

Houston Independent School District

100 Texas Connections Academy - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Millard House III
Erica Deakins

Principal: Brita Denise Martin-Lindsey
ESC Case Manager: Zack Bigner
ESC Region: 4

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Erica Deakins

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: April Williams

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Brita Denise Martin-Lindsey

Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	5
Closing the Gaps	7
Subject Areas and Student Groups	8
CCMR	9
Federal Graduation Rate	10
Essential Actions	11
Cycles 1-3	12
Cycle 4	12
Cycles	13
Cycle 1 - (Sept – Nov)	14
Cycle 2 - (Dec – Feb)	22
Cycle 3 - (Mar – May)	25
Cycle 4 - (Jun – Aug)	28
Student Data	29
Student Achievement and Closing the Gaps	30
Academic Growth	30

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: Student Achievement

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates and is weighted according to the following:

- STAAR Performance (weighted at 40%) - 2022 Score: 76
- CCMR (weighted at 40%) - 2022 Score: 63
- Graduation Rate (weighted at 20%)- 2022 Score: 55

Texas Connections Academy's overall Student Achievement Rating was 67 out of 100.

Accountability Goals 2022-2023:

Student Performance:

TCAH will improve student performance in Math in the following grade levels: 4th grade (19% Meets), 5th grade (29% Meets), 7th grade (22% Meets), 8th grade (18% Approaches), and Algebra I (25% Meets). The grade levels were selected due to student performance outcomes in the 2021-2022 school year. At each of these grade levels, TCAH students performed below expectations. Cumulatively, the TCAH percentage of students passing at the Meets Level was 27%, compared to the HISD district average of 38%. With the implementation of STAAR 2.0, we will be focused on increasing student performance outcomes at the Meets Level by 5% on each assessment and skill development from a 3rd-grade through 12th-grade lens to improve student outcomes.

CCMR:

TCAH will increase our CCMR component score from 30% for the Class of 2021 to 50% for the Class of 2022. By increasing the CCMR components of the Domain 1 indicator, we are significantly improving our Domain 1 overall score by at least 5%, from 67% to 72%.

Graduation Rate:

Texas Connections Academy's targeted four-year graduation rate is 80% of the 2022-2023 cohort will graduate on time. By supporting the graduation rate of 80%, we will increase the Graduation Component for the Domain 1 indicator.

School Progress

What accountability goal has your campus set for this year?

Domain 2: School Progress

Texas Connections Academy is committed to ensuring equitable growth across our student groups. Students must show academic growth at TCAH.

Rationale: Our Domain 2A (Academic Growth) Scale Score is 75. In the recent past, we have utilized the 2B scale score; however, our focus on academic growth has shown results. We had significantly more students in mathematics not meet the growth standards. Our goal is to focus on academic growth by moving from a component score of 66 to 71 to achieve a 2A Scale Score of 81.

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations	
	Count	Earned	Count	Earned	Count	Earned	Points	Count Rate
Both Subjects	883	0.0	352	176.0	1,839	1,839.0	2,015.0	3,074 66
Reading / ELA	280	0.0	166	83.0	1,262	1,262.0	1,345.0	1,708 79
Mathematics	603	0.0	186	93.0	577	577.0	670.0	1,366 49

Number of Assessments

		2021-22					
2020-21		Did Not Meet	Approaches	Meets	Masters	Count	
Both Subjects						3,074	
	Did Not Meet	250	218	16	192	63	14
	Approaches	184	0	199	170	190	101
	Meets	34		176	137	221	232
	Masters	5		53	181	438	677
Reading / ELA						1,708	
	Did Not Meet	45	85	0	112	45	11
	Approaches	20	0	50	80	140	90
	Meets						
	Masters						

Reading / ELA	Approaches	39	0	30	00	140	00	419
	Meets	11		66		108	184	561
	Masters	1		15		103	311	430
Mathematics								
Mathematics	Did Not Meet	205	133	16	80	18	3	455
	Approaches	145	0	141	82	42	15	425
	Meets	23		110		29	37	239
	Masters	4		38		78	127	247
1,366								

