances;
Facility contracts, Student Information Guide, and the Student Code of Conduct;
The annual external audit of UT-UCS financial statements;
Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
Review family grievances that the Superintendent is unable to resolve at the school level; and
Review and/or make recommendations concerning any other reports or items required by state or federal law.

All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rule.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that families involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: *Families will be full partners with educators in the education of their children.*
OBJECTIVE2: *Students will be encouraged and challenged to meet their full educational potential.*
OBJECTIVE 3: *Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.*
OBJECTIVE 4: *A well-balanced and appropriate curriculum will be provided to all students.*
OBJECTIVE 5: *Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.*
OBJECTIVE 6: *Qualified and highly effective personnel will be recruited, developed, and retained.*
OBJECTIVE 7:*The state's students will demonstrate exemplary performance in comparison to national and international standards.*
OBJECTIVE 8: *School campuses will maintain a safe and disciplined environment conducive to student learning.*
OBJECTIVE 9: *Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.*
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:
1-Recruit, support, retain teachers & principals
2-Build a foundation of reading and math
3-Connect high school to career and college
4-Improve low performing schools

DISTRICT INFORMATION
Superintendent: Dr. Nicole Whetstone
Financial Manager: Mrs. Jenny Davis
Human Resource Manager: Mr. Bob Micks
Title 1 Coordinator: Mr. Bob Micks
Address: 2200 East 6th Street, Austin, TX 78702 Phone: 512- 471-4365

Equity Plan [ESSA Sec. 1112(b)(2)]:

The district serves the most at-risk population of children in Texas. Our students are in Residential Treatment Centers and in Psychiatric Hospitals. We have a wide range of behavioral issues among our children that can be difficult to manage unless you are specially trained to handle them.

Our district has funding set aside for professional development for working with highly mobile students who have experienced trauma. Trust Based Relational Intervention, Dr. Perry's Neurosequential Model for Education, Mental Health Behavioral Conference, and Brain-Based Instructional Strategies.

By SY 2025-2026, UT-UCS will retain 85% or more staff that have three or more years teaching experience.

School Support & Improvement [Sec. 1112(b)(3)]:
The district will support Methodist Children's Home with targeted support via curriculum support visits, helping with implementation of district initiative of Talk Read Talk Write and the Fundamental Five. The district will also help with implementing three-week TEKs benchmarks and determining more rigorous accelerated instructional plan/intensive program of instruction.

Poverty Criteria [Sec. 1112(b)(4)]:
University of Texas-University Charter School determines Title I eligibility and rank/serve order through the most recent census data and at- risk percentage.

Schoolwide Programs [Sec. 1112(b)(5)]:A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

- School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
- Instruction by highly qualified teachers.
- In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, families, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- Strategies to attract high-quality teachers to high-need schools.
- Strategies to increase family involvement in accordance with section 1118, such as family literary services.
- Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1.Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3.Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at families request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a families
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Incarceration: The student has been incarcerated, or has a parent or guardian who has been incarcerated (within the student's lifetime), in a penal institution as defined by Texas Penal Code §1.07
15. Dropout Recovery Enrollment: The student is enrolled in a dropout recovery school under Section 39.0548 of the TEC

State Compensatory Education
This district has written policies and procedures to identify the following:
-Students who are at-risk of dropping out of school under state criteria
-Students who are at-risk of dropping out of school under local criteria
-How students are entered into the SCE program
-How students are exited from the SCE program
The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 6

The process we use to identify students at-risk is:
Grades K–8: Campuses will review diagnostic screening data from Edgenuity MyPath to identify students who meet Response to Intervention (RtI) criteria—specifically, those performing more than one grade level below or repeating a grade.
High School: Students who have failed a course or an End-of-Course (EOC) assessment will require a meeting to develop an accelerated instructional plan. Data from Edgenuity MyPath will also be used to address skill-based learning gaps.

The process we use to exit students from the SCE program who no longer qualify is:
The charter school does not typically exit students from the program because the students are enrolled for less than one year and reside in residential placement facilities.

At the University of Texas-University Charter School State Compensatory Funds are used to support Title I initiatives.

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials and accelerated instruction for students at-risk, summer programs, pregnancy related services teachers, guidance and counseling services and trauma invested professional development.

Upon evaluation of the effectiveness of this program the committee finds that the students' academic achievement increased during the last academic year.

2023-2024
Drop Out Data
Students At Risk:4.5%
Students not at Risk:5.6%

Completion Data
Students At Risk: 82%
Students not At Risk: 86%

2022-2023
Drop Out Data
Students At Risk: 4.6%
Students not At Risk:5.6%

Completion Data
Students At Risk: 83%
Students not At Risk: 84%

2021-2022
Drop Out Data
Students At Risk: 4.6%
Students not At Risk:5.6%

Federal, State and Local Funding Sources
Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students. This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [*ESSA Sec.* 1114(b)(7)(B)]

Federal	
Program/Funding Source	**Amount of Funding**
IDEA B, Formula	$444,650
IDEA B, Preschool	$1,536
Title I, Part A	$503,079
Title II, Part A	$23,898
Title IV, Part A	$34,007
Title I, Part D, Subpart 2	$341,506
State	
Program/Funding Source	**Amount of Funding**
Regular Program SFF	$5,279,519
Special Education Allotment	$5,332,950
Dyslexia	$37,884
State Compensatory Education	$404,597
Bilingual Education	$10,307
Early Education Allotment	$4,328
School Safety Allotment	$604,087
Teacher Incentive Allotment	$375,727

Demographics

Demographics Data Sources

Attendance
Demographic Data
Enrollment
Ethnicity

Demographics Strengths

UT Charter School has a diverse student population.

- 42% White,
- 32% Hispanic
- 18% are African American
- 4% Two or More Races

Demographics Weaknesses

Total Mobile Students=92%;students frequently are in and out of placement which interrupts their education

Demographics Needs

- Teachers require professional development on working with highly mobile students who have experienced trauma.
- Consistent communication and collboration with partner facilities.

Demographics Summary

Demographics Summary (Continued)

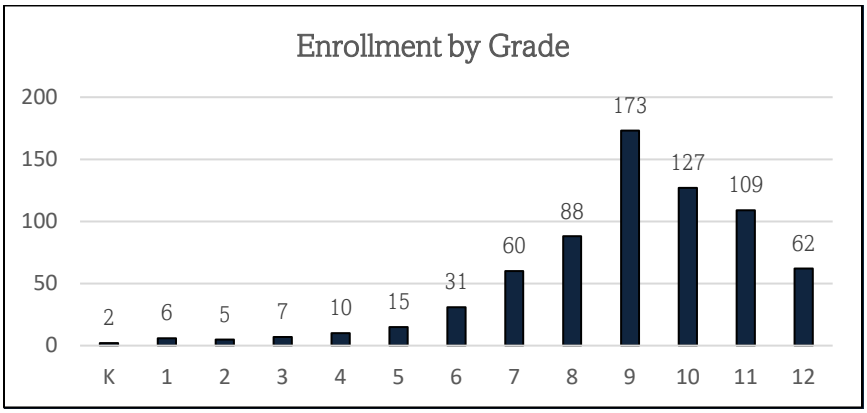
Teachers require targeted professional development to enhance their capacity to support highly mobile students who have experienced trauma. Such training should strengthen educators' skills in trauma-informed instructional practices, regulation strategies, and relationship-centered classroom routines. Furthermore, consistent communication and collaboration with partner facilities is critical to ensuring continuity of care, aligned expectations, and shared approaches that foster academic stability and student success.

