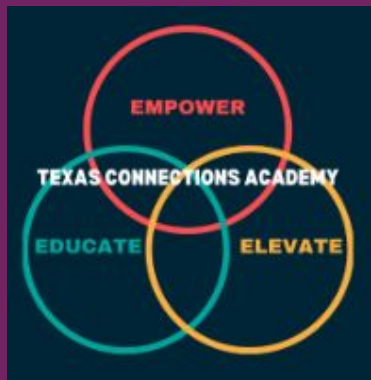




**TEXAS
CONNECTIONS
ACADEMY**

Where are we going? 2021-2022 School Improvement

October 4, 2021



Brita Lindsey, EdD, School Leader
Amanda Viola, Lead Principal, Instructional Leader
Ben Chaplin, 3-8 Principal
Candice Ayala, High School Principal

EMPOWER EDUCATE
BE E3
& ELEVATE

Greetings, TCAH Family

What are you grateful for today?

Leave a
little
Sparkle
WHEREVER
you go

Throw
Kindness
around like
Confetti

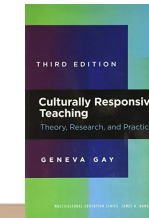
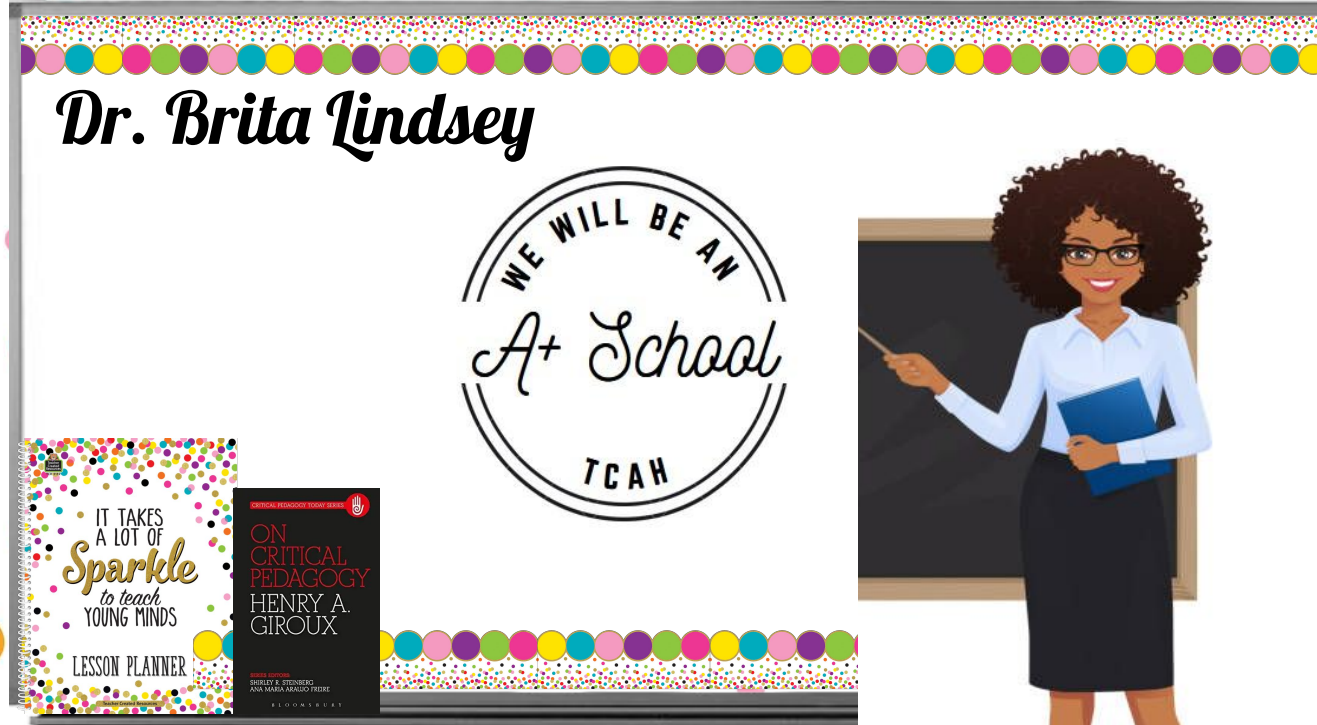
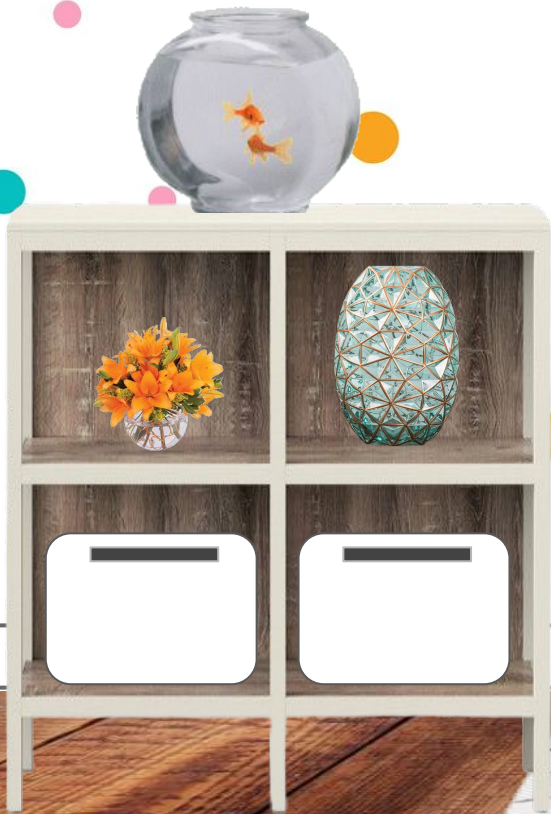
IT TAKES
A LOT OF
Sparkle
to teach
YOUNG MINDS
LESSON PLANNER