TEA | School Programs | Assessment and Reporting | Performance Reporting

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: Closing Performance Gaps

Domain 3: We need to improve mathematical student learning outcomes for all student groups using a comprehensive plan that strategically targets growing students by 5% to the Meets Level. We did not meet any math targets in Domain 3. We also need to improve our school quality measure, which measures students' preparedness for college, the workforce, or the military for targeted student groups. The CCMR Component Score is 30% for Class 2021; our goal is 50% for Class 2023. Our CCMR indicator data indicates that we need to make a focused effort for the following student groups:

- African American Students - 2022 Percentage Score: 15% / Goal: 20%
- Economically Disadvantaged Students- 2022 Percentage Score: 23% / Goal: 28%
- Hispanic: 2022 Percentage Score: 26% / Goal: 31%

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

TCAH will focus on student outcomes in mathematics due to the lack of adequate student learning outcomes in all three domains. Specifically, TCAH student performance in Math in the following grade levels: 4th grade (19% Meets), 5th grade (29% Meets), 7th grade (22% Meets), 8th grade (18% Meets), and Algebra I (25% Meets) were significantly lower than the district average of 38% Meets. Holistically, all TCAH students performed below expectations in Mathematics. The TCAH percentage of students passing at the Meets level was 27%, compared to the HISD district average of 38%. With the implementation of STAAR 2.0, we will be focused on performance outcomes and skill development from a 3rd-grade through 12th-grade lens to improve student outcomes. This focus will impact our Student Achievement, School Progress, and Closing the Gaps domains by 5%; Domain 1 will go from 67% to 72%, Domain 2 will go from 75% to 80%, and Domain 3 will go from 75% to 80%.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

We are targeting academic outcomes and college access for two student groups specifically: African American students and Emergent Bilingual Students. This focus will improve our scores in all three domains.

CCMR

What goals has your campus set for CCMR?

Our Campus Goal is to move our CCMR percentage score from a Domain 1 30% readiness component score for the Class of 2021 to a 50% readiness component score for the Class of 2023, working specifically to target student groups who have not engaged in post-secondary planning, including Economically-disadvantaged, African American, and Emergent Bilingual Students.

Domain 3 data:

- African American Students - 2022 Percentage Score: 15% / Goal: 20%
- Economically Disadvantaged Students- 2022 Percentage Score: 23% / Goal: 28%
- Hispanic: 2022 Percentage Score: 26% / Goal: 31%

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Our current four-year Federal graduation rate is 77.9% (Domain 3); the State graduation rate is 78.7% (Domain 1). We are committed to improving our Federal graduation rate to 80% or higher and our State graduation rate to 90%. Additionally, TCAH will continue to decrease our Dropout rate from 3.4% to 3.0% or lower.

	This School	District
Four-Year Graduation Rate	78.7%	85.7%
Five-Year Graduation Rate	70.7%	86.0%

Six-Year Graduation Rate	66.7%	84.7%
Dropout Rate	3.4%	4.0%

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Partial Implementation

Key Practices: Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

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

Implementation Level: Planning for Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 3.1 is a prioritized focus area; the campus is at the planning for implementation level. In addition, Texas Connections Academy at Houston (TCAH) is on a targeted improvement plan; the campus is a comprehensive support and improvement progress school due to the Federal four-year graduation rate. Ensuring that students graduate in four years with a post-secondary plan and a college or career readiness indicator is critical to the efficacy of the school community.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity through Pearson Virtual Schools and Houston ISD partnerships, strategic planning, and implementation of a 3rd-grade through 12th-grade approach to post-secondary planning and inter-connected grades 3-12 dropout prevention frameworks that include academic and social success systems. In addition, campus administration will be trained on dropout prevention; they will prepare the Graduation Support Meeting (GSM) committees established in grades 7-12 and grades 3-6 elementary teams.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate dropout prevention priorities through weekly Action Plan Meetings, School Leadership Team meetings, Strand Meetings, and Professional Learning Communities. In addition, Buy-in will be created and sustained by consistently communicating with parents, students, and staff to engage and leverage students' interests, strengths, and goals at the forefront of their post-secondary planning.

