



TCAH School Improvement Team Meeting

March 12, 2021

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Agenda



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

SIT Celebrations



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

TEA Targeted Improvement Plan



2020-2021 TIP (Approved)

HISD School Improvement Plan



2020-2021 HISD SIP

- HB3 Reading and Math (Revised 12/11)
- HB3 CCMR (Revised 12/11)
 - HB3 CCMR Progress (2/12)

HISD School Improvement Plan



Action Plan Updates

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

HISD School Improvement Plan



Action Plan Updates

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

Goal 2 Attendance Data Grades 3-8



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.

Spring attendance (2019-2020): 1658 (1/24/20 - 4/24/20)

Spring attendance (2020-2021): Currently gauging Spring attendance.

Goal 2 Attendance Data Grades 9-12



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 |

*data does not reflect additional credit earned through composite averaging

HB3 Literacy Data



Major intervention(s): 100% of TCAH third grade students identified as scoring below grade level in reading will participate in tutorials and interventions.

Data reviewed: Assignment to small group tutoring with ELA teachers and/or assignment to reading intervention with the elementary interventionist.

Achievements? Of the 58 students (14%) who scored below proficient, **100% are receiving support** through small group tutoring or reading intervention.

Challenges? Only 37 of the 58 students (64%) who scored below proficient are being served through our reading intervention program. The remaining students are being supported by the ELA teachers.

On track? Yes

Modifications? Continue to progress monitor for all students and consider adjustments to who serves students at particular levels depending on student outcomes.

HB3 Math Data



Major Intervention(s): 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 BOY assessment, formative assessments data and course curriculum data to identify students that are not on track with grade-level expectations. 6.5% 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: 84% of grade 3 students completed the Renaissance 360 BOY assessment. This was a significant increase from 2019 Renaissance 360 BOY assessment data. 4% of grade 3 students have been identified as needing intervention/urgent intervention support with the Renaissance 360 Tier report.

Challenges: Student participation and completion of the formative assessments in the HISD Hub since these assessments are outside of the Connexus platform.

On track: Yes!

Modification: 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. Continue to progress monitor for all students and consider adjustments to who serves students at particular levels depending on student outcomes.

HB3 CCMR Data



- HB3 CCMR Progress Monitoring (2/12)
- CCMR Goals and Meeting Notes (3/10)
 - Baseline Data

ELAR Goal 1 Data



BoY Ren360

| Literacy BOY Test Status | COUNTA of Liter |
|--------------------------|-----------------|
| Not Enrolled | 85 |
| Not Required | 1624 |
| Not Required But Tested | 8 |
| Not Tested | 930 |
| Required But Not Tested | 673 |
| Tested | 4697 |
| Grand Total | 8017 |

BoY Ren360 3-12

| | | |
|--------------------|---------------------------|-------------|
| - + | At/Above Benchmark Total | 3326 |
| + | Intervention Total | 484 |
| + | On Watch Total | 572 |
| + | Urgent Intervention Total | 323 |
| Reading Total | | 4705 |
| Grand Total | | 4705 |
| - Urgent Interv | B Strand | 34 |
| | C Strand | 36 |
| | D Strand | 25 |
| | E Strand | 42 |
| | Strand 1 | 25 |
| | Strand 2 | 73 |
| | Strand 3 | 51 |
| | Strand 4 | 32 |