The Practice of
ADAPTIVE
LEADERSHIP
FOUNDED BY
AND TAUGHT BY
Dr. Charles D. Kegan
and Dr. David A. Forster

GRATITUDE
A WAY OF TEACHING
OWEN M. GRIFFITH

Every Child,
Every Day
A Practical Guide to
Inclusive Education
Mark A. Edwards





TCAH is Story 4

Leave a
little
Sparkle
WHEREVER
you go

Today's Agenda

- Accountability Rating (Brita Lindsey)
- School Improvement (Ben Chaplin & Candice Ayala)
- Next Steps (Amanda Viola)

Throw
Kindness
around like
Confetti

Who are we and who do we serve?



- **TCAH** is one of seven schools in the state authorized under Texas Education Code (TEC) Chapter.30A (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.30A.htm>) to offer tuition-free full time virtual instruction through the Texas Virtual School Network
- (TXVSN) **Online Schools** Program to eligible Texas public school students in grades 3-12.
- Students are not required to be physically present on the campus during instruction. Students engage with the teacher through an “electronic course” that meets the requirements of TEC Section 30A.101 (4)
- The TCAH program offers **grades 3-12 to ~10,000** students
- TCAH is a **Title I school with ~40% economically disadvantaged** and a **47.4% mobility rate**. Special Populations include **5.2% Special Education** and **1.5% English Learners**.
- The Race/Ethnicity breakdown is **13% African American; 27% Hispanic; 51% White; 1% American Indian; 4.7% Asian; .5% Pacific Islander; 4.8% two or more races**.
- About **50% of all certified staff** have advanced degrees, including seven with their doctorate.



TCAH 3-12 Enrollment?



Grades	Enrolled (Stage 4)	Approved (Stage 3)	Pre-Approved (Stage 2)	Applicant (Stage 1)	Total (Enrollment Pipeline)
3-8	5,711	56	3,883	0	9,650
9-12	4,325	30	5,570	36	9,961
3-12	10,036	86	9,453	36	19,611

- ***Our Enrollment Gift from HESD:*** 12,000 is the new enrollment cap, but we will not go over 10,500 up from 10,000; ***our enrollment gift from PVS***
- Not enrolling in grades 11-12 unless extenuating circumstances
- Enrolling in grades 4-10 (including siblings) until we reach 10,500 by October 15th (9-10) and October 22nd (3-8) deadlines
 - Pull grades 4-10 (including siblings from current waitlist)
 - Move grades 4-10 through enrollment stages until 10,500 is reached by the deadline



TCAH Accountability Rating?



Texas Connections Academy at Houston

CHANGE OVER TIME

School Year	Overall Rating	Overall Score
<u>2020-21</u>	Not Rated	N/A
2019-20	Not Rated	N/A
<u>2018-19</u>	C	70



TCAH School Improvement (SI) Planning?



