



TCAH School Improvement Team Meeting

May 21, 2021

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Agenda



- Committee Celebrations (BL)
- Targeted Improvement Plan Update (TEA) (BL)
- School Improvement Plan Updates (HISD) (JM/BL)

SIT Celebrations



Please take a few minutes to share in the chat at least one thing that makes you happy.

TEA Targeted Improvement Plan



2020-2021 TIP (Approved)

- Cycles 3 and 4 Reflections due June 2nd
- Cycle 3, how did we do from March to May?
- Cycle 4, how did we do from September to May and what do we want to do differently for the 2021-2022 School Year ?

HISD School Improvement Plan



2020-2021 HISD SIP

- HB3 Reading and Math (Revised 12/11)
- HB3 CCMR (Revised 12/11)



Comprehensive School Improvement Grant (CSI)

Identification: TCAH was identified for Comprehensive Support(2019) TCAH maintained this identification for the 20-21 school year.
We did not attain a **67%** federal four-year graduation rate for all student groups.

Focus/Target: READING,MATH, ELA

- *Improve efforts to develop **objective-driven daily lesson plans with formative assessments***
- *Improve actions and processes around **data-driven instruction***



CSI 20-21' \$pending

- ★ **UNCOMMON SCHOOLS SCHOOL-WIDE TRAINING**
- ★ **USA TEST PREP MATH RESOURCE**
- ★ **TUTORING SUPPORT 3-12**
- ★ **SHELTERED INSTRUCTION-BOOK STUDY**
- ★ **READING MATERIALS FOR INSTRUCTIONAL SUPPORT**
- ★ **NEUHAUS READING MATERIALS**
- ★ **DICTIONARIES**
- ★ **MATH KITS**
- ★ **PROFESSIONAL DEVELOPMENT REGISTRATION FEES**
- ★ **EL RESOURCES**
- ★ **DYSLEXIA RESOURCES**
- ★ **PARENT UNIVERSITY PAY FOR PARENT ENGAGEMENT REPS**





Expansion of Reading Plus Program 21-22'

Current Status	Projected Status
Primarily an Intervention Resource	Address goals of HB3
Heavily used in 6-8 ELA Intervention	Usage based on RTI Tiered Level of Support
Limited license allocation	Available to ALL TCAH students



Reading Plus 21-22 Partnership GOALS

- *Increase percentage of TCAH students scoring at “Approaches” level or higher on the 3rd grade Reading STAAR
- *Improve reading proficiency for all TCAH students
- *Impact overall academic achievement of TCAH students by making reading/school work easier and more enjoyable
- * Ensure the program meets the requirements of HB3





Renaissance 360 **STAR MATH** 2020-2021 Proficiency

77% Students Participated (4959 out of 6440 3-10th grade)

73% performed at/above 50th Percentile Rank (Average Score 80)

RENAISSANCE[®]

Consolidated Assessment Proficiency Report

Star Math

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School	Teacher	Date Range	Demographics
Texas Connections Academy Hou (100)	Academy, Connections	08/10/20–07/31/21	All Demographics

District

Houston Independent School District

School ▲	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Texas Connections Academy Hou (100)	6440	1481	23%	4959	77%	3616	73%	80	1343	27%	27
Summary	6440	1481	23%	4959	77%	3616	73%	80	1343	27%	27



Renaissance 360 **STAR READING** 2020-2021 Proficiency

79% All Students Participated (5117 out of 6440 3-10th grade)

59% performed at/above 50th Percentile Rank (Average Score 76)

RENAISSANCE[®]

Consolidated Assessment Proficiency Report

Star Reading

Generated May 21, 2021, 12:45 PM

School

Teacher

Date Range

Demographics

Texas Connections Academy Hou (100)

Academy, Connections

08/10/20-07/31/21

All Demographics

District

Houston Independent School District

School A	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Texas Connections Academy Hou (100)	6440	1323	21%	5117	79%	3012	59%	76	2105	41%	26
Summary	6440	1323	21%	5117	79%	3012	59%	76	2105	41%	26

THE IT TEAM !!!





2021-2022 Interventionists Team Vision

In the spirit of empowerment, our IT Team comprised this presentation to communicate to key stakeholders the collective vision they see for academic success through the Interventions learning space!