UT CHARTER SCHOOL DEMOGRAPHIC DATA

Report Date: September, 2026

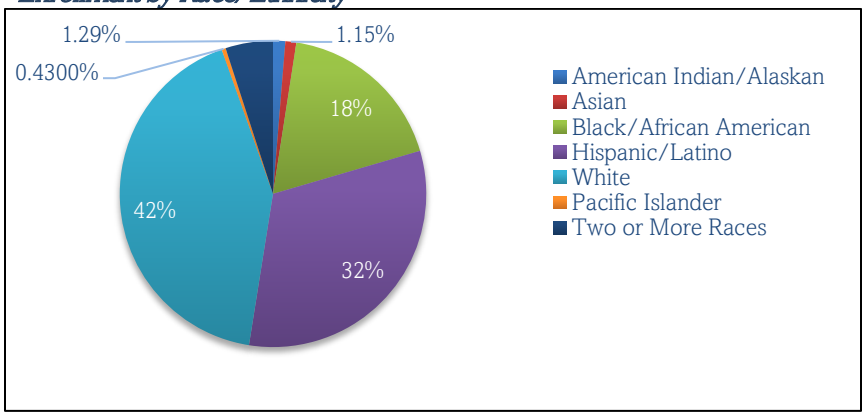
Enrollment

There were 695 students enrolled at UT Charter School K-12th Grade based on the "Snapshot" date of October 31, 2025.

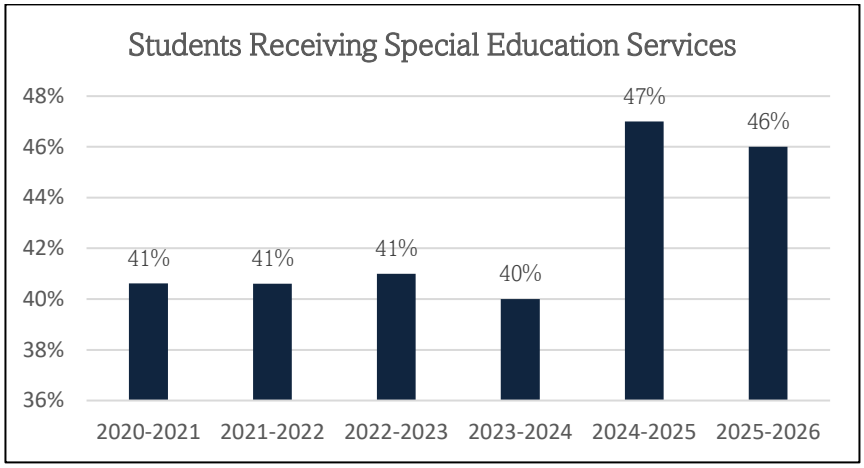


UT Charter School campuses operate in diverse settings and serve students across multiple age groups. However, the student population is primarily composed of secondary-level students, with the largest concentration in 9th grade.

Enrollment by Race/Ethnicity

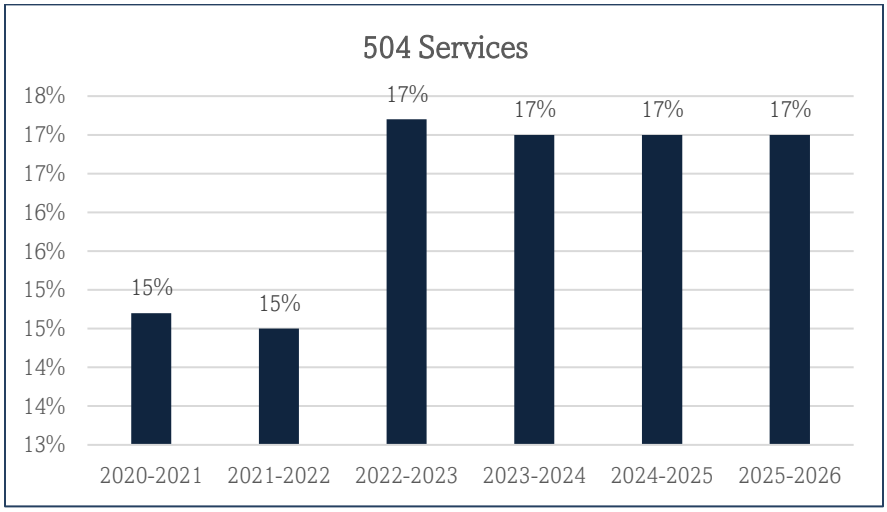


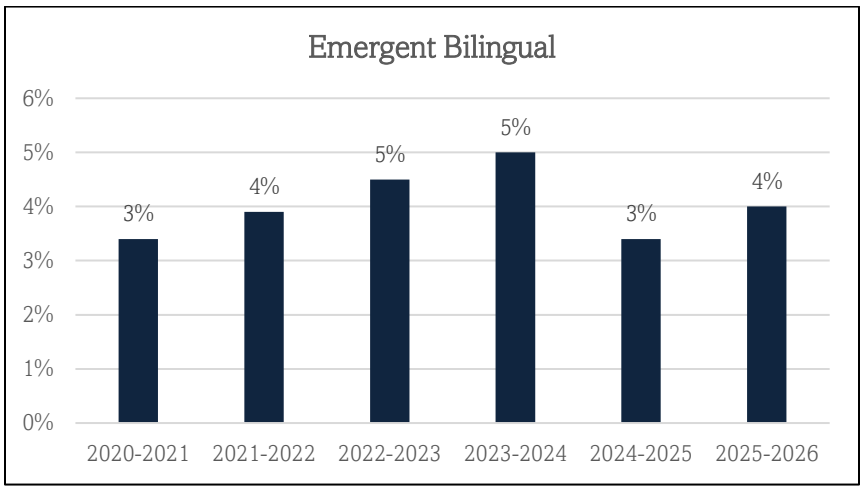
Special Populations



*Approximately **47%** of students enrolled (274 students) meet eligibility for special education services. Almost 65 percent of students have a behavior disability as their primary disability.*

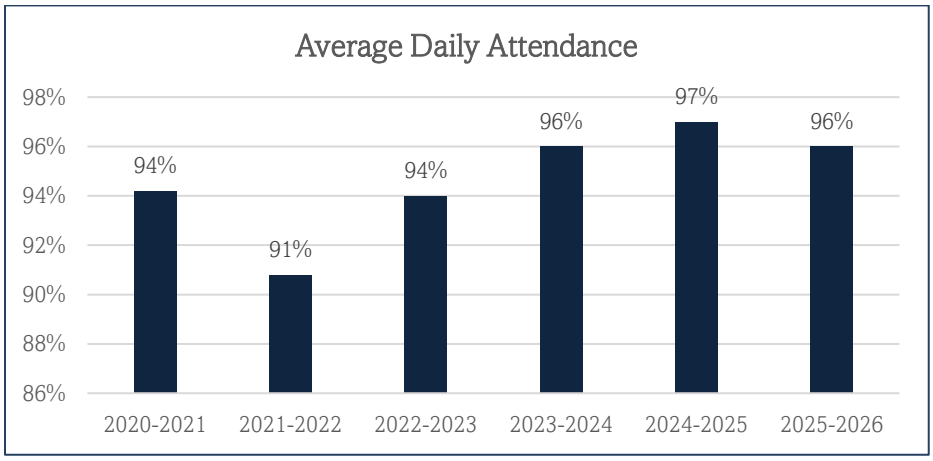
Historically, more than 15% of students have qualified for services under Section 504, which supports students with physical or mental impairments that substantially limit one or more major life activities. These impairments may include dyslexia, ADHD, depression, and various chronic health conditions. Since 2020, the percentage of students receiving Section 504 services has remained consistent, currently accounting for 17% of total enrollment.





Students who are developing academic English are identified as Emergent Bilinguals. As of the 2025–2026 snapshot date, approximately 4% of enrolled students required language support and accommodations based on their English proficiency. Although there was a slight increase in the previous year, the district has observed a gradual decline in this student population over time.

Average Daily Attendance



Average Daily Attendance (ADA) has increased over the past four years, supported by the implementation of targeted strategies aimed at improving student attendance.