Desired Annual Outcome: By the end of June 2023, 100% of campus administration, GSMs, and elementary teams will communicate and ensure campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. The annual Dropout Rate will decrease by at least 2%, and 100% of the Class of 2023 will graduate in four years or less while leaving TCAH ready for post-secondary success and a college or career readiness indicator.

District Commitment Theory of Action: If the District provides: access to student matriculation data; best practice resources, and tools for engaging families and graduating students postsecondary ready (i.e., translation services, parent/student surveys, online communication structures); data systems to track pertinent school culture data; access to external student support services; and their policies and practices align with and promote positive school culture, then campus administration and leaders will establish and maintain systems with practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Desired 90-day Outcome: By the end of November, campus administration will participate in dropout prevention and college, and career readiness training which will lead to the development of a dropout prevention program, improve the current dropout recovery program, decrease the number of potential dropouts and increase the number of college and career-ready African American Students, Economically Disadvantaged, and Hispanic students by 25%.

District Actions: The district will provide dropout prevention and recovery support and high-level, consistent support for our students through our college and career counselor.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our potential dropouts are located across the state of Texas. We have the unique challenge of students being able to disappear / "No Show" as we transition from one school year to another.	Action Step 2	By creating 3-12 systems and operating guidelines, we are better prepared to locate students and help them find another schooling option.

Step 1 Details		Reviews
Action Step 1: TCAH will demonstrate high expectations for all students by expanding our access to CCMR programs through asset-based language and embedded, instructional supports as measured by completion of one of the CCMR indicators. Evidence Used to Determine Progress: College Bridge Completion Rate TSAI Completion Rate SAT Registration Person(s) Responsible: Erin Coulter Candice Ayala Resources Needed: TSIA Waivers College Prep Tutors Addresses an Identified Challenge: Yes Start Date: August 25, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details		Reviews
Action Step 2: TCAH will provide a consistent, systematic approach to re-connecting with potential dropouts, which will be captured in writing as demonstrated by Division Wide Operating Guidelines. Evidence Used to Determine Progress: Division-Wide Operating Guidelines Person(s) Responsible: Courtney Burdick Rene Edwards Candice Ayala Lorin Watkins Resources Needed: Office Supply Resources Addresses an Identified Challenge: Yes Start Date: August 25, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 3 Details		Reviews
Action Step 3: TCAH will develop a Home Visit Playbook focused on the "why" to the work as well as expectations, practices, and documentation, and incentives necessary to implement a Home Visit Plan that helps students reconnect with various schooling options. Evidence Used to Determine Progress: Home Visit Playbook Person(s) Responsible: Leaver Leadership Team Resources Needed: Leadership Planning Time Access to Incentives Addresses an Identified Challenge: Start Date: August 25, 2022 - Frequency: Weekly - Evidence Collection Date: September 29, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:

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

Implementation Level: Planning for Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 4.1 is a prioritized focus area; the campus is at the planning for implementation level. Campus instructional leaders must provide timely actionable PLC feedback, data analysis, and lesson planning support regarding alignment to the curricula scope and sequence, the standards, and the expected level of rigor for all teachers to ensure all students are growing. Best practice usage consistency and fidelity are missing in grades 3-12 professional learning communities (PLCs).

Who will you partner with?: Other

How will you build capacity in this Essential Action? By collaborating with Pearson Virtual Schools and Houston ISD, campus administration and instructional leaders will build capacity through targeted weekly professional development designed to increase instructional efficacy among all student groups (especially students with disabilities and English learners) while partnering with parents, students, and teachers in PLCs. In addition, campus instructional leaders will use weekly student learning outcome data to provide timely, effective, consistent feedback using a PLC Observation Tool and relevant data sets such as course passing and interim and formative assessment results.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration and instructional leaders will communicate the expectation of the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments through weekly School Leadership Team (SLT) meetings, Strand Meetings, and PLCs. In addition, Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core cultural values, connecting the "why" to the "work."

