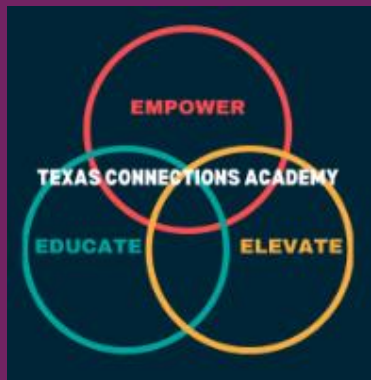




**TEXAS
CONNECTIONS
ACADEMY**

Where are we going? 2021-2022 School Improvement

April 18, 2022



“I can see myself in all things and all people around me.”
— Sanskrit Phrase



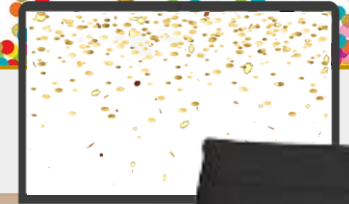
Today's Agenda

Part I April

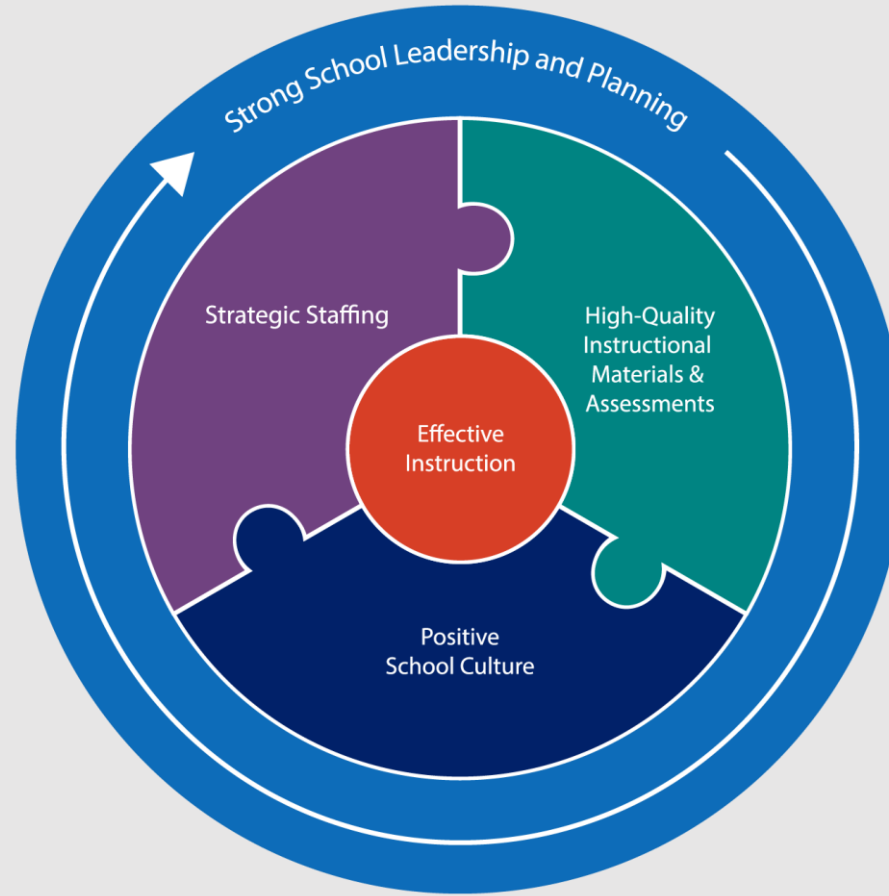
- School Improvement Goals and Reflections (Feedback)

Part II May

- School Improvement Goals and Reflections (Feedback)



The Work



Where are we in “the work?”

The Effective Schools Framework



School Improvement Plan: TCAH and Board Goals?



- **Goal 1**

ELAR The percentage of **3rd grade** students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

- **Goal 2**

MATH The percentage of **3rd grade** students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

- **Goal 3**

SCHOOL PROGRESS The percentage of graduates that meet the criteria for **CCMR** as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

- **Goal 4**

CLOSING THE GAPS The percentage of **students receiving special education services** reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

- **Goal 5**

Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals



Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

- **Desired Outcomes:** Our desired outcome is to increase the number of students at **Meets and Masters in English and Math** and improve our college and career readiness (CCR) and **Graduation Rate** indicators to meet the **District, State, and Federal standards**.
 - The percentage of students reading at scoring at the Meets and Masters levels on STAAR / EOCs for **3rd through English II needs to increase by 3 percentage points** annually between Spring 2021 until Spring 2022.
 - The number of **3rd Grade math students** scoring at the Meets level needs to increase from **30% to 58%** and the number of **Algebra I** students scoring at Meets needs to move from **25% to 35%** achievement.