Turnover

Turnover			
School Year	Entry	Withdrawal	%
2025-2026	2468	1743	71%
2024-2025	2111	1551	73%
2023-2024	2130	1651	78%
2022-2023	2113	1580	75%
2021-2022	2130	1652	78%
2020-2021	2255	1673	74%

Academic Progress

Upon enrollment, students complete a diagnostic assessment that generates a personalized learning path. Students who remain enrolled through at least two diagnostic cycles consistently demonstrate academic growth, as illustrated in the charts below.

Math		
Year	#of Students Tested Both Diagnostics	% Made Progress
2025-2026	298	77%
2024-2025	265	71%
2023-2024	263	75%
2022-2023	243	57%
2021-2022	217	58%

Reading		
Year	#of Students Tested Both Diagnostics	% Made Progress
2025-2026	324	71%
2024-2025	259	68%
2023-2024	268	70%
2022-2023	272	55%
2021-2022	223	50%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

At-Risk by Category
Disaggregated STAAR Data
Enrollment
Mobility/Stability
State Assessment Data
Student-Specific and Differentiated Strategies

Student Achievement Strengths

- Reading/Language Arts Strength: State assessment shows solid overall performance, with 61% of students achieving Approaches, 33% reaching Meets, and a presence of Masters performance. This indicates strong foundational literacy instruction and effective grade-level support.
- Science Achievement: State assessment in Science demonstrates notable success, with 80% of students at Approaches and 35% at Meets. This reflects consistent instructional alignment and effective use of hands-on, inquiry-based strategies.
- Social Studies Performance: State assessment in Social Studies shows balanced achievement, including the highest Masters rate (15%) across tested subjects. This suggests strong content knowledge development and effective integration of reading and writing in social studies instruction.
- Overall Approaches Rate: Across all subjects, 61% of tests scored at Approaches or above, indicating that a majority of students demonstrate basic proficiency and readiness for continued academic growth.

Student Achievement Weaknesses

- Students are highly mobile.
- African American student performance is significantly below campus averages, with 58% Approaches, 19% Meets, and 0% Masters. This indicates a need for targeted instructional support, intervention structures, and progress monitoring.
- Two or More Races — Students in this group scored 0% at all performance levels, indicating an urgent need for individualized intervention, attendance review, and instructional alignment.
- Hispanic Students — Although there is some Masters-level strength, overall proficiency is low (56% Approaches, 16% Meets). This subgroup needs targeted small-group instruction and data-driven reteach cycles.

Comprehensive Needs Assessment

Student Achievement Needs

- **Data-Driven Differentiation**:Teachers need support in designing differentiated instruction that addresses large gaps between student groups, particularly African American, Pacific Islander, Two or More Races.
- **Targeted Small-Group Instruction:** Instructional staff require training in structuring and delivering targeted small-group lessons that accelerate learning for students performing below grade level, especially in subgroups with Meets rates under 20%.
- **Intervention Design & Progress Monitoring:** Teachers need stronger systems for creating, implementing, and monitoring interventions for students who consistently score at Approaches but do not progress to Meets or Masters.
- **Trauma-Informed Academic Supports:** Given the High Focus group's low Meets (15%) and Masters (2%) rates, teachers need training in trauma -informed instructional practices that support regulation, engagement, and academic persistence.
- **High-Impact Literacy and Numeracy Strategies**: Teachers require strengthened Tier 1 instructional practices in reading and math to increase Meets -level performance across all groups, especially those below 20% Meets.

Student Achievement Summary

State assessment scores showed a moderate increase compared to the previous year. A detailed data analysis reveals that students who participate in testing from year to year are not consistently enrolled. Despite this, the number of students approaching or meeting benchmarks through Intervention remains steady, with 77% of students in Math and 71% in Reading demonstrating progress.

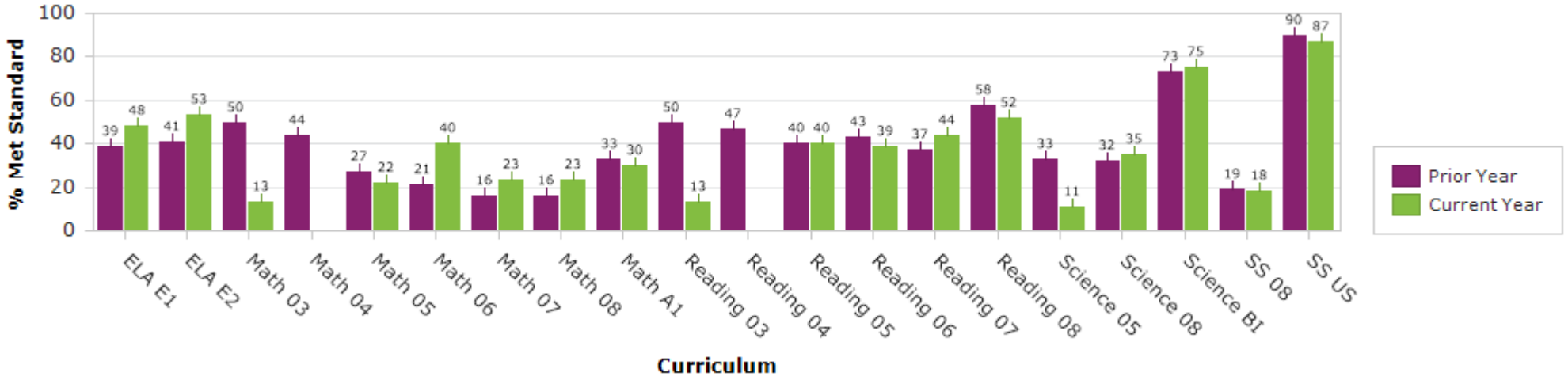
STAAR Curriculum Drilldown
for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Curriculum	Prior Year	Current Year
English Language Arts E1	39%	48%
English Language Arts E2	41%	53%
Mathematics 03	50%	13%
Mathematics 04	44%	0%
Mathematics 05	27%	22%
Mathematics 06	21%	40%
Mathematics 07	16%	23%
Mathematics 08	16%	23%
Mathematics A1	33%	30%
Reading 03	50%	13%
Reading 04	47%	0%
Reading 05	40%	40%
Reading 06	43%	39%
Reading 07	37%	44%
Reading 08	58%	52%
Science 05	33%	11%
Science 08	32%	35%
Science BI	73%	75%
Social Studies 08	19%	18%
Social Studies US	90%	87%

STAAR Curriculum Drilldown
for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

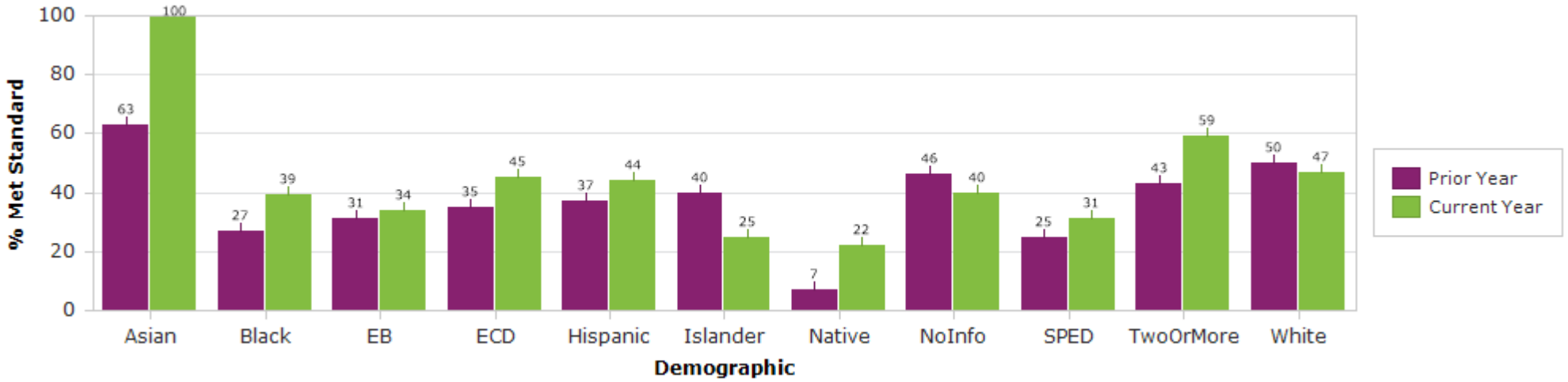
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STAAR Demographic Drilldown
for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