Desired Annual Outcome: By the end of June 2023, 100% of campus administration and instructional leaders will ensure high-quality instructional materials are consistently used across virtual classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs as evidenced by grades 3-12 PLC meeting agendas reflecting the use of interim and formative assessments and instructional/engagement strategies designed for all students, the alignment of standardized test performance with course passing rates, and job performance ratings of "effective" or "highly effective." In addition, accountability data will show student learning outcomes for all student groups improve by a minimum of 5% on the STAAR/EOC.

District Commitment Theory of Action: If the District provides: access to interim assessments aligned to the standards and the expected level of rigor; an annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; an interim data assessment platform to capture assessment data by item and student level; and their policies support the effective use of standards-aligned, high-quality instructional materials and assessments, then the campus administration and instructional leaders will ensure the consistent strategic use of high-quality instructional materials, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups.

Desired 90-day Outcome: By the end of November, TCAH will develop and initiate a comprehensive support plan for students and teachers to provide intentionally designed interventions for our student groups, particularly in Math. The support plan monitored by campus administration and supervisors will include PLC learning ticket development and usage, address STAAR/EOC skills and academic gaps, and provide PLC Observation Tool results and feedback. As a result, 100% of Tier 2 and Tier 3 student academic and skills gaps will be identified and addressed.

District Actions: The District will provide continued support, professional development, and resources around performance-level tasks as represented on STAAR 2.0.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
One challenge we may face is ensuring that students' gap areas are identified and action steps are created, tracked, and progress monitored.	Action Step 1	Through the use of Learning Tickets, we are engaging in the formative assessment process to target gaps in student learning outcomes.

Step 1 Details		Reviews
Action Step 1: Math Teachers (3-12) will use and engage in Learning Ticket professional development to improve student outcomes through actionable data analysis in PLCs, small group interventions, and skills-based Live Lesson instruction. Evidence Used to Determine Progress: PLC agendas, Learning Ticket Exemplars, and Professional Development Person(s) Responsible: Jennifer Walling and Angela Krall Resources Needed: Data Analysis Protocol, Learning Ticket Exemplars, Professional Development Addresses an Identified Challenge: Yes Start Date: August 25, 2022 - Frequency: Quarterly - Evidence Collection Date: October 19, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details		Reviews
Action Step 2: The Leadership Team will develop the STAAR Champion Plan for Tier One / Two Interventions, which includes instructional materials with key ideas, formative assessments, and content that is relevant and responsive to students' backgrounds and needs based STAAR assessment data. Evidence Used to Determine Progress: Plan, practices, and policies will be captured in writing. Person(s) Responsible: Amanda Viola, Candice Ayala and Lorin Watkins Resources Needed: Curriculum Resources / Staffing Support Addresses an Identified Challenge: Yes Start Date: September 8, 2022 - Frequency: Weekly - Evidence Collection Date: October 28, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: The Leadership-Supervisory team will be trained to utilize the PLC Observation Tool to provide feedback regarding alignment between lesson planning, data, action, skill development, rigor and, the effectiveness of re-teaching opportunities. Evidence Used to Determine Progress: PLC Observation Tool Person(s) Responsible: Brita Lindsey, Amanda Viola, Jana Andrews, Candice Ayala, and Lorin Watkins Resources Needed: Professional Development Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 5.3 is a prioritized focus area; the campus is at the partially implemented level. Campus administration and instructional leaders must utilize data analysis protocols and professional development to monitor all student progress to determine, document, and follow up on the next steps designed to improve student learning outcomes and provide weekly or bi-monthly consistent quality feedback to PLCs and teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? By partnering with Pearson Virtual Schools and Houston ISD, campus administration and instructional leaders (School Leadership Team) will build capacity through the use of disaggregated data to plan and lead while engaging in training that focuses on the components of data-driven instruction. The School Leadership Team (SLT), comprised of School Operations Leadership, Administrators, Master Teachers, Instructional Coordinators, and Subject Matter Experts, will provide weekly professional development targeting instructional and testing systems' efficacy. This year campus administration added a layer of instructional leadership support by adding PLC Curriculum and Vertical Alignment Leaders. Additionally, data-driven instruction is the primary focus of grades 3-12 PLC teams.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration and instructional leaders will communicate, analyze data, reflect, determine next steps, and follow up during weekly SLT meetings, PLC Planning Meetings, Strand Meetings, and the PLC Observation cycle. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work" while ensuring that we inspect what we expect through the process.