- **School Improvement Plan (Local)**
 - Must do regardless of accountability rating
 - Includes Board Goals and the Steps to meet them
- **Targeted Improvement Plan (State)**
 - Must do because of Federal Graduation Rate
 - Includes Texas Education Agency Effective School Framework Levers, Essential Actions and Success Criteria
- **Both are documented and maintained in Plan4Learning**
 - Plans in File Pod
- **Vote of Confidence**
 - Taken at the end of the session



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



Why do we need a State Targeted Improvement Plan?



Comprehensive Reidentified

- Federal **four-year Graduation Rate** is **58.4%** (Class of 2019), Class of 2020 is **66.5%**; Class of 2021 projection is **~69.3%**.
 - **Goals:** Meet **Federal 4-Year Grad Rate Target of 67%** and **State 5-Year Grad Rate of 90%**
- **Campus Needs Assessment**
 - **~30-40% Off-Cohort Students from .5 to 6 or more credits** (work to graduate them in 4 years) Graduating Class Notes: **~30%** get GEDs; **~10%** Continuers
 - Not enough scholars passed at Meets or Masters in **Math STAAR** to meet Federal Targets; **46%** Meets
 - **Goals:** **39%** Meets, **18%** Masters
 - No **CCMR** Federal Targets were met, 2018-2019 **33%**
 - **Goal:** Meet District percentage of **63%**
- **Focusing on Essential Actions 4.1, 5.1, and 5.3**, we made adjustments, expecting to see at least a 5% increase in the 4-year Grad Rate, overall 5% increase in Math Meets and Masters, plus a 11% increase in CCR
- **Power BI data pulled 9/20**

Graduate Year	Cohort Year	Exclude From Calc	Include In Calc	Incomplete Data	On Track	Off Track	Incomplete Transcript	Current Cohort %
2021	2017-18	1,669	1,054	64	730	324	0	69.3%



What are we doing: dropout rate?



Dropout Rate (7.7% to 5%)

- **Dropout Prevention**
 - Licensed Master Social Worker (Pregnancy-Related Services)
 - Graduation Coaches
 - **Empower-Elevate-Empower (E3) Program for Off-Cohort Students-SEL and Academic Support**
 - **Communities in Schools**
 - **Wraparound Services**
 - **Small Group Counseling**
 - RtI Roundtables
 - **Identifying and building relationships early**
- **Dropout Recovery**
 - **Leaver Management (Leaver Scorecard)**
 - Dedicated Office Leaver Team
 - Proactive, dedicated Statewide TCAH GSMs
 - Data Quality Control System



What are we doing: dropout rate?



Power BI data pulled 9/17

LeaverCode Status2021	7	8	9	10	11	12	Total
Verified GED		1	1	2	1		5
Verified	410	456	370	384	254	772	2646
Unverified - VOE ineligible		1	2	5	5	2	15
Unverified	37	37	78	77	52	20	301
Pending Verification Future L60	9	4	5	2	4	2	26
Pending Verification - attempting GED			3	9	9	3	24
Pending Verification	89	125	73	79	38	2	406
Code Change Needed	89	86	58	76	60	2	371
Total	634	710	590	634	423	803	3794



What are we doing: graduation rate?



Federal Graduation Rate (58.4% to 66.5%)

- Routine (weekly) Graduation/Counselor Roundtables by Cohort
- Progress Monitoring by Cohort (weekly)
- Progress Monitoring by Student Groups (weekly)
- **Additional Graduation Coaches (certified school counselors) for severely off-cohort students**
- High School Restructuring into Smaller Learning Communities
- **English Learners (EL) Personalized Support Plans**
- Licensed Master Social Worker (Pregnancy-Related Services)
- **Empower-Elevate-Empower (E3) Program for Off-Cohort Students-Social and Academic Support (strategic scheduling)**
- Response to Intervention Roundtables (Weekly)
- Six-week Escalation Action Plans (EAPs)



20-21 Master Sheet

ID	TCAH Strand	Counselor	SpEd	Cohort Year	Total Credits	Expected Graduation Timeframe	Reviewed	Summer School Needed	Summer School Needed	Final Grade	EAP IA	Date of Birth	Age	CCMR Qualifier	CCMR Scores SAT 480/530 ACT 23-19/19	Eng 1 Need	Eng 2 Need	Alg Need	BIO Need	US HIST Need	EOC Attempts	IGC/P project	EAP DV	GradeBook Link	Grad Plan	Performance 10-26	Performance 11-2	Performance 11-9
3559199	B Strand	Brockenbush		2020-21		8 Spring 2024	BB 6.15.2021			9		06/09/2005	15				ENG 2	ALG		HIST			EAP DV	Gradebook Link		82%	83%	83%
2288490	B Strand	Brockenbush		2018-19	16.5	Spring 2022	ALG 1 IGC? BB 1.20.2021 AV			11		09/20/2003	17	none				ALG		HIST			EAP DV	Gradebook Link		79%	78%	78%

What are we doing: college and career readiness?