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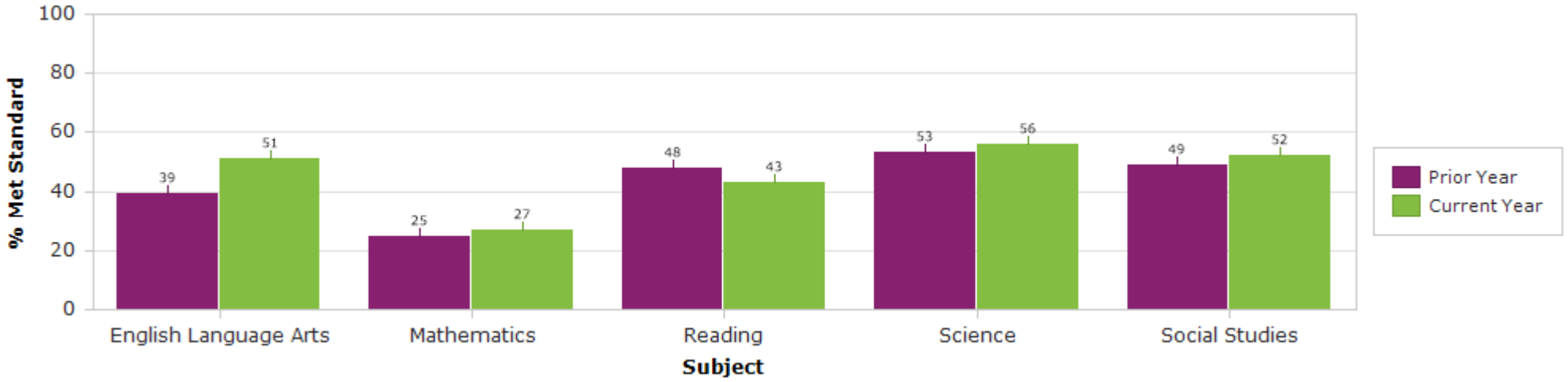
Demographic	Prior Year	Current Year
Asian	63%	100%
Black	27%	39%
EB	31%	34%
ECD	35%	45%
Hispanic	37%	44%
Islander	40%	25%
Native	7%	22%
NoInfo	46%	40%
SPED	25%	31%
TwoOrMore	43%	59%
White	50%	47%



STAAR Subject Drilldown
for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Subject	Prior Year	Current Year
English Language Arts	39%	51%
Mathematics	25%	27%
Reading	48%	43%
Science	53%	56%
Social Studies	49%	52%



School Culture and Climate

School Culture and Climate Data Sources

Classroom and School Walkthrough Data
Feedback Data
Other Staff Effectiveness Data
Parent and Community Partnership Data
Staff Development
Surveys
Teacher Certifications/Qualifications Data
Teacher Turnover Rates

School Culture and Climate Strengths

Campus climate is overall positive.

- 90% that their on-site supervisor fosters an environment of trust and respect
- 95% report that they feel supported by their principal.

Safety plans have been established and an MEOP has been revised as required.
The district SEL Coordinator manages SEL implementation and support. This includes providing resources to campus leadership on strategies to support teacher wellness.

School Culture and Climate Weaknesses

Frequent facility turnover impacts classroom environment consistency on some campuses.

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

Increase opportunities to collaborate with facility staff.

School Culture and Climate Summary

The campus maintains a strong, positive climate, with 90% of staff reporting trust and respect from their on-site supervisor and 95% feeling supported by their principal. Safety structures are in place, including updated plans and a revised MEOP. SEL implementation is coordinated districtwide, with resources provided to strengthen teacher wellness.

Overall Campus Results Summary — 2025–2026

This summary aggregates staff survey responses across all campus sections included in the source report, combining identical question stems (District Support, Special Programs, Communication, Principal Leadership, Campus Climate, District Climate, and CBI-specific items) into district-wide totals.

Takeaways

- **Strongest areas (100% positive — Agree/Strongly Agree or Very/Somewhat Effective):** Communication from Principal/Supervisor, staff feeling connected to one another, staff being solution-focused, principal accessibility, comfort raising issues/concerns, effective systems in the principal's absence, and support for Special Programs/Dyslexia/Emergent Bilingual/IEP services.
- **Solid but not universal (90–93% positive):** Communication from colleagues, recognition of accomplishments, celebrating successes, principal feedback, overall sense that campus is a good place to work, and school safety/inclusivity.
- **Areas with the most room to grow:** Navigating the **Curriculum Hub** (67% positive — the lowest-rated item district-wide, with notable "Unsure" and "Disagree" responses), **Communication from Facility Staff** (71% positive), and staff perception that **school decisions are made based on what's best for students** (82% positive, with some disagreement).

Results by Category

District-Level Instructional Support

Item	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	% Positive
Know who to contact for instructional support	8	6	4	0	0	78%
PD offered by district meets my needs	7	7	3	1	0	78%
Know how to access/navigate the Curriculum Hub	8	4	3	2	1	**67%**

The Curriculum Hub item is the lowest-scoring item in the entire dataset and shows up as a mix of "Unsure" and "Disagree" across several campuses — a candidate for targeted PD or a refresher walkthrough.

CBI (Community-Based Instruction) Staff

Item	Strongly Agree	Agree	% Positive
Know who to contact for CBI support at district level	1	1	100%
Comfortable with curriculum tools for CBI coursework	2	0	100%
Know how to access/navigate Curriculum Hub (CBI)	1	1	100%

Small sample (n=2 respondents), but notably CBI staff report full confidence with the Curriculum Hub while general staff do not — worth comparing training approaches.

Special Programs Support

Item	Strongly Agree	Agree	% Positive
Special Programs staff provide timely/effective IEP feedback	5	3	100%
Have tools/resources for students receiving special ed services	7	1	100%
Have tools/resources for students with Dyslexia	5	3	100%
Have tools/resources for Emergent Bilingual students	5	3	100%

Universally strong — no disagreement recorded anywhere in the dataset for Special Programs support.

Communication Effectiveness

Source	Very/Somewhat Effective	Neutral	Not Effective	% Positive
From Principal/Supervisor	14	0	0	100%
From District Staff	12	2	0	86%
From Colleagues	13	1	0	93%
From Facility Staff	10	2	2	**71%**

Facility staff communication is the weakest link in this category, with the only "Not at all Effective" ratings in the dataset.

Principal & Campus Leadership

Item	Strongly Agree	Agree	Unsure	Disagree	% Positive
Communication from principal/supervisor effective	12	2	—	—	100%
My accomplishments are recognized	10	3	1	0	93%
Campus celebrates successes	10	3	0	1	93%

Item	Strongly Agree	Agree	Unsure	Disagree	% Positive
Principal provides good feedback	12	1	1	0	93%
Principal is accessible and responsive	12	2	0	0	100%
Comfortable raising issues/concerns	12	2	0	0	100%
Effective systems in principal's absence	12	2	0	0	100%

Principal leadership is the strongest-performing domain overall — every item clears 90%, and most hit 100%.