Desired Annual Outcome: By the end of June 2023, 100 % of the campus administration and instructional leaders (SLT) will ensure that 100% of the grades 3-12 PLCs will utilize a data protocol method to analyze relevant data, provide interventions, and improve student outcomes. In addition, the SLT will effectively communicate high expectations and hold team members accountable, as evidenced by the PLC Observation Tool results and meeting agendas containing the protected time to engage in action planning designed to identify and address gaps (using disaggregated data), misconceptions, and learning loss.

District Commitment Theory of Action: If the District policies and practices support effective instruction and they ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback); schools receive detailed reports within two instructional days for their assessments and have effective systems for identifying and supporting struggling learners, then campus administration and instructional leaders will address the needs of the struggling learner while supporting academic growth for all student groups.

Desired 90-day Outcome: By the end of November, the School Leadership Team will review, receive professional development for several data analysis protocols, and determine the appropriate data protocol to be used by instructional PLCs. PLCs will receive professional development and use the appropriate data protocol during action planning, as evidenced by PLC agendas and meeting notes. Effective action planning will increase Tier 2 and 3 students' academic and social support.

District Actions: The district will train campus instructional leaders and provide ongoing coaching to support the implementation of data analysis protocols.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
There are challenges in determining effective research-based data protocols that can be used and monitored in a 100% virtual environment.	Action Step 1	The School Leadership Team is comprised of team members that lead School Operations and Instructional Systems. Multiple perspectives from varying roles and years of experience in a 100% virtual environment will provide the depth of understanding needed to make a relevant determination.

Step 1 Details		Reviews
Action Step 1: The SLT will review 3 different data protocols during SLT Time and provide feedback. Evidence Used to Determine Progress: SLT Feedback Form SLT Agenda Person(s) Responsible: PLC Leadership Team Resources Needed: Data Analysis Research and Resources Addresses an Identified Challenge: Start Date: September 5, 2022 - Frequency: Weekly - Evidence Collection Date: October 21, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details		Reviews
Action Step 2: PLC meetings will include discussions around formative and interim student data that that is connected to actionable next steps. Evidence Used to Determine Progress: PLC Agendas PLC Observation Tool Person(s) Responsible: Amanda Viola Lorin Watkins Candice Ayala Jana Andrews Resources Needed: Professional Development Addresses an Identified Challenge: Start Date: August 29, 2022 - Frequency: Ongoing - Evidence Collection Date: October 12, 2022		Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: PLC Teams will receive professional development around analysis of student work samples to assess curricular rigor, the impact of instruction, and the need for instructional supports for various student groups. Evidence Used to Determine Progress: Professional Development Artifacts Person(s) Responsible: PLC Leadership Team Resources Needed: Professional Development Resources Conference Registration Addresses an Identified Challenge: Start Date: September 5, 2022 - Frequency: Ongoing - Evidence Collection Date: October 18, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 3.1 is a prioritized focus area; the campus is at the planning for implementation level. In addition, Texas Connections Academy at Houston (TCAH) is on a targeted improvement plan; the campus is a comprehensive support and improvement progress school due to the Federal four-year graduation rate. Ensuring that students graduate in four years with a post-secondary plan and a college or career readiness indicator is critical to the efficacy of the school community.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity through Pearson Virtual Schools and Houston ISD partnerships, strategic planning, and implementation of a 3rd-grade through 12th-grade approach to post-secondary planning and inter-connected grades 3-12 dropout prevention frameworks that include academic and social success systems. In addition, campus administration will be trained on dropout prevention; they will prepare the Graduation Support Meeting (GSM) committees established in grades 7-12 and grades 3-6 elementary teams.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate dropout prevention priorities through weekly Action Plan Meetings, School Leadership Team meetings, Strand Meetings, and Professional Learning Communities. In addition, Buy-in will be created and sustained by consistently communicating with parents, students, and staff to engage and leverage students' interests, strengths, and goals at the forefront of their post-secondary planning.