Reading Plus 3-12 = 1123 ST

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.
- Dates reviewed: 11/10/20; March 2021
- **Achievements: 87% of required test takers tested. All students enrolled in tested subjects were required to test.** [Of 8018 enrolled students, 4697 tested and 673 were required but did not test. 1624 were not required to test, and an additional 930 did not test.]. In the month of Nov. and Dec. students Identified as Tier II and III were reviewed and assigned interventions. **Of those who scored below proficient on BoY Ren360, 100% were reviewed in RTI roundtables. Using additional data, a majority were determined to need additional support through Tier II and III reading intervention. SISPs and small group interventions were assigned accordingly.**
- **Challenges:** Monitoring progress in Reading Plus is a challenge as there is not a direct connection between progress in Reading Plus and the shell course in our system. Students who are using this program with fidelity are experiencing reading gains. For some, the Ren360 score by itself was not always & accurate reflection of ST performance, and we reviewed additional data to determine interventions needed.
- Progress: Yes, we are making progress towards the goal
- **Modification:** Continue to progress monitor for all students and make adjustments based on MoY Ren360 scores. Continue to push in support for ELLs in the English I and II LiveLessons

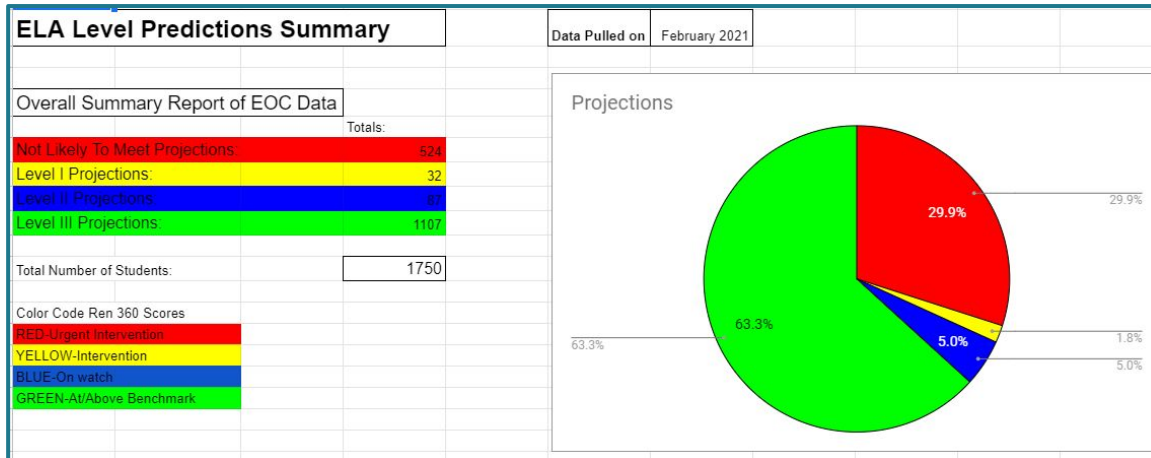
ELAR Goal 2 Data



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.

- Major Intervention Mid-Year:** Homeroom teachers review progress weekly for students who are falling behind in lessons and implement Escalation Action Plans as appropriate. 2. Course teachers implement Individual Writing Academic Progress Monitoring using the grade book, Reading Plus, and additional SISPs. 3. Students identified as needing intervention are assigned intervention tutorials



Semester 1 Final Grades ALL ELA courses

| Language Arts | 34% | 34% | 12% | 12% | 8% | 100% |
|---------------|-----|-----|-----|-----|-----|------|
| Elem K-5 | 48% | 36% | 8% | 5% | 3% | 100% |
| Middle 6-8 | 31% | 34% | 13% | 14% | 8% | 100% |
| High 9-12 | 30% | 34% | 13% | 13% | 10% | 100% |

Intervention LL Attendance 3-12

| (Sep) | (Oct) | (Nov) | (Dec) | (Jan) | (Feb) | (Mar) | Total |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 660 | 604 | 456 | 424 | 527 | 353 | 248 | 3272 |

Math Goal 1 Data (3-12)