Please review at your convenience and provide feedback!

HISD School Improvement Plan



Action Plan Updates

- Goal 2 Attendance (BL)
- HB3 Early Literacy (JM)
- HB3 Early Math (JM)
- Campus CCMR Plan (BL)
- Goal 1 ELAR (JM/BL)
- Goal 2 ELAR (JM/BL)
- Goal 1 Math (JM/BL)

HISD School Improvement Plan



Action Plan Updates

- Goal 2 Violence Prevention (JM)
- Goal 2 Parent & Community Involvement (BL)
- Goal 3 Special Populations (JM)

Goal 2 Attendance Data Grades 3-8



School Overall Passing Rate Second Semester (PowerBI 5/21) = 82%

3-8 Overall Passing Rate Second Semester (Power BI 5/21) = 84%

Overall Goal: TCAH will improve the number of students who earn five or more credits/promote to the next grade level by 5 percentage points from **80%** in 2020 to **85% in 2021**.

3-8 Division Passing Rate - Semester A: ELA 95%, Math 96%, Science 97%, Social Studies 97%

Total Fall enrollment

Mid Year Strategy Update: Grade level teams/PLCs to identify students who are not engaged or struggling: Through our academic help room in grades 3-8, we continue to see an increase in attendance and participation.

Fall attendance (2019-2020): 1470 (10/4/19 - 12/6/19)

Fall attendance (2020-2021): 2829 (10/7/20 - 12/9/20)

Note: overall dates offered adjusted to same dates offered in 19-20 for a better comparison. 20/21 SY has more dates as the program grew.

Goal 2 Attendance Data Grades 9-12



9-12 Overall Passing Rate Second Semester (Power BI 5/21) = 81%

Overall Goal: TCAH will improve the number of students who earn five or more credits/promote to the next grade level by 5 percentage points from 80% in 2020 to 85% in 2021.

High School Division Passing Rate - Fall Semester: ELA 91%, Math 94%, Science 93%, Social Studies 95%, LOTE/Electives/PE 96%

Overall high school core and non-core 94% passing rate; 82% passed 5 or more classes

TCAH Credits Earned Fall 2020 SY	
Courses Passed	# Students
Passed all 7 courses	1876
Passed 5 courses	988
Passed up to 4 courses	622
Grand Total (total HS enrollment)	3486

HB3 Literacy Data



100D In grade 3, 100% of students who are below grade level for reading will receive targeted small group instruction.

- Data Reviewed:

Individual oral reading screenings with reading interventionist and reading teachers, Renaissance 360 Reading BOY

- Achievements:

357/384 individual reading screenings completed (92%); 52/384 students scored below proficient in reading (13%) and 100% of those students are receiving targeted small group instruction with the reading interventionist and/or the reading teachers. 316 third grade students completed Renaissance 360 Reading MOY; 29 students scored urgent intervention or intervention (9%).

- Challenges:

Reading interventionist working to complete individual reading screenings with 68 new spring semester enrollees. Student participation and completion of the formative assessments in the HISD Hub since these assessments are outside of the Connexus platform.

- Status: Not started, slightly off track, **on track**, completed

- Modifications: What changes or modifications have you needed to make to make progress on the Goal?

We need frequent reviews of data as students complete screeners and oral reading assessments to ensure students are moved in and out of support programs as appropriate in a timely manner.

- Artifacts: [Math](#) and [Reading](#)

HB3 Math Data



100H In grade 3, 100% of students who are not on track with grade-level expectations will receive targeted instruction.

Data Reviewed:

Teachers utilized enrollment records, Renaissance 360 MOY assessment, formative assessments data and course curriculum data to identify students that are not on track with grade-level expectations. 6% of grade 3 students are provided additional synchronous instruction and support from the content teacher each week. 5% of grade 3 students are provided additional synchronous instruction and support from the math interventionist each week.

Achievements:

69% of grade 3 students completed the Renaissance 360 MOY assessment. This was a decrease from the Renaissance 360 BOY by 15% but increase from 2019 Renaissance 360 MOY assessment data. 4% of grade 3 students have been identified as needing intervention/urgent intervention support with the Renaissance 360 Tier report.

Challenges:

The week lost due to the winter storm impacted participation levels. Student participation and completion of the formative assessments in the HISD Hub since these assessments are outside of the Connexus platform.

