



TEXAS CONNECTIONS ACADEMY AT HOUSTON

District: [HOUSTON ISD](#)

Grades Served: 3-12

[OVERVIEW](#)

[PERFORMANCE](#)

[FINANCE](#)

[PROFILE](#)



HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19



70 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

TCAH: Where are We Going?

Lea Ann Lockard, School Leader
Brita Lindsey, High School Principal
Benjamin Chaplin, 3-8 Principal

September 14, 2020

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TCAH is **Story 4**



We believe that all students can learn and must learn at relatively high levels of achievement in order to master challenging academic material. We are confident that, with our support and help, and by working collaboratively with colleagues, students and parents, we will create an environment in our classrooms that will help us achieve this shared educational purpose. Do you agree? Place yes in the group chat if you agree:)



TCAH 2019 Spring Graduation Ceremony

TCAH School Improvement Team

2019-2020



- Strand 1: Tori LaDieu, Term Expires 2020
- Strand 2: Jennifer Nishinaka, Term Expires 2021
- Strand 3: Layni Cade, Term Expires 2021
- Strand A: Jo Lines, Term Expires 2020
- Strand B: Dianne Aldridge, Expires 2021
- Strand C: Elizabeth Tersigni, Term Expires 2021
- Strand D: Debbie Long, Term Expires 2021
- Certified/Non-Teaching:
 - Kathy Campbell, Term Expires 2020
 - Nancy Love, Term Expires 2020
 - Evelyn Low, Term Expires 2021
- Special Education Teacher: Julie Loftin, Expires 2021
- Non-Instructional Staff: Juan Pineda, Term Expires 2021

Thank you!!!

TCAH School Improvement Team



2020-2021

Welcome!!!

- Strand 1: Stephanie Johnson, Term Expires 2022
- Strand 2: Jennifer Nishinaka & Layni Cade, Term Expires 2021
- Strand 3: Lisa Johnson, Term Expires 2022
- Strand 4: Stacy Hayes, Term Expires 2022
- Strand B: Dianne Aldridge, Term Expires 2021
- Strand C: Elizabeth Tersigni, Term Expires 2021
- Strand D: Chuck Tracy, Term Expires 2022
- Strand E: Samantha Spray, Term Expires 2022
- Certified/Non-Teaching:
 - Jana Andrews, Term Expires 2022
 - Laura Jordan, Term Expires 2022
 - Lorin Watkins, Term Expires 2022
- Special Education Teacher: Julie Loftin, Term Expires 2021
- Non-Instructional Staff: Juan Pineda, Term Expires 2021

Agenda



1. Celebrations (Ben Chaplin) 3-5 minutes
2. Key Action Plans (Action Plan Leaders) 20-30 minutes
3. Ongoing Efforts (Brita Lindsey) 3-5 minutes
4. Questions and/or Concerns 10 minutes

Celebrations



Please take a few minutes to fill out the attached [Celebrations sheet](#) - If you would to take the microphone, please let us know.

I LOVE when **TEA**
gets it **RIGHT!**

School Foci



Present School Improvement Plan



Action Plan Leaders will give action plan updates

Action Plans



- Attendance
- ELA/Literacy
- Mathematics
- Parental Community Involvement
- Post-Secondary Readiness
- Special Populations
- Violence Prevention & Safety

Attendance



Ryan Skelton/Mechelle Wilson

Goal(s): 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% to 85%.

Where we are now and how we got here: We will use the Summative Evaluation: (Year-End) Data Reports provided by Connections Academy based on funded student ADA based on student successful course completion when the report is available.

Attendance



Grades 3-8 Promotion/Retention Data

2019-20 Total Students w/EOY Status: 3127

Promoted: 2979

Retained, Enrolled in Summer School: 148

With 2020-21 enrollment, we are setting new goals to reduce summer school enrollment from 5% to 4%. Note: increase in enrollment is a key factor in efforts.

Summer School Grades 3-8:

Total Students Enrolled: 148

Promoted: 75 Retained: 73

Attendance



Grades 9-12 Credit accrual by subject

Total Students grades 9-12: 4222

Language Arts: 82% passing

Mathematics: 89% passing

Science: 92% passing

Social Studies: 92% passing

Core overall: 89% passing

****data represents [1st semester] [2nd semester] [summer]**

****data represents [complete] [complete without credit]**

****data represents [Language Arts] [Mathematics] [Science] [Social Studies]**

Attendance



WHAT'S WORKING:

- Using data to drive instruction, required interventions, modifications, accommodations, support plans, strategic scheduling, credit recovery and summer school have proven to be successful strategies.
- Homeroom/advisory teacher support, counselors, content area teachers, special pops teachers, and administrators partnering with families create and support clear communication and expectations.