Desired Annual Outcome: By the end of June 2023, 100% of campus administration, GSMs, and elementary teams will communicate and ensure campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. The annual Dropout Rate will decrease by at least 2%, and 100% of the Class of 2023 will graduate in four years or less while leaving TCAH ready for post-secondary success and a college or career readiness indicator.

District Commitment Theory of Action: If the District provides: access to student matriculation data; best practice resources, and tools for engaging families and graduating students postsecondary ready (i.e., translation services, parent/student surveys, online communication structures); data systems to track pertinent school culture data; access to external student support services; and their policies and practices align with and promote positive school culture, then campus administration and leaders will establish and maintain systems with practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Desired 90-day Outcome: 35% percent of African American Students, Economically Disadvantaged, and Hispanic students will complete a CCMR indicator by the end of Cycle One.

District Actions: The district will provide high-level, consistent support for our students through our college and career counselor.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 4.1 is a prioritized focus area; the campus is at the planning for implementation level. Campus instructional leaders must provide timely actionable PLC feedback, data analysis, and lesson planning support regarding alignment to the curricula scope and sequence, the standards, and the expected level of rigor for all teachers to ensure all students are growing. Best practice usage consistency and fidelity are missing in grades 3-12 professional learning communities (PLCs).

Who will you partner with?: Other

How will you build capacity in this Essential Action? By collaborating with Pearson Virtual Schools and Houston ISD, campus administration and instructional leaders will build capacity through targeted weekly professional development designed to increase instructional efficacy among all student groups (especially students with disabilities and English learners) while partnering with parents, students, and teachers in PLCs. In addition, campus instructional leaders will use weekly student learning outcome data to provide timely, effective, consistent feedback using a PLC Observation Tool and relevant data sets such as course passing and interim and formative assessment results.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration and instructional leaders will communicate the expectation of the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments through weekly School Leadership Team (SLT) meetings, Strand Meetings, and PLCs. In addition, Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core cultural values, connecting the "why" to the "work."

Desired Annual Outcome: By the end of June 2023, 100% of campus administration and instructional leaders will ensure high-quality instructional materials are consistently used across virtual classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs as evidenced by grades 3-12 PLC meeting agendas reflecting the use of interim and formative assessments and instructional/engagement strategies designed for all students, the alignment of standardized test performance with course passing rates, and job performance ratings of "effective" or "highly effective." In addition, accountability data will show student learning outcomes for all student groups improve by a minimum of 5% on the STAAR/EOC.

District Commitment Theory of Action: If the District provides: access to interim assessments aligned to the standards and the expected level of rigor; an annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; an interim data assessment platform to capture assessment data by item and student level; and their policies support the effective use of standards-aligned, high-quality instructional materials and assessments, then the campus administration and instructional leaders will ensure the consistent strategic use of high-quality instructional materials, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups.

Desired 90-day Outcome: In the next 90 days, 50% of Tier I and Tier II students will be actively engaged in our STAAR Champion plan using high-quality instructional materials that are aligned to formative assessments.

District Actions: The District will provide continued support, professional development, and resources around performance-level tasks as represented on STAAR 2.0.

Did you achieve your 90 day outcome?:

Why or why not?:

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 5.3 is a prioritized focus area; the campus is at the partially implemented level. Campus administration and instructional leaders must utilize data analysis protocols and professional development to monitor all student progress to determine, document, and follow up on the next steps designed to improve student learning outcomes and provide weekly or bi-monthly consistent quality feedback to PLCs and teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? By partnering with Pearson Virtual Schools and Houston ISD, campus administration and instructional leaders (School Leadership Team) will build capacity through the use of disaggregated data to plan and lead while engaging in training that focuses on the components of data-driven instruction. The School Leadership Team (SLT), comprised of School Operations Leadership, Administrators, Master Teachers, Instructional Coordinators, and Subject Matter Experts, will provide weekly professional development targeting instructional and testing systems' efficacy. This year campus administration added a layer of instructional leadership support by adding PLC Curriculum and Vertical Alignment Leaders. Additionally, data-driven instruction is the primary focus of grades 3-12 PLC teams.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration and instructional leaders will communicate, analyze data, reflect, determine next steps, and follow up during weekly SLT meetings, PLC Planning Meetings, Strand Meetings, and the PLC Observation cycle. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work" while ensuring that we inspect what we expect through the process.