Status: Not started, slightly off track, **on track**, completed

Modifications: What changes or modifications have you needed to make to make progress on the Goal?

Increased communication of student participation expectations with a delayed start to the school year. Teachers/administration provided detailed instructions on how to navigate to and access the Renaissance assessment located in the HISD Hub. Communication will be sent starting the middle of May to support participation in the EOY Renaissance 360.

Artifacts: Math and Reading

HB3 CCMR Data



- HB3 CCMR Progress Monitoring (5/21)
- CCMR Goals and Meeting Notes (4/16)
 - Baseline Data
 - $157/755 = 21\%$ with indicator
 - $203/755 = 27\%$ College Applicants

ELAR Goal 1 Data



Goal/Action Item: 100% of TCAH students enrolled in tested grade levels will take an Individual Reading Level Assessment using the Ren360 universal screener for progress monitoring.

- **Major Intervention Mid-Year:** 100% of TCAH 9th and 10th grade students identified as scoring below grade level in reading will be reviewed and assigned interventions as appropriate.
- **BOY Achievements:** 87% of required test takers tested. All students enrolled in tested subjects were required to test. Of those who scored below proficient on BoY Ren360, 100% were reviewed in RTI roundtables; Tier II and Tier III Interventions assigned as appropriate.
- Challenges: Ren360 Participation decreased between BOY and MOY due to Winter Storm Uri
- Observations of **Growth Data:**
 - Between BOY & MOY Ren360 administrations, all grade levels posted “Grade Equivalent” (GE) gains
 - Growth Data shows students tested at Grades 3-8 post an “Instructional” (IRL) reading level at or above grade level.

Ren360 Growth Data - [GRs 3-10](#)

Ren360 BOY/MOY Data [GRs 3-8](#) and [GRs 9-10](#)

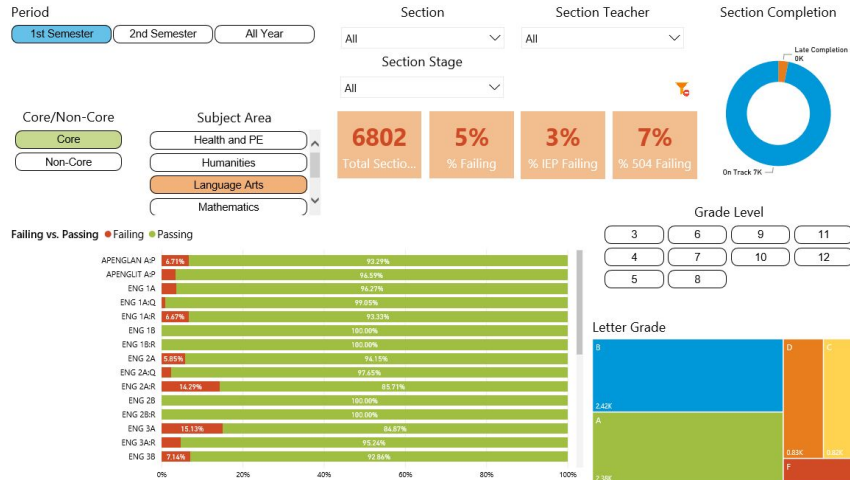
ELAR Goal 2 Data



SMART Goal: SMART Goal: Increase the percentage of students passing 3-8 ELA courses from 87% in 2020 to 90% in 2021 and 9-12 ELA courses from 90% to 93% passing.

Goal/Action Item: 100% of TCAH students will complete all writing assignments.

Semester 1 Final Grades - ALL ELA courses



Cycle 3 - ALL ELA courses



Math Goal 1 Data (3-12)