MOVING FORWARD:

- With 2020-21 school year and enrollment, we are expanding our data source to includes credits accrual in electives and LOTE courses for data disaggregation. This will ensure our minimum 5 credit threshold.

ELA/Literacy



Goal(s): Increase the percentage of students passing at all three levels by 3% points, as measured by the TEA Student Achievement Data Tables, from 24% Masters, 58% Meets and 82% Approaches in 2019 to 27% Masters, 61% Meets and 85% Approaches in 2021.

In addition, ELA will focus their efforts on ensuring successful completion of courses, which aligns to mastery of TEKS. Our additional goal is to 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.

2019-2020 Semester 2 Grades:

Subject/Grade	A	B	C	D	F
Language Arts	32%	30%	12%	13%	12%
Elem K-5	44%	34%	7%	6%	9%
Middle 6-8	33%	29%	11%	12%	14%
High 9-12	29%	30%	13%	15%	12%

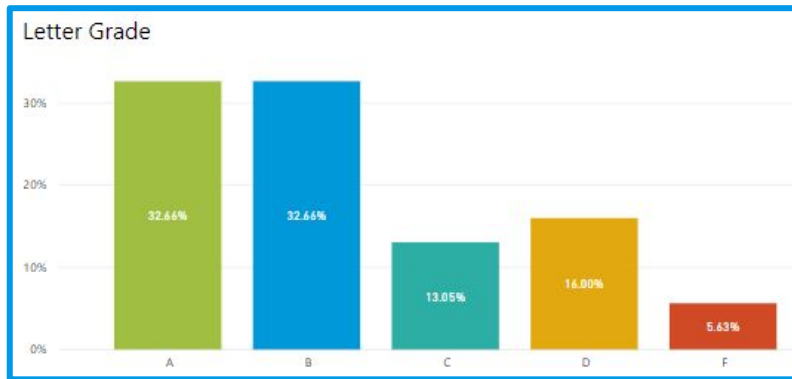
Q3 to Q4 increases:

- Elem 86% to 91%
- Middle 77% to 86%
- High 73% to 88%

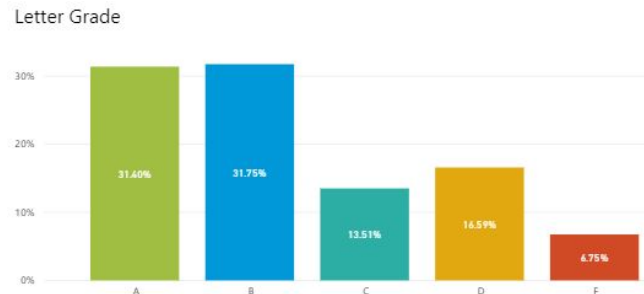
ELA/Literacy Data from 2019-2020



EOY 3-12



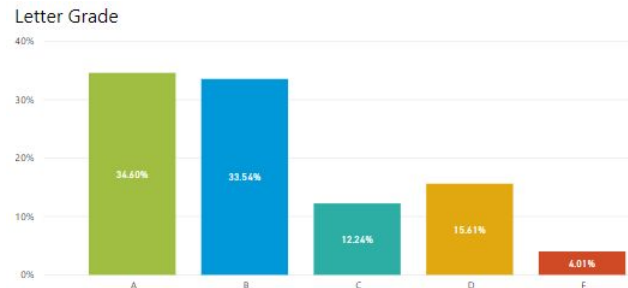
S1 3-12



20-21 Measurable Objectives

1. Targeted instruction for 100% students scoring below grade level & failing STAAR/EOCs
2. Weekly direct instruction opportunities for 100% of students
3. All reading assignments completed by 100% of students
4. STAAR Readiness Assessment - 100% participation
5. CBAs - 2 in all fourcore course for all students

S2 3-12



Mathematics



Increase the percentage of students passing at all three levels by 5% points, as measured by the TEA Student Achievement Data Tables, from 13% Masters, 34% Meets and 72% Approaches in 2019 to 18% Masters, 39% Meets and 77% Approaches in 2020.

Due to Covid19 and the waiver of the 2020 Spring Administration of STAAR/EOC, Math teams are focusing on the sub-goals of the SIP to support promotion/credit accrual.

Sub- Goals

100% of TCAH students who are not on track with grade-level expectations will receive targeted instruction.

100% of TCAH students will receive weekly direct instruction in math

100% of TCAH students will complete all math assignments

100% of TCAH Students will have at least 2 CBAs in each of the 4 core courses by the end of the school year

For students who are off-cohort by 2.5 credits or more, TCAH will provide additional support so that students catch up to their cohort and graduate.