Campus Climate

Item	Strongly Agree	Agree	Unsure	Disagree	% Positive
Feel connected to other adults on campus	9	5	0	0	100%
Staff is solution-focused	11	3	0	0	100%
School/facility personnel interact effectively	8	3	1	1	79%
School decisions are made based on what's best for students	9	0	0	2	**82%**
Campus provides safe, inclusive environment	9	1	0	1	91%
Overall, campus is a good place to work and learn	7	3	1	0	91%

Climate is generally very strong. The two softer spots — "decisions based on what's best for students" and "school/facility personnel interact effectively" — are worth a closer look, since disagreement on these items tends to signal specific, addressable friction points rather than broad dissatisfaction.

District Climate (small sample — administrator-level respondents)

All five district-climate items (supervisor promotes trust/respect, staff solution-focused, decisions best for students, safe/inclusive environment, overall good place to work) came back **100% Strongly Agree**, based on a small number of respondents. Treat this as directional rather than representative given the limited n.

Recommendations

1. **Prioritize a Curriculum Hub refresher.** It's the single lowest-rated item district-wide and the most actionable — likely a short training or job aid would move the needle quickly.
2. **Investigate facility staff communication gaps.** This is the only category with "Not Effective" ratings; understanding which campuses are driving this would help target a fix.

3. **Follow up on the "decisions best for students" disagreement.** Even a small number of dissenting responses here is worth a conversation, since it touches trust in campus decision-making.
4. **Keep doing what's working in principal leadership and campus climate** — these are the standout strengths and a model for other domains.

Note: This summary combines multiple campus-level sections found in the source PDF by matching identical survey items. Where a section's data appeared to be a duplicate repeat of another section's numbers, it was counted once to avoid inflating totals. Given the small sample sizes on several items, treat percentages as directional rather than statistically robust.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff Mobility/Stability
Survey and Interviews of Students/Staff/Parents
Surveys

Staff Quality, Recruitment and Retention Strengths

- Teachers at UT Charter School can earn additional income by earning designations through the Teacher Incentive Allotment.
- The University of Texas provides quality, competitive benefits.
- Staff surveys consistently report positive school climate.

Staff Quality, Recruitment and Retention Weaknesses

Teachers face challenges earning multiple certifications to teach in multilevel classrooms, and the district’s small size limits career advancement opportunities.

Staff Quality, Recruitment and Retention Needs

- Continue to recruit experienced teachers.
- Provide opportunities for teacher leadership and compensation.
- Create district incentive programs for teachers who teach on campuses where students do not remain enrolled long enough to meet the student growth requirement for the Teacher Incentive Allotment.
- Teacher Incentive Allotment-ensure fidelity of data capture.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

The district continues to demonstrate strong staff stability, reflected in high teacher retention rates. Additionally, an increasing number of teachers are qualifying for the Teacher Incentive Allotment, signaling growth in instructional excellence and a deepening culture of high performance.

The University of Texas at Austin
UT Charter School System
College of Education

Retention Rates
2025-2026 SY

UT Charter Retention Rates for the 2025-26 SY

- Total Teacher Retention (not including impact from Re-org) = 88%
- Total Teacher Retention (with impact from Re-org) = 79%

- Total Instructional Aide Retention (not including impact from Re-org) = 89%
- Total Instructional Aide Retention (with impact from Re-org) = 79%

- Total Staff Retention (not including impact from Re-org) = 91%
- Total Staff Retention (with impact from Re-org) = 83%

- Total TIA Teacher Retention (not including impact from Re-org) = 91%
- Total TIA Teacher Retention (with impact from Re-org) = 80%

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom and School Walkthrough Data
Disaggregated STAAR Data
Instructional Design/Delivery
Professional Development Data
Staff Mobility/Stability

Curriculum, Instruction and Assessment Strengths

- Implementation of online credit recovery program.
- Increased graduates.
- Students have the opportunity to particpate in On-Ramps courses at certain campuess.
- A robust professional development strategy was developed to provide more individualized opportunities for instructional staff.

Curriculum, Instruction and Assessment Weaknesses

- Teachers face challenges maintaining a consistent scope and sequence due to the frequent interruption of educational opportunities for students with high mobility.
- Because school sizes, vertical alignment and lesson planning among colleagues are limited.
- There are fewer opportunities for teachers of similar grades and content areas to collaborate because campuses are spread out across the state.
- The central office curriculum team is small due to budgetary constraints which limits the amount of support provided to instructional staff.

Curriculum, Instruction and Assessment Needs

- Professional development is needed for teachers who serve multiple subject areas and teach at multiple levels.
- Increased funding for more curriculum team members to provide instructional staff support and curriculum development.

Curriculum, Instruction and Assessment Summary

The district has expanded academic opportunities through the implementation of a virtual school resulting in an increase in graduates. Students also have access to On-Ramps courses at select campuses, broadening college-aligned learning pathways. Additionally, a robust professional development strategy has been developed to provide more individualized learning opportunities for instructional staff.
Despite these strengths, several challenges persist. Teachers struggle to maintain a consistent scope and sequence due to frequent interruptions in learning for highly mobile students. Vertical alignment and collaborative lesson planning are limited because campuses are geographically dispersed, reducing opportunities for teachers in similar grade levels and content areas to work together. Furthermore, the central office curriculum team remains small due to budget constraints, limiting the level of instructional support available.
To address these gaps, teachers require professional development tailored to those who teach multiple subjects and grade levels. Increased funding is also needed to expand the curriculum team so they can provide more comprehensive instructional support and lead ongoing curriculum development.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Service Agencies and Support Services
Family and Community Participation Counts
Feedback Data

Family and Community Involvement Strengths

- Virtual community outreach on important topics, (special education, behavior, Emergent Bilingual topics) has been effective on reaching diverse parent/guardians, case managers and surrogate parents.
- Schools consistently hold open houses; facility meetings; awards/celebrations; monthly newsletters.

Family and Community Involvement Weaknesses

- The majority of students are in the foster care system and kinship family contact with the school is limited.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

- Students in state custody frequently change caseworkers.

Family and Community Involvement Needs

Students in foster care require stronger, more consistent family and community engagement supports, including expanded communication pathways with caseworkers, increased collaboration with facility partners, and additional virtual and in-person opportunities for caregivers and stakeholders to stay informed and involved in students' academic and social-emotional progress.

Family and Community Involvement Summary

Virtual community outreach on key topics—including special education, behavior supports, and Emergent Bilingual services—has been effective in reaching diverse parent and guardian groups across the district. Schools consistently host open houses, facility meetings, awards and celebrations, and distribute monthly newsletters, demonstrating a strong commitment to communication and visibility.
However, significant challenges remain. Because most students are in the foster care system, family contact is limited, and students in state custody frequently experience caseworker turnover, reducing continuity in communication and support.
To strengthen engagement, the district needs to expand partnerships with local businesses to increase community involvement and create additional virtual opportunities for families and stakeholders to learn about district services and supports.

Comprehensive Needs Assessment Data Sources

At-Risk by Category
Attendance
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Demographic Data
Disaggregated STAAR Data
Enrollment
Family and Community Participation Counts
Feedback Data
Graduation, Completion, and Dropout Rates
High-Yield Strategies
Instructional Design/Delivery
Leadership and Administrative Support Structures
Master Schedule
Mobility/Stability
PEIMS Reports
Professional Development Data
Special Program Participation
Staff Mobility/Stability
State Assessment Data
Summary of Student Progress (not taking STAAR)
Surveys
Teacher Certifications/Qualifications Data
Teacher Turnover Rates
Technology
Texas Teacher Evaluation & Support System (T-TESS)

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 1. (Academic Achievement) The percentage of students reading at or above grade level (Approaches Grade Level on the state assessment) will increase from 61% in spring 2026 to 70% in spring 2027.The percentage of students performing at or above grade level in math (Approaches Grade Level) will increase from 28% to 50% by spring 2027.