College and Career Readiness (33%)

- Counselor Roundtables by Cohort
- CCR indicator eligibility added to entrance agreement
- **Advanced Placement Instructional Efficacy by Student Groups**
- CCR Mentors
- Entrance Agreement Expectations
- CCR newsletter
- CCR Counselor
- **Khan Academy Integration**
- CoPilot
- Naviance
- **Reading Plus**
- **College Bridge**
- **Postsecondary Readiness Committee Support**
 - TSI Criteria
 - Dual Credit (most students do not live in the Houston Area)
 - Advanced Placement



School Improvement Identity



As a result of Lever #3: Positive School Culture Essential Action 3.1 Key Practices: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Be E3: Empower-Educate-Elevate

Vision: TCAH will be an A+ School.

Mission: Everyone at TCAH will be highly successful in our personalized learning community as they **pursue their dreams**.

Goal: Team TCAH will **empower** our learning community through powerful educational opportunities so that **everyone** will elevate to their highest potential.

Ser E3: Empoderar - Educar - Elevar

Visión: TCAH será una escuela A+

Misión: Todos en TCAH serán altamente exitosos en nuestra comunidad de aprendizaje personalizado a medida que persigan sus sueños.

Objetivo: El equipo de TCAH **empoderará** a nuestra comunidad de aprendizaje a través de poderosas oportunidades educativas a fin de que todos sean elevados a su más alto potencial.



Lever #4 Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

- **Rationale:** We need to focus on the following key practices to **increase our academic success criteria outcomes at the Meets and Masters levels (Domain 1 focus)**:
 - **assessments alignment** to the standards for all tested subject and grade areas; assessments aligned to state standards and the
 - appropriate **level of rigor, mastery-based grading**
 - implementation of **culturally responsive professional development**
- **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 4.1 Actions Taken

1) PLCs weekly use of exit tickets to inform re-teaching, check for understanding, and personalize instruction.

- PLCs and data teams meet weekly for one hour to discuss curriculum and instruction, student learning outcomes, and next steps

2) Campus Instructional Leaders will give feedback (bi-monthly) using the TCAH observation tool to evaluate alignment between lesson objectives, activities, standards, scope, sequence, and expected level of rigor with the intent to increase student performance on course, state, and college readiness exams.

- Hired Lead Principal, Instructional Leader to facilitate this work
- Virtual asynchronous and synchronous instructional feedback tools focused on instructional efficacy



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 5.1 Actions Taken



1) As an School Leadership Team, we will monitor and give feedback (bi-monthly) regarding our Classroom Culture in the virtual setting with the intent to increase and sustain instructional efficacy among all learners expecting continuous improvement with fidelity.

- Virtual synchronous and asynchronous tools

2) PLCs will utilize and progress monitor (weekly) purposeful, consistent checks for understanding in Live Lessons, curriculum-based assessments (CBAs), and during interventions with the intent to increase instructional efficacy among various student groups expecting continuous improvement with fidelity.

- Framework for the use of effective curriculum-based assessments

3) Instructional Leaders will monitor and give feedback (bi-monthly) regarding CBAs that ensure all students are doing the cognitive lift in the learning expecting continuous improvement with fidelity.

- Lead Principal, Instructional Leader will facilitate this work

4) Teachers will implement academic and social support plans (as needed) for Emergent Bilingual students with fidelity.

- Principals (Lead, Division, and Assistant) and Special Populations Managers will facilitate this work using teacher specialists in the different areas as interventionists (teachers of record)

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%)**



Essential Action 5.3 Actions Taken



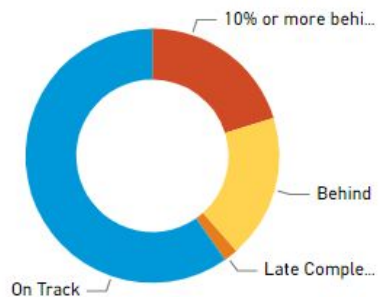
1) The campus leadership team will consistently utilize progress monitoring tools (weekly) during instructional leaders' data sessions to increase student learning outcomes among all learners while focusing on various student groups to continuously improve with fidelity.