Desired Annual Outcome: By the end of June 2023, 100 % of the campus administration and instructional leaders (SLT) will ensure that 100% of the grades 3-12 PLCs will utilize a data protocol method to analyze relevant data, provide interventions, and improve student outcomes. In addition, the SLT will effectively communicate high expectations and hold team members accountable, as evidenced by the PLC Observation Tool results and meeting agendas containing the protected time to engage in action planning designed to identify and address gaps (using disaggregated data), misconceptions, and learning loss.

District Commitment Theory of Action: If the District policies and practices support effective instruction and they ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback); schools receive detailed reports within two instructional days for their assessments and have effective systems for identifying and supporting struggling learners, then campus administration and instructional leaders will address the needs of the struggling learner while supporting academic growth for all student groups.

Desired 90-day Outcome: The School Leadership Team will train PLC Leads on selected data protocols.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 3.1 is a prioritized focus area; the campus is at the planning for implementation level. In addition, Texas Connections Academy at Houston (TCAH) is on a targeted improvement plan; the campus is a comprehensive support and improvement progress school due to the Federal four-year graduation rate. Ensuring that students graduate in four years with a post-secondary plan and a college or career readiness indicator is critical to the efficacy of the school community.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity through Pearson Virtual Schools and Houston ISD partnerships, strategic planning, and implementation of a 3rd-grade through 12th-grade approach to post-secondary planning and inter-connected grades 3-12 dropout prevention frameworks that include academic and social success systems. In addition, campus administration will be trained on dropout prevention; they will prepare the Graduation Support Meeting (GSM) committees established in grades 7-12 and grades 3-6 elementary teams.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate dropout prevention priorities through weekly Action Plan Meetings, School Leadership Team meetings, Strand Meetings, and Professional Learning Communities. In addition, Buy-in will be created and sustained by consistently communicating with parents, students, and staff to engage and leverage students' interests, strengths, and goals at the forefront of their post-secondary planning.

Desired Annual Outcome: By the end of June 2023, 100% of campus administration, GSMs, and elementary teams will communicate and ensure campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. The annual Dropout Rate will decrease by at least 2%, and 100% of the Class of 2023 will graduate in four years or less while leaving TCAH ready for post-secondary success and a college or career readiness indicator.

District Commitment Theory of Action: If the District provides: access to student matriculation data; best practice resources, and tools for engaging families and graduating students postsecondary ready (i.e., translation services, parent/student surveys, online communication structures); data systems to track pertinent school culture data; access to external student support services; and their policies and practices align with and promote positive school culture, then campus administration and leaders will establish and maintain systems with practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

Desired 90-day Outcome: 45% percent of African American Students, Economically Disadvantaged, and Hispanic students will complete a CCMR indicator by the end of Cycle One.

District Actions: The district will provide high-level, consistent support for our students through our college and career counselor.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 4.1 is a prioritized focus area; the campus is at the planning for implementation level. Campus instructional leaders must provide timely actionable PLC feedback, data analysis, and lesson planning support regarding alignment to the curricula scope and sequence, the standards, and the expected level of rigor for all teachers to ensure all students are growing. Best practice usage consistency and fidelity are missing in grades 3-12 professional learning communities (PLCs).

Who will you partner with?: Other

How will you build capacity in this Essential Action? By collaborating with Pearson Virtual Schools and Houston ISD, campus administration and instructional leaders will build capacity through targeted weekly professional development designed to increase instructional efficacy among all student groups (especially students with disabilities and English learners) while partnering with parents, students, and teachers in PLCs. In addition, campus instructional leaders will use weekly student learning outcome data to provide timely, effective, consistent feedback using a PLC Observation Tool and relevant data sets such as course passing and interim and formative assessment results.