Objective 1. (Academic Growth) All students will show measurable growth aligned to their intervention learning targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build strong literacy and math foundations for all students by establishing expectations, quality resources, and supports for instruction. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4.1,5.2)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Special Programs, Principal, Superintendent(s)	August 2026-March 2027	IDEA B Formula, State Compensatory	Criteria: -Professional development offerings/attendance. -Implementation of strategies in the classroom. -Data from walkthroughs and teacher observations.
2. Implement rigorous and aligned curriculum and formative assessments. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.1,5.2,5.3,5.4)	Director of Academics & Professional Development, Principal	September 2026-May 2027	Time	Criteria: Student assessment data Teacher observation data
3. Student progress on individualized learning targets will be evaluated every nine weeks. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1,5.3)	Director of Academics & Professional Development, Principal	September 2026-June 2027	Time, Regular Program SFF	Criteria: State assessment results MyPath academic performance data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 1. (Academic Achievement) The percentage of students reading at or above grade level (Approaches Grade Level on the state assessment) will increase from 61% in spring 2026 to 70% in spring 2027.The percentage of students performing at or above grade level in math (Approaches Grade Level) will increase from 28% to 50% by spring 2027.

Objective 2. (Professional Development) All instructional staff will demonstrate improved effectiveness by participating in district-provided professional development focused on delivering tiered, differentiated instructional practices

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide professional development to ensure all teachers are trained in the Fundamental 5, Talk/Read–Talk/Write, Universal Design for Learning, and Visible Learning. Training will strengthen Tier 1 instruction, increase student engagement, and promote consistent use of evidence-based practices across classrooms. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.2,5.3)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Local Funds, Regular Program SFF	Criteria: Implementation will be monitored through walkthroughs, PLC collaboration, and student achievement data.
2. District-wide Professional Learning Communities will prioritize brain-based and trauma-informed classroom practices to strengthen instructional consistency and support student regulation and engagement. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,4.1,5.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal, SEL Director, Superintendent(s)	August 2026-May 2027	State Compensatory	Criteria: Classroom Observation data Student discipline data Academic achievement data Student and staff survey data
3. A district walkthrough format incorporating the Fundamental 5, Talk/Read-Talk/Write, Universal Design for Learning, Visible Learning and The Neurosequential Model of Education will be utilized to provide consistent coaching and feedback. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal	September 2026-May 2027	Time	Criteria: Teacher observation data Student achievement/progress data 20% increase in observed Tier 1 practices; 10% increase in Meets GL performance.
4. Develop strategies to support students' proficiency on the state assessment by providing professional development for teachers on the format. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.2,5.3)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Special Revenue-Locally Defined, Time, Regular Program SFF	Criteria: Student assessment data Teacher observation data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the reading state assessment will increase by 5 percentage points by May 2027.

Objective 1. (ESL Instruction) All enrolled students receiving language supports will demonstrate one grade-level growth in reading, as measured by district diagnostics and progress monitoring tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement a comprehensive professional development plan to ensure all teachers receive training in the updated English Language Proficiency Standards (ELPS). (Target Group: ESL) (Strategic Priorities: 2) (ESF: 4.1,5.2)	Director of Academics & Professional Development, Director of Special Programs	August 2026-January 2027	Title III Bilingual / ESL, Time	Criteria: Diagnostic growth and TELPAS scores
2. 100% of ESL Teachers will implement required English Language Proficiency Standards, language supports, and accommodations to ensure academic growth for Emergent Bilingual students. (Target Group: ESL,AtRisk) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4)	Director of Academics & Professional Development, Director of Special Programs, Principal	August 2026-May 2027	Title III Bilingual / ESL	Criteria: Teacher observation data Student achievement results (STAAR, TELPAS, locally developed assessments)

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the reading state assessment will increase by 5 percentage points by May 2027.

Objective 2. (Dyslexia Instruction) Provide resources and support to teachers that work with students identified with Dyslexia.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources and support to teachers working with students who have been identified as having dyslexia. (Target Group: Dys) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)	Director of Academics & Professional Development, Director of Special Programs	August 2026-May 2027	Dyslexia	Criteria: Reading assessment data STAAR data disaggregated by students with Dyslexia
2. The district will strengthen dyslexia services by hiring a dedicated dyslexia team to provide targeted individual and small-group intervention for students identified with dyslexia. (Target Group: Dys) (Strategic Priorities: 1,2,4) (ESF: 2.1,3.3,4.1,5.2)	Director of Special Programs, Dyslexia specialist	August 2026-June 2026	Time, Dyslexia	Criteria: Hiring documents Student achievement Class schedules Intervention groups

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the reading state assessment will increase by 5 percentage points by May 2027.

Objective 3. (Special Education) All students receiving special services who are enrolled for at least 90 days will demonstrate one grade level of skill growth based on their Edgenuity MyPath learning targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A district diagnostic in reading and math is administered to every student receiving special services, followed by a designated period of academic intervention. (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2026-May 2027	State Compensatory	Criteria: State assessment data Classroom Observation data Learning path documentation and assessment results
2. The district will offer summer and intersession learning opportunities for students receiving special education services, including targeted reading and math interventions, social-emotional learning activities, and individualized academic support. (Target Group: SPED,AtRisk,FC) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal, Superintendent(s)	September 2026-June 2027	Local Funds, State Compensatory	Criteria: State assessment data Summer and/or intersession enrollment and student academic progress data
3. Provide professional development for instructional staff on high-leverage practices that support students with diverse disabilities. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.2)	Director of Academics & Professional Development, Director of Special Programs, Principal, Superintendent(s)	August 2026-May 2027	IDEA Special Education, Regular Program SFF	Criteria: Student assessment data. Professional development schedule. Coaching Classroom observations.
4. Quarterly formative audits will ensure ARD documentation is compliant and aligned with best practices to meet student needs. Findings from these audits will be used to guide professional development, improve documentation quality, and inform instructional planning. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 1.2,5.1)	ARD Facilitator, Director of Special Programs	September 2026-June 2027	IDEA Special Education, Regular Program SFF	Criteria: Audit reports. Campus feedback reports.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the reading state assessment will increase by 5 percentage points by May 2027.

Objective 4. (Foster Care) All students in foster care enrolled at least 90 days will demonstrate at least one skill level growth in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Upon enrollment, each student will complete diagnostic assessments in reading and math. The results will be used to identify learning gaps and guide individualized instruction. (Target Group: FC) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2026-May 2027	Time, Regular Program SFF	Criteria: Academic performance data for students in foster care. Learning plan data.
2. Teachers will identify and implement appropriate social-emotional supports to help students in foster care make meaningful academic progress. (Target Group: FC) (Strategic Priorities: 2) (ESF: 3.3)	Lead Teacher, Principal, SEL Director	August 2026-June 2027	Special Revenue-Locally Defined, Time	Criteria: Student behavior data Academic data Teacher observation data
3. School staff, including lead teachers, the principal, the college and career transition coordinator, and records clerks, will collaborate to ensure students in foster care are enrolled in appropriate courses and receive needed academic interventions. (Target Group: FC) (Strategic Priorities: 2) (ESF: 1.1,4.1,5.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2026-June 2027	Regular Program SFF, State Compensatory	Criteria: Student assessment data Academic Achievement Records Learning plans Report cards

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 3. (School Safety and Wellness) By the end of 2026-2027 school year, 100% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