- HISD Data Reports
- Power BI
- Pearson Online Classroom

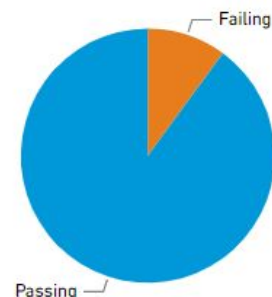
2) Instructional leaders will continue to consistently meet (weekly) using data-focused agendas to make informed decisions to increase student learning outcomes among all learners while focusing on various student groups with the intent to improve with fidelity continuously.

Power BI data pulled 9/20

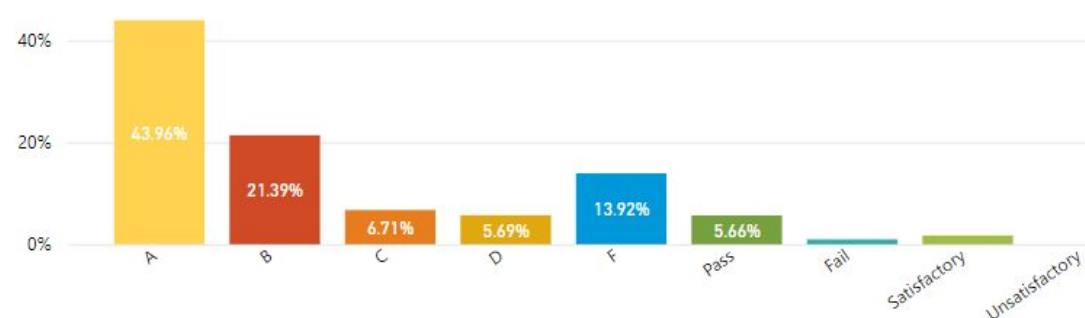
Section Completion



Failing Students

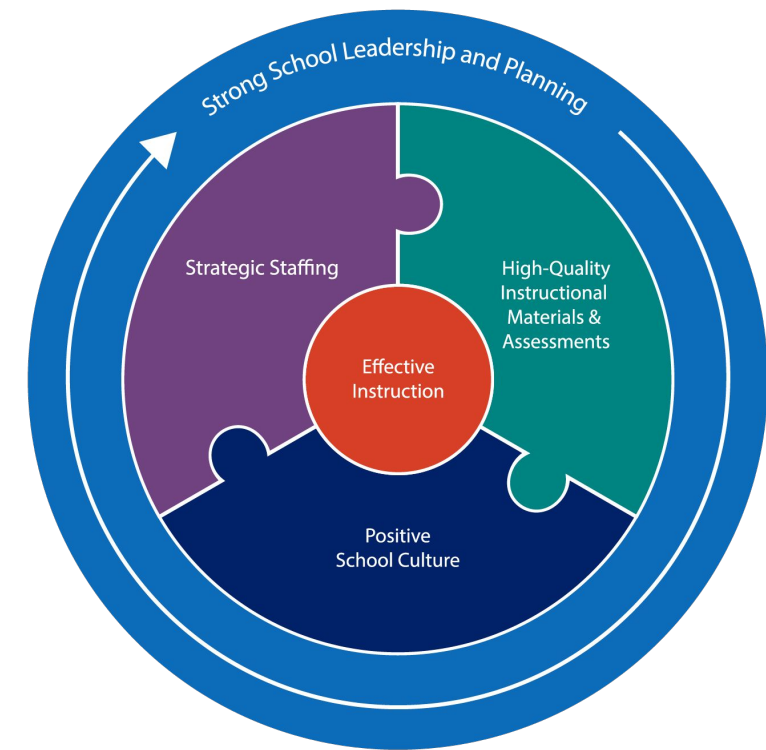


Letter Grade



School Improvement Next Steps

- Staff Vote of Confidence
- HISD Board Approval (SIP and TIP)
- TEA Approval (TIP)
- Professional Development Opportunities for All
- School Improvement Planning Leadership Team
 - Update action plans to include both the SIP and TIP
 - Connect with new and returning committee members
 - Prepare to give weekly updates with next steps
- Strategic Staffing
 - School Operations (delineating non-instructional/instructional support)
 - Manager of School Operations
- Instructional Efficacy
 - Teacher Observation Tools (Synchronous and Asynchronous)
 - VIP Sessions





**TEXAS
CONNECTIONS
ACADEMY**

The work continues.... 2021-2022 School Improvement

October 4, 2021