- **Strategy 1 - 100% of TCAH students enrolled in tested grade levels will take an Individual Math Level Assessment using the Ren360 universal screener for progress monitoring.**
 - **Achievements:** Students have participated in all three windows of Ren 360. Teachers have supported students and schoolwide communication has helped to increase engagement.
 - **Challenges:** Each window has unique challenges, including BOY and MOY starting quickly after the start of the semester so many students do not have access. Our EOY starts during state testing when teachers are not available to help students. Students also continue to have work on their planners for regular lessons, so many families struggle with balancing the workload.
- **Strategy 2 -100% of TCAH students who are assigned mandatory remediation/intervention tutorials will attend.**
 - **Achievements:** Our math interventions supporting First Time Test Takers continued to attend their sessions taught by the high school math department. The interventionist focused on communication with students about attendance which increased participation.
 - **Challenges:** Many students who were first time test takers and students retaking their Algebra I had marked 'No, due to COVID' for testing this year. It came up in many conversations and interventionist had more push back about required attendance. Overall, the numbers were lower than previous years.
- **Strategy 3 - 100% of students will complete their math course for the year.**
 - **Achievements:** Math teachers are working with students to complete their courses. Teams are continuing support until the last day possible. High school passing rates does vary from previous years, but could be due to our late end date.
 - **Progress:** (HS) Our math interventionist is supporting tutoring and struggling students in Algebra I. They are providing additional relearning and reteaching. All subject areas are focusing on supporting struggling students who either fell behind or require relearning to raise their grade. (ES/MS)

Goal 2 Violence Prevention Data



✓ Strategy 1 Action Plan-Ensure that 100% of staff completes required state and local training.

This process is monitored by Perla Marquez. She receives weekly reports from HISD that she shares with managers. As new hires are added, the required state and local training is complete.

✓ Strategy 2 Action Plan-Ensure that 100% of students are provided an opportunity to engage in required state and local presentations.

All student receive invitations to monthly TCAH guidance lessons as well as receiving monthly invitations to National Guidance Lessons provided by POBL

Topic covered to date: Resilience, Fairness, Caring/Kindness, Mindset , CCMR, Smart Goals, Anxiety, Trustworthiness, Dating Violence, Bullying, School Pride, Gratitude, Suicide Awareness, PSAT/SAT/ACT, and Study Skills

✓ Strategy 3-Action Plan- Ensure the 100% of students and learning coaches complete orientations, as measured by dataviews for each role.

Based on student start up tasks 100% of enrolled students completed the task

Goal 2: Parent & Community Involvement Data



Engagement updates:

- Field Studies Summary
 - 5 Trips with 3 upcoming (College tour (U of New Mexico), Anne Frank House, Fingerprints and Impressions)
- EOY socials to be hosted on June 4th
- Parent Engagement Analysis survey: To release officially on June 1st.
- Family Friendly Schools progress:
 - Designation determined in July 2021

Next school year preparation:

- Received the Parent Satisfaction Survey and did not meet goal in the A and B rating % amount for “My child’s attitude towards learning has improved with CA” ; last year it was 79. 6% and this year it is 78.7% . However, the % of those rating “A” has gone up from last year by 0.6%. The A and B ratings for socialization opportunities and other interactions also decreased this year.
- Top strategy areas for next year: socialization opportunities, communication standards and finding a progress monitoring tool. Survey results will also shape our goals/strategies.

	TOTAL 2020-21			TOTAL 2019-20		
	Top Response	2nd Response	Sum of Top Two Responses	Top Response	2nd Response	Sum of Top Two Responses
Academic and Emotional Success						
My child's attitude towards learning has improved with CA.	33.4%	45.3%	78.7%	32.8%	46.8%	79.6%

Goal 3 Special Populations Data



- English Learning program: During this school year, we had a focus on building this program, and we have.
 - Each month, our TCAH Sheltered Instruction Coach has worked with our Elem. GT ELA teachers to help build language skills for our English Learners.
 - Our Elementary and Middle School teachers participated in Sheltered Instruction training during February 2021.
 - On May 25, 2021, our school has 22 teachers that will participate in the TExES test preparation program to help them be ready to take the ESL test and potentially be ESL certified.
 - A goal for next year is to have two TCAH Sheltered Instruction Coaches and have the high school teachers trained in Sheltered Instruction strategies and continue to build this program.

Notes - Comments from Meeting



Recording



Thank you for your support!

Adjourn 1:57 pm

Attendance



Brita Lindsey

Lea Ann Lockard

Elizabeth Tersigni

Allison Solesby

Vernitra Shivers

Jennifer Walling

Lorin Watkins

KT Trimbur-Glen

Dianne Aldridge

Stephanie Johnson

Jana Andrews

Angela Daniels

Samantha Spray

Jennifer Nishinaka

John McKitrick

Angela Vinson