Essential Action 5.1: Effective classroom routines and instructional strategies

- **Rationale:** TCAH has a clear need in **Domain 3: Closing the Gaps** for our English Learners and African American students. We need to work on the following key practices to increase our success criteria outcomes:
 - **differentiated paths of instruction** to clearly defined curricular goals, including paths to meet the specific needs of students with disabilities and English learners, daily formative assessments along with exemplar responses,
 - **mastery-based grading practices that allow for proactive interventions.**
 - **spiraled TEKS** throughout the curriculum and that **structured supports are provided for specific student groups.**
- **Desired Outcomes:** Our desired outcome is to increase the number of students; particularly in the following student groups: English Learners, African Americans, and 504 students, at Meets and Masters in English and Math as well as improve our CCR and Graduation Rate indicators to meet the District, State, and Federal standards.
 - **Meet Domain 3 Targets, no Math targets met among student groups (EL 40% and African-American 31%)**
 - **Meet Domain 3 Targets, no student group met the Graduation Rate Status target (90%)**



Essential Action 5.3: Data-driven instruction

- **Rationale:** Domains 1-3 data reflects TCAH has an urgent need to facilitate and support multi-tiered instructional leaders in grades 3-12,
 - where the **campus instructional leaders consistently and with fidelity review disaggregated data** and provide the spaces necessary for moving from theory to practice.
 - teacher-leaders and teachers use **instructional efficacy methodology** to sustain student academic growth among all **student groups**.
- **Desired Outcomes:** Our desired outcome is to increase the number of students; particularly in the following student groups: Emergent Bilinguals, African Americans, and 504 students, at Meets and Masters in English and Math as well as improve our CCR and Graduation Rate indicators to meet the District, State, and Federal standards.
 - **Meet Domain 3 Targets, no Math targets met among student groups (EL 40% and African-American 31%)**
 - **Meet Domain 3 Targets, no student group met the Graduation Rate Status target (90%)**



Let's take a look at our data (Power BI, Quarterly Metrics and TIP)

What stands out to you and why?

How well is it going?

What can we learn from our successes and challenges?

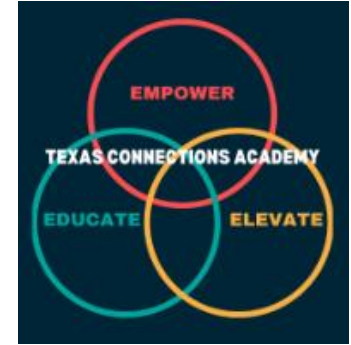
What would you do differently next time?



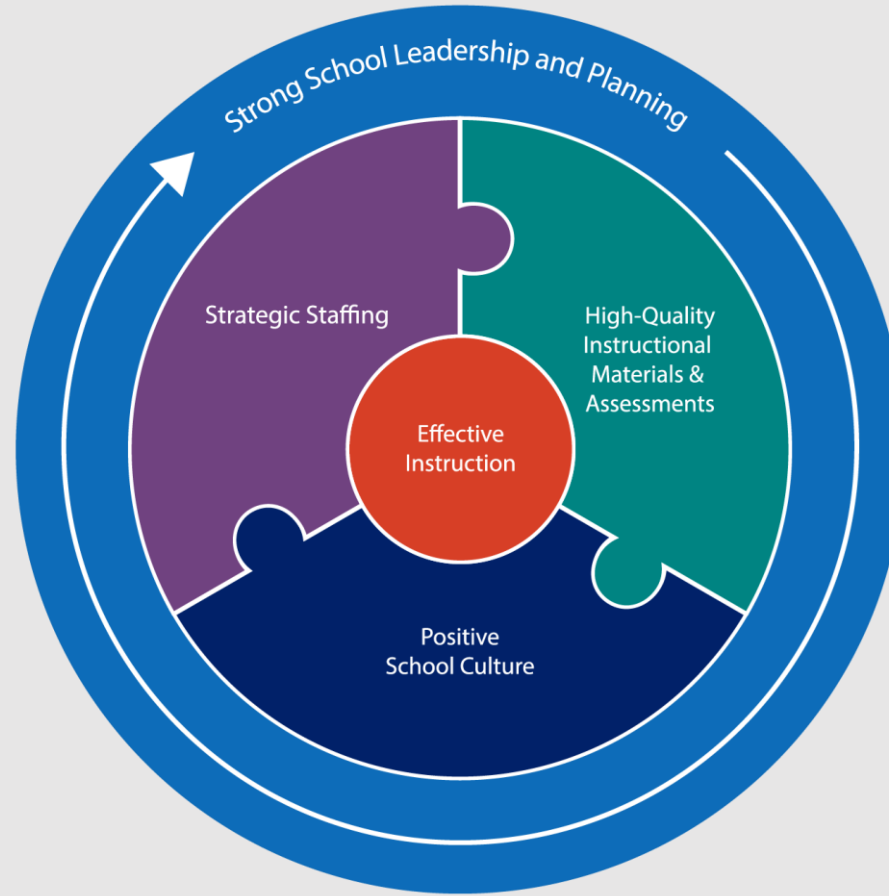
Reflections Resources

1. [Reflections Google Doc](#)
2. [Presentation](#)
3. Quarterly Metrics ([SI Folder](#))
4. TIP Cycle 2 ([SI Folder](#))
5. 4/15 Power BI Data Points (2nd Semester %Passing):

- Grade 3 ELA (**93**)
- Grade 3 Math (**85**)
- 3-12 SPED ELA (**76**)
- Grades 3-11 ELA (3-8 ELA = **79**, English 1B = **89** and 2B = **87**)
- Grades 3-11 Math (3-8 Math = **78**, Algebra 1B = **76**)
- 3-12 EB Math (**72**)
- AA Math (3-8 Math = **73**, Algebra 1B = **75**)
- CCR Projection **58%**
- Graduate Year 2022 Grad Rate **69%**



The Work



Where are we in “the work?”

SIT Reflections Document





**TEXAS
CONNECTIONS
ACADEMY**

The work continues...

2021-2022 School Improvement

January 10, 2022