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Desired 90-day Outcome: In the next 90 days, 50% of Tier I and Tier II students will be actively engaged in our STAAR Champion plan using high-quality instructional materials that are aligned to formative assessments.

District Actions: The District will provide continued support, professional development, and resources around performance-level tasks as represented on STAAR 2.0.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the 2022-2023 Campus ESF Self-Assessment Tool completed by the campus school leadership team and Domains 1 and 3 results, Essential Action 5.3 is a prioritized focus area; the campus is at the partially implemented level. Campus administration and instructional leaders must utilize data analysis protocols and professional development to monitor all student progress to determine, document, and follow up on the next steps designed to improve student learning outcomes and provide weekly or bi-monthly consistent quality feedback to PLCs and teachers.

Who will you partner with?: Other

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Desired Annual Outcome: By the end of June 2023, 100 % of the campus administration and instructional leaders (SLT) will ensure that 100% of the grades 3-12 PLCs will utilize a data protocol method to analyze relevant data, provide interventions, and improve student outcomes. In addition, the SLT will effectively communicate high expectations and hold team members accountable, as evidenced by the PLC Observation Tool results and meeting agendas containing the protected time to engage in action planning designed to identify and address gaps (using disaggregated data), misconceptions, and learning loss.

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Desired 90-day Outcome: 50% of PLC Teams will be utilizing a data protocol during weekly PLC meetings.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Student Data

Student Achievement and Closing the Gaps																		
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments						2023 Accountability Goal				
								2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			Summative Goal	Actual Results
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results		
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	6320	86	87	N/A	Interim Assessment	89		Interim Assessment	91		92	
		All	All	Reading	Meets	STAAR	6320	67	65	N/A	Interim Assessment	67		Interim Assessment	69		70	
		All	All	Reading	Masters	STAAR	6320	24	30	N/A	Interim Assessment	32		Interim Assessment	34		35	
		All	All	Mathematics	Approaches	STAAR	5265	71	62	N/A	Interim Assessment	64		Interim Assessment	66		67	
		All	All	Mathematics	Meets	STAAR	5265	39	27	N/A	Interim Assessment	29		Interim Assessment	31		32	
		All	All	Mathematics	Masters	STAAR	5265	18	11	N/A	Interim Assessment	13		Interim Assessment	15		16	
		All	All	Science	Approaches	STAAR	2895	84	72	N/A	Interim Assessment	74		Interim Assessment	76		77	
		All	All	Science	Meets	STAAR	2895	52	36	N/A	Interim Assessment	38		Interim Assessment	40		41	
		All	All	Science	Masters	STAAR	2895	20	11	N/A	Interim Assessment	13		Interim Assessment	15		16	
		All	All	Social Studies	Approaches	STAAR	2177	92	76	N/A	Interim Assessment	78		Interim Assessment	80		81	
		All	All	Social Studies	Meets	STAAR	2177	75	52	N/A	Interim Assessment	54		Interim Assessment	56		57	
		All	All	Social Studies	Masters	STAAR	2177	51	32	N/A	Interim Assessment	34		Interim Assessment	36		37	
Closing the Gaps	Focus 1	School Quality/College & Career Readiness	All Students	CCMR	N/A	CCMR	N/A	11	30	98	Other	25		Other	40		50	
	Focus 2	Graduation Rate Status	All Students	Graduation Rate	N/A	Graduation Rate	N/A	66	78	98	Other	80		Other	80		80	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	7246	Did Not Meet	13	11		9		8	
					Approaches Meets	87	89		91		92	
					Masters	65	67		69		70	
	Math	All	STAAR	5845	Did Not Meet	30	32		34		35	
					Approaches Meets	38	36		34		33	
					Masters	62	64		66		67	
					Did Not Meet	27	29		31		32	
					Approaches Meets	11	13		15		16	
					Masters							