

# State of the School

Instructional Excellence: Leading with Data

086 TCC South/FWISD Collegiate High School  
October 2023



# Agenda

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- Leading and Learning with Hope, Joy, & Urgency
  - Mission & Leadership
  - Strategic Goals
  - Areas of Focus
- Campus Assessment Data Overview
  - STAAR EOC
  - MAP Growth
  - TSI
  - PSAT/SAT
- Non-Assessment Data Overview
  - CCMR                  Freshman On Track    Outcomes-based Measures
  - Attendance          Discipline
- Striving for Instructional Excellence Action Plan



# Our Comets are our present JOY and HOPE for the future!

*“Joy does not simply happen to us. We have to choose joy and keep choosing it every day.”*

*—Henri Nouwen*



# State of the School

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*Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy.*

## Urgency in Our Mission

# State of the School

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*“When we think about leadership, we are accustomed to picturing people in roles with formal authority, such as principals, vice-principals, directors, or superintendents. But we can view leadership as a verb, rather than a noun, by considering the processes, activities, and relationships in which people engage, rather than as the individual in a specific role.”*

~ Linda Lambert

## Urgency in Our Leadership Development

# Demographic Enrollment Data

## Strength in Diversity

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October 2023

| Student Subgroup           | # of Students | % of Students                           |
|----------------------------|---------------|-----------------------------------------|
| Total                      | 342           | 100%                                    |
| Female                     | 189           | 55.26%                                  |
| Male                       | 153           | 44.74%                                  |
| Asian                      | 11            | 3.22%                                   |
| Black/African American     | 71            | 20.76%                                  |
| Hispanic                   | 243           | 71.05%                                  |
| Multiple                   | 4             | 1.17%                                   |
| White                      | 13            | 3.8%                                    |
| ELL                        | 108           | 31.58% <i>Fastest growing sub-group</i> |
| SpED                       | 5             | 1.46%                                   |
| At-Risk                    | 169           | 49.42%                                  |
| Economically Disadvantaged | 197           | 57.60%                                  |

# State of the School

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**TCC South/FWISD Collegiate High School was recognized as a 2023 Best High Schools in Texas school.** Schools are ranked based on their performance on state-required tests and how well they prepare students for college.

## **100% High School Diplomas Awarded**

### Associate Degrees Awarded

78% of the Class of 2019

83% of the Class of 2020

79% of the Class of 2021

61% of the Class of 2022

60% of the Class of 2023

**Urgency in our Efforts to provide a Rigorous and Supportive Learning Environment**

# FWISD Strategic Goals

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## Goals

- 1 - Increase Student Achievement
- 2 - Improve Operational Effectiveness and Efficiency
- 3 - Enhance Family and Community Engagement
- 4 - Develop a Workforce that is Student & Customer-Centered

## Areas of Focus

- 1 – MTSS
- 2 – Data Driven Instruction
- 3 – Curriculum and Standards Alignment

# Strategies to Address Areas of Focus

## CCMR and Outcomes-Based Measures

### **MTSS**

#### **Student Support Teams:**

Freshman Success Team &  
Grade Level Teams

**Progress** Monitoring focused  
Advisory Period

**Wrap** Around Services  
Counselors and Behavior  
Interventionist

#### **Intervention**

#### **Documentation**

Branching Minds

#### **Additional Resources**

Tutor.com

### **Data Driven Instruction**

#### **Targeted**-Professional

Development:

Improving Teacher Quality &  
Tier I Instruction through T-  
TESS

**Strategic** Planning aligned  
with Content and Language  
Objectives

### **Curriculum and Standards Alignment**

**Lead4ward** Resources &  
Strategies

**Map** Growth Data to drive  
instruction

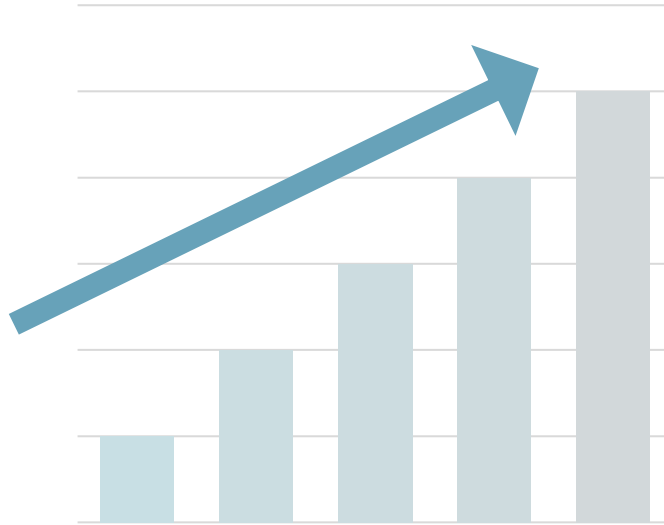
**TSI/PSAT/SAT** diagnostic  
data and preparation  
programs