Objective 1. (Social-Emotional Practices) By the end of the 2026-2027 school year, 100% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with facilities to implement Social Emotional Learning in all schools utilizing School Connect and Second Step. (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)	Director of Academics & Professional Development, Principal, SEL Director, Superintendent(s)	August 2026-May 2027	Special Revenue-Locally Defined, Time	Criteria: Classroom Observation Data Student achievement Data Annual survey results Student discipline Data
2. Support district staff through positive behavior intervention strategies and wellness initiatives that integrate social-emotional learning with academic instruction. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,3.1,3.3)	Director of Academics & Professional Development, Director of Special Programs, SEL Director, Superintendent(s)	August 2026-May 2027	Time	Criteria: Climate survey results Classroom observation data Student progress data
3. Incorporate character education and social-emotional learning into the daily curriculum through evidence-based programs. Staff will receive ongoing professional development in SEL integration and trauma-informed practices. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,3.3)	Lead Teacher, Principal, SEL Director	August 2026-May 2027	Regular Program SFF	Criteria: Program effectiveness will be evaluated through student surveys, behavioral data, academic progress monitoring, and staff feedback. Classroom observation data Student discipline data Academic progress data
4. Continue implementing a dating-violence policy with transparent reporting protocols and clearly articulated guidelines to ensure consistency and compliance. (Target Group: All) (ESF: 3.1)	Assistant Superintendent(s), Operations Specialist, Principal, Superintendent(s)	August 2026-June 2027		Criteria: Board approval of the dating violence policy. Compliance with reporting procedures.
5. Increase the number of student respondents by 20% on the annual exit survey to ensure more representative feedback for continuous improvement. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)	Lead Teacher, Principal	September 2026-June 2027		Criteria: Achieve a 20% year-over-year increase in total student exit-survey participation.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 3. (School Safety and Wellness) By the end of 2026-2027 school year, 100% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

Objective 2. (Multi-hazard Emergency Operations Plan) Review and revise the MEOP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct an annual review and update of emergency operations plans. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3)	Assistant Superintendent(s), Director of Finance, Director of Special Programs, HR Director, Operations Specialist, Principal, SEL Director, Superintendent(s)	August 2026-June 2027	Time, Regular Program SFF	Criteria: Completion of safety drill documentation. Updated MEOP Staff/students demonstrate protocols.
2. Sentinel will be used to document 100% of school-based behavioral threat assessments. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Assistant Superintendent(s), Lead Teacher, Principal	August 2026-June 2027	Time	Criteria: Sentinel reports
3. A Safe and Supportive School Program (SSSP) Team will be implemented at each campus and trained. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.3)	Assistant Superintendent(s), Principal, Superintendent(s)	August 2026-January 2027	Time	Criteria: Documentation for each campus will be uploaded to Sentinel upon completion.
4. All mandated safety documents will be uploaded to Sentinel. The operations team will oversee staff training and the completion of spot check audits. (Target Group: All) (ESF: 1.1,3.1,3.2)	Assistant Superintendent(s), Operations Specialist, Principal	August 2026-June 2027	Time	Criteria: Sentinel reports
5. The district will be in full compliance with the Alternative Standard related to the Good Cause Exception. (Target Group: All) (ESF: 3.1)	Assistant Superintendent(s), Superintendent(s)	August 2026	School Safety Allotment, Time	Criteria: Sentinel reports.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2026-2027 school year will indicate students are connected to career and college opportunities.

Objective 1. (College & Career Opportunities) Implement a comprehensive college advising strategy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide seniors with extensive support, including resources and training, to help them successfully complete the financial aid and scholarship process. (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3.3)	Academic Advisor, College & Career Coordinator, Director of Academics & Professional Development, Lead Teacher, Principal	August 2026-June 2027	Special Revenue-Locally Defined	Criteria: 100% of students will have a 4-year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade.
2. Engage community partners in career-focused events to broaden students' understanding of various professions and highlight the value of continued education. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Principal	September 2026-May 2027	Time	Criteria: Career event flyers Annual post-secondary survey results Field trips Career centered events
3. Assess students' understanding of career pathways and planning needs, then communicate the results to relevant staff or their families/guardians to support their development. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3,3.4)	College & Career Coordinator, Director of Academics & Professional Development, Lead Teacher, Principal	August 2026-June 2027	Special Revenue-Locally Defined, Time	Criteria: Post-secondary survey results Student career inventories Career Cruising data
4. Connect 12th grade students with career experts. (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3,3.3)	Assistant Principal(s), College & Career Coordinator, Principal	August 2026 - May 2027	Time	Criteria: Community connections Virtual sessions Student feedback survey data 09/22/25 - Pending 09/22/25 - Pending 09/22/25 - Pending
5. Strengthen post-graduation connections for students transitioning out of facilities by establishing an alumni network that supports continued engagement and follow-through with former students. (Target Group: FC,12th) (Strategic Priorities: 3) (ESF: 3.4)	College & Career Coordinator, Director of Academics & Professional Development, Principal	August 2026-June 2027	CCMR Outcomes Bonus, Local Funds	Criteria: Achieve a year-over-year increase in alumni engagement, measured through event attendance, survey responses, or check-ins.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2026-2027 school year will indicate students are connected to career and college opportunities.

Objective 2. (Personal Graduation Plans) 100% of students will have a 4-year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To ensure students remain on track for graduation, Personal Graduation Plans and Academic Achievement Records for all seniors will be reviewed mid-semester and again at the end of each semester. (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3.1,3.3)	College & Career Coordinator, Director of Academics & Professional Development, District Records Clerks, Lead Teacher, Principal	August 2026-May 2027	Time	Criteria: PGP Documentation Course data Credit recovery data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2026-2027 school year will indicate students are connected to career and college opportunities.

Objective 3. (Credit Acquisition) 100% of secondary students enrolled for at least 90 days will demonstrate progress toward graduation by earning credits aligned with their Personal Graduation Plans (PGPs).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will ensure students have access to credit-recovery options, providing the targeted support needed to help them remain academically on track. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,4.1,5.1)	Director of Academics & Professional Development, District Records Clerks, Lead Teacher, Principal	August 2026-June 2027	Time, State Compensatory	Criteria: Campus schedules Credit recovery and completion data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision as measured by climate survey results.

Objective 1. (Family Engagement) Families and stakeholders will be actively engaged in the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will provide at least one community engagement program. (Open House, Literacy Night, etc.) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Lead Teacher, Principal	September 2026-May 2027	Time	Criteria: Event documents/flyers Annual family/facility survey results will indicate an increase in school engagement/knowledge.
2. Each campus will collect data on student attendance and engagement across all community events. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Lead Teacher, Principal	August 2026-June 2027	Time	Criteria: Monitor event engagement trends by reviewing attendance and participation data after each community event.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision as measured by climate survey results.

Objective 2. (District Communication) Increase school and district -communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute the District newsletter at least twice a year in both English and Spanish to ensure all families stay informed and engaged. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Communications, Superintendent(s)	September 2026-May 2027	Time	Criteria: Increased family/stakeholder engagement as measured by results of the annual family/facility survey.
2. The District website will be updated to provide families with clear access to curriculum information, instructional supports, and mental health resources, in alignment with policies adopted during the most recent legislative session. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Communications, Operations Specialist	September 2026-March 2027	Time, Regular Program SFF	Criteria: Updated website Parent/guardian feedback based on survey results

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision as measured by climate survey results.

Objective 3. (Annual Survey) Send out an annual survey to teachers, students, facility staff, and parents/guardians for feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will administer a survey to families and students to gather insights on school culture, using the data to inform continuous improvement and support a positive learning environment. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Academics & Professional Development, Principal, Superintendent(s)	April 2027-May 2027	Time	Criteria: Annual surveys will be sent with frequent reminders, increase response rate to 50%.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 6. (District Resources/Funding) Maintain fiscal responsibilities to provide exceptional education opportunities for all students.