- **Strategy 1 - 100% of TCAH students enrolled in tested grade levels will take an Individual Reading Level Assessment using the Ren360 universal screener for progress monitoring.**
 - **Achievements:** We had a significantly higher number of students complete the Renaissance math screener in fall compared to previous years. This data was used to help identify RTI students for additional support. (HS) This has also helped to identify specific students to target in our 'First Time Test Takers' intervention group this spring.
 - **Challenges:** The MOY window fell post Uri and many students are behind in their classes. Students are working to get caught up on lessons, so many are struggling to manage additional task.
 - **Modifications:** For the end of the year window, we plan to utilize live lesson support for students logging into the hub and completing the screener. Between windows, we will continue to drive students to Renaissance to determine RTI support levels.
- **Strategy 2 - 100% of TCAH students who are assigned mandatory remediation/intervention tutorials will attend.**
 - **Achievements:** Attendance has done well this year overall and typically continues to increase as we approach the STAAR/Algebra I test. Spring Weekly Attendance Rates – 67%, 79%, Post Uri – 47%, 77%
- **Strategy 3 - 100% of students will complete their math course for the year.**
 - **Achievements:** Overall for fall semester, passing rates were higher.
 - **Progress:** We are working creatively with teachers to create Credit recovery Opportunities for students to stay on track with math credits. (HS) Our math interventionist is working closely to support first time test takers to increase the percentage of students who meet grade level on the EOC and earn credit for the course. (ES/MS) Math interventionists are working to support students that have not seen growth in multiple years

Math Goal 1 Data (3-12)



| Course | Passng Rate |
|---------------|-------------|
| 3rd | 98% |
| 4th | 99% |
| 5th | 96% |
| 6th | 93% |
| 7th | 95% |
| Alg Readiness | 98% |
| ALG 1A | 86% |
| ALG 2A | 83% |
| GEOM | 85% |
| APCALCAB | 86% |
| APSTATS | 100% |
| PRECALC | 86% |
| STATS | 90% |
| ADQANR | 96% |

| Reniasance 360 Star Math Participation | BOY | MOY |
|--|-----|-----|
| 3rd | 73% | 69% |
| 4th | 74% | 65% |
| 5th | 74% | 67% |
| 6th | 66% | 49% |
| 7th | 66% | 47% |
| 8th | 95% | 38% |
| 9th | 76% | 37% |
| 10th | 59% | 23% |

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
 - 3 Trips Total, Attendance average: 191 participants
 - Next field study: April 7th, Region 1; Region 6 -April date TBD
- Parent University Summary (attendance survey responses)
 - 23 sessions hosted 180 attendees
- Family Friendly Schools progress
 - On track to make Gold designation

Progress Monitoring Tool update:

- After review with Sandra Moreno for a possible tool, the data from the report doesn't support evidence of the correlation between engagement and student success; it can not be concluded with the data tested (cap calls, field trip attendance, etc.) possibly due to the nature of our learning environment. **We are not able to measure or determine what factors to best measure to determine parent involvement/engagement at this time.**
 - **Next step:** Survey to narrow down those engagement factors:
Asking families if they feel engaged in school and why?
Goal to release this short survey by or before the first week in April.

Goal 3 Special Populations Data



- The Special Education and EL teachers have access to Pearson's Power BI. At the request of the POBL Directors Advisory Council (DAC) two weeks ago, POBL is now updating the PBI special populations data daily, instead of weekly, which provide better data support to our teachers.
- The Special Education and EL students are participating in Ren360. This provides current data to be discussed during the ARD and LPAC meetings, and helps make better decisions for instructional accommodations.
- Barrier: All Special Education and EL teachers have very limited (and sometimes no) access to reports in Ren360 as they do not have their own accounts.

Notes - Comments from Meeting



Recording



Thank you for your support!

Adjourn pm

Attendance



Brita Lindsey

Lea Ann Lockard

Lisa Johnson

Kanisha Porter

Amanda Viola

Allison Solesby

Vernitra Shivers

KT Trimbur-Glen

Lorin Watkins

Ben Chaplin

Dianne Aldridge

Mechelle Wilson

Samantha Spray

Julie Loftin

Ryan Skelton

John McKitrick

Shauna Cox

Charles Tracy

Bryce Adams

Jana Andrews