**AP Cohort** Instructional team  
to study data, improve  
instruction, and increase  
performance on exams

**STAAR** EOC Interventions

# State of the Campus: STAAR EOC

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# STAAR EOC Algebra I



## Fort Worth Independent School District 2023 STAAR EOC Spring Administration PEIMS Subset

Updated as of 5/31/2023  
**DRAFT**

| 086 - TCC South Collegiate HS |       |          |                  | Number Tested |      | % Approaches Grade Level |      |      | % Meets Grade Level |      |      | % Masters Grade Level |      |       |
|-------------------------------|-------|----------|------------------|---------------|------|--------------------------|------|------|---------------------|------|------|-----------------------|------|-------|
| Test Subject                  | Grade | Language | Student Group    | 2022          | 2023 | 2022                     | 2023 | Diff | 2022                | 2023 | Diff | 2022                  | 2023 | Diff  |
| Math                          | A1    | E        | All Students     | 63            | 47   | 81                       | 98   | ● 17 | 56                  | 60   | ● 4  | 35                    | 32   | ◆ -3  |
|                               |       |          | Hispanic         | 45            | 35   | 80                       | 97   | ● 17 | 58                  | 57   | ▲ -1 | 38                    | 26   | ◆ -12 |
|                               |       |          | Asian            | 1             | 1    |                          |      |      |                     |      |      |                       |      |       |
|                               |       |          | African American | 15            | 9    | 80                       | 100  | ● 20 | 53                  | 67   | ● 14 | 27                    | 44   | ● 17  |
|                               |       |          | White            | 2             | 1    |                          |      |      |                     |      |      |                       |      |       |
|                               |       |          | Two Or More      |               | 1    |                          |      |      |                     |      |      |                       |      |       |
|                               |       |          | ED               | 47            | 39   | 77                       | 97   | ● 20 | 49                  | 59   | ● 10 | 28                    | 31   | ● 3   |
|                               |       |          | EL               | 29            | 23   | 86                       | 100  | ● 14 | 62                  | 61   | ▲ -1 | 45                    | 30   | ◆ -15 |
|                               |       |          | SE               | 3             | 1    |                          |      |      |                     |      |      |                       |      |       |

# STAAR EOC

## English I & II



Fort Worth Independent School District  
2023 STAAR EOC Spring Administration  
PEIMS Subset

Updated as of 5/31/2023  
**DRAFT**

Focus Sub-Groups:

Emergent Bilingual Students  
and African American  
Students

| 086 - TCC South Collegiate HS |       |          |                  | Number Tested |      | % Approaches Grade Level |      |      | % Meets Grade Level |      |       | % Masters Grade Level |      |      |
|-------------------------------|-------|----------|------------------|---------------|------|--------------------------|------|------|---------------------|------|-------|-----------------------|------|------|
| Test Subject                  | Grade | Language | Student Group    | 2022          | 2023 | 2022                     | 2023 | Diff | 2022                | 2023 | Diff  | 2022                  | 2023 | Diff |
| Reading/ELA                   | E1    | E        | All Students     | 85            | 77   | 74                       | 73   | ▲ -1 | 54                  | 49   | ◆ -5  | 11                    | 8    | ◆ -3 |
|                               |       |          | Hispanic         | 59            | 53   | 71                       | 72   | ▲ 1  | 49                  | 45   | ◆ -4  | 10                    | 6    | ◆ -4 |
|                               |       |          | Asian            | 2             | 2    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | African American | 23            | 18   | 83                       | 78   | ◆ -5 | 65                  | 56   | ◆ -9  | 9                     | 11   | ▲ 2  |
|                               |       |          | White            | 1             | 3    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | Two Or More      |               | 1    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | ED               