Objective 1. (Attendance) Each campus will increase their attendance rate to 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with facility partners to ensure students attend class every day. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2)	Assistant Superintendent(s), Director of Finance, Lead Teacher, Principal	Ongoing	Time	Criteria: Increased attendance rate. ADA reports
2. District leadership will review attendance data weekly to support timely, student-centered interventions and decision-making. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1)	Assistant Superintendent(s), Director of Finance, Principal, Superintendent(s)	Ongoing	Time	Criteria: ADA Reports Attendance plans for campuses with low attendance.
3. Collaborate with facility partners to provide incentives to students with good attendance. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1,3.2)	Lead Teacher, Principal	Ongoing	Time, State Compensatory	Criteria: ADA reports Recognition programs
4. Deliver comprehensive data reports to the UT Charter Advisory Board covering attendance, enrollment, student withdrawals, and mobility to support oversight and continuous improvement. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,3.4)	Assistant Superintendent(s), Director of Finance, Principal	October 2026-May 2027	Time	Criteria: ADA reports Turnover and mobility data Board agendas

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 6. (District Resources/Funding) Maintain fiscal responsibilities to provide exceptional education opportunities for all students.

Objective 2. (Communication) Facility stakeholders will be provided data on the impact of low attendance on district finances.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all families and stakeholders receive the Parent/Guardian/Family Handbook and Student Code of Conduct to support informed engagement with district policies and procedures. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.4)	Director of Academics & Professional Development, Principal	August 2026-May 2027	Time	Criteria: Distribution documentation Community feedback
2. School newsletters will inform parents, families, and facility partners about campus activities and events. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.4)	Lead Teacher, Principal	August 2026-April 2027	Time, Regular Program SFF	Criteria: A minimum of three newsletters will be produced by each campus throughout the year.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 5%.

Objective 1. (Teacher Retention) The percentage of teachers who struggle to meet campus and district expectations will decrease by 30%, and those teachers will demonstrate growth in instructional practice by the end of the school year, as measured by the April 2027 teacher survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enhance the instructional capacity of teachers and teacher leaders by offering differentiated, choice-driven professional learning led by experienced practitioners. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Time, State Compensatory	Criteria: -Instructional staff will develop targeted professional development goals documented in TTESS. -Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity.
2. Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Finance, HR Director, Superintendent(s)	August 2026-May 2027	State Compensatory	Criteria: -Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity. -A year-over-year increase in teacher retention rates (target: 5% improvement annually).

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 5%.

Objective 2. (Teacher Incentive Allotment) Continue to implement the teacher incentive allotment designation which recognizes and rewards teacher performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of the Teacher Incentive Allotment will help retain high-performing educators whose instructional effectiveness directly supports improved student achievement. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2.1,5.1,5.2,5.3)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Time	Criteria: Retention of high-performing teachers identified through TIA metrics (target: 90% retention rate).
2. Refine district-level data collection systems to strengthen implementation of the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Time	Criteria: Annual data submissions in October will align with Teacher Incentive Allotment (TIA) standards.
3. Enhance stakeholder participation to drive the successful implementation of the Teacher Incentive Allotment. (Target Group: All) (ESF: 2.1,3.1)	Assistant Superintendent(s), Superintendent(s)	August 2026-May 2027	Time	Criteria: Survey data will reflect an increase in stakeholder engagement.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 5%.

Objective 3. (Teacher Support) Continue development and implementation of a professional development plan tied to the observation and feedback cycle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allocate time during principal meetings for collaboration and idea-sharing focused on teacher retention and fostering a positive school culture. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Superintendent(s), Principal, Superintendent(s)	August 2026-May 2027	Time	Criteria: Maintain a quality teacher retention rate of 85% or higher.
2. Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2026-May 2027	Time, State Compensatory	Criteria: According to the annual survey, at least 90% of teachers will report that the professional development they received effectively improved their practice.
3. Implement a structured coaching and feedback cycle aligned with the Texas Teacher Evaluation and Support System (T-TESS). (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,5.2)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	September 2026-May 2027	Time	Criteria: 100% of teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System.
4. Strengthen the curriculum hub to provide teachers with accessible support and high-quality resources. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4.1,5.3)	Director of Academics & Professional Development, SEL Director, Superintendent(s)	August 2026-June 2027	Time	Criteria: State assessment data. Annual teacher survey will indicate competency in accessing and using resources available to meet students' needs.
5. Ensure instructional alignment and improve the quality of classroom observations by implementing peer calibration sessions among campus instructional leaders. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,2.1,5.1,5.2,5.3)	Assistant Principal(s), Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	September 2026-June 2027	Time, Local Funds	Criteria: 100% of instructional leaders participate in calibration sessions. Observation scores show increased inter-rater reliability across campuses.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 5%.

Objective 4. (Administrative Support) Campus administrators will report 85% effectiveness across all facets of their work in an annual employee survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly district leadership meetings will be used as a structured platform for principal capacity-building, offering targeted training and ongoing professional learning to strengthen leadership effectiveness across campuses. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Superintendent(s)	August 2026-June 2027	Time, Regular Program SFF	Criteria: At least 90% of school leaders will report feeling effective in their roles, as measured by the annual climate survey.
2. Weekly one-on-one meetings will enable district leadership to provide personalized guidance and mentorship that strengthens campus administrators' effectiveness and supports their ongoing professional growth. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1)	Assistant Superintendent(s), Superintendent(s)	August 2026-June 2027	Time	Criteria: Annual climate survey results will indicate that at least 90% of principals feel adequately supported in their roles.

District Improvement Plan Team

Name	Position
Whetstone, Nicole	Superintendent
Leal, Autumn	Assistant Superintendent
Davis, Jenny	Director of Finance
Roberts, Janina	Director of Special Programs
Ruiz, Veronica	Director of Academics & Professional Development
Kastner, Raul	MCH-Executive Principal
Welch, Allyson	Community Member
Stewart, Tony	Parent/Guardian Representative
Stanley, Scott	Community Member
Grisham Williams, Amy	MCH-Director of Student Support
Duke, Tricia	Special Education Teacher

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Charter Improvement Plan

2026/2027

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Date Reviewed:

Date Approved:

Docusign Envelope ID: 29E856B8-972A-858F-80E8-0A23E18A2577

The University of Texas at Austin
UT Charter School
College of Education

DISTRICT IMPROVEMENT PLAN

Committee Sign-In & Verification Roster

MEETING DATE	ACADEMIC YEAR	PLAN TYPE	ENTITY
September 24, 2026	2026–2027	District Improvement (DIP)	UT Charter School

#	TEAM MEMBER NAME	POSITION / ROLE	SIGNATURE
1	**Amy Grisham**	Director of Student Support-MCH	Signed by: 5B4B4B901502400...
2	**Raul Kastner**	Executive Principal	Signed by: B1FA8D2C09CD45B...
3	**Bob Micks**	District Title 1 Coordinator	Signed by: 6944267DF1694A8...
4	**Patricia Duke**	Special Education	Signed by: 09F6BF662BD0420...
5	**Barret Batt**	Teacher	Signed by: E2D9E77A5B5B41F...
6	**Jordan Davis**	Unit Supervisor-MCH	Signed by: 604B2E91922245D...
7	**Justin Trevathan**	MCH House Supervisor	Signed by: DF4FA17D9CF94B0...
8	**Allyson Welch**	MCH Case Manager	Signed by: 5C526BE0EE2C540F...
9	**Jenny Davis**	Director of Finance	Signed by: D6E15254D8D745A...
10	**Veronica Ruiz**	Director of Curriculum	Signed by: 1L110CF5BD714F6...
11	**Caris Vollentine**	Operations Specialist	Signed by: 3A4A6523A426406...
12	**Skye Thomas**	Teacher	Signed by: 878ACB0F48D3435...
13	**Carlos Guerra**	Career College Readiness Coordinator	Signed by: F037D884988E49D...
14	**Janina Roberts**	Director of Special Programs	Signed by: 26EF0FA43715411...
15		Additional Attendee / Guest:	

Record Verification: Signatures confirm attendance and participation in the review and development of the District Improvement Plan.

Convened: 9/24/2026