Support Strategies Used

- PLC Reteach/Relearn
- Academic Help Room
- Additional Tutorial Support
- After-Hours Math Program
- Review of Assessment to provide instructional support on standards gaps.

Subject/Grade	A	B	C	D	F
Mathematics	30%	33%	12%	13%	11%
Elem K-5	43%	34%	9%	8%	7%
High 9-12	26%	34%	14%	15%	11%
Middle 6-8	35%	32%	10%	11%	12%

Post-Secondary Readiness



Goals: Incrementally Increase 4-Year Grad Rate to meet Federal (67%) & 5-Year State (90%) Targets, decrease Dropout Rate from 7.7% to 4% (~5.5%) and increase CCMR from 38% to 63% (~27%) -2019 Accountability Federal 4-Year Grad Rate Class of 2018 52.9%


Where we are now and how we got here: 9/13 Power BI Data

Graduate 4-Year	Cohort Year	Cohort%
2020 (2021 Accountability)	2016-2017 (Recent Graduates)	61.9
2021 (2022 Accountability)	2017-2018 (12th)	70.6
2022 (2023 Accountability)	2018-2019 (11th)	68.4
2023 (2024 Accountability)	2019-2020 (10th)	80.6

Parental Community Involvement



GOAL: Increase the percentage of parents awarding TCAH an A or B on the Parent Satisfaction Survey when responding to, “My child’s attitude toward learning has improved with TCAH,” by 3.4 percentage points, from 79.6% to 83.0% in 2021.

Last Quarter	Where We are Now	Next Steps
Received results from Parent Satisfaction Survey and TCAH Parent Engagement survey. Did not reach last year’s SIP goal (went down 9.5%) 	Using responses to drive planning for this year’s parent resources including: Parent University course content and meeting days/times Better facilitated social media pages Committees to support Yearbook and Newsletters Volunteer opportunities for Caretakers/Students Field studies and Region Development Reviewing and updating objectives for 20-21 SIP Goal	Determining an effective progress monitoring tool Setting up survey for first quarter Creating easy to read templates for schoolwide communications Highlight language of extracurricular activity and promote clubs program and local activities

Special Populations

Action Plan



Special Ed/ EL	Shepherd	Committee
9-12 Division	Angela Vinson	Stephanie Stafford-Cole, Vanessa Corral
3-8 Division	Kanisha Porter	Sarah Salazar, Nicole Crawford

Key Components for Plans

Increase student engagement and verifying learning through building relationships and working with students with their webcams on.

The expected outcome will be as follows:

- Increase Renaissance 360 student participation and passing rates for Reading and Math
- Increase course passing rate for each state tested area

What are HISD & other Resources?

- Lead4Ward (tested TEKS are embedded in every-day learning for students)
- Progress monitoring tools (Ren360)
- Special Education Child Find
- Use of accessibility features and available accommodations
- Bookshare
- Text-to speech, speech-to-text tools
- Sheltered Instruction
- Power BI Section Performance Report
- Progress Monitoring tool (Sharepoint data)
- EasyIEP Progress Monitoring and Goal Progress Data and Charts

Violence Prevention & Safety



KT Trimbur-Glenn

Goal(s): Ensure that 100% of TCAH staff complete required trainings, as measured by the Sectioning Course Training Report. Ensure that 100% of students and learning coaches complete orientations, as measured by dataviews for each role.

Where we are now and how we got here: Staff is in the process of completing trainings and are required to be completed by September 25th. Students and learning coaches are working to complete orientations at this time.

Ongoing Efforts at TCAH

Key Action Plans!



Action Plan	Shepherd	Committee
English Language Arts & Reading	Jana Andrews	Dottie Webb, 3-5 DC; Ana Gault, 5-8 DC; Christy Vercher, HS DC
Math	Amanda Viola	Angela Allen, 3-5 DC; Dee Labor, 6-8 DC; Erika Pierce, HS DC; Jennifer Walling, Master Teacher
Post-Secondary Readiness (CCMR) including Grad Rate	Brita Lindsey	KT Trimbur-Glenn, Elisha McDonald
Attendance	Ryan Skelton	

Key Components for Plans



Effective Schools Framework Assessment likely to identify additional areas of focus

Progress Monitoring

RtI (New PLP DVs & Awesome Resources)

Course Passing Rates

PLCs with Fidelity (New TCAH PLC Guide)

What are the HISD Resources?



Lead4Ward (so that the teaching of tested TEKS are embedded in every-day learning for students)

Progress Monitoring Tools (Ren 360, District Level Assessment & Spring Release)

Special Education Child Find and more use of accessibility features and available accommodations

Questions and/or Concerns



Lea Ann Lockard

Your feedback and input are valuable!

Adjourn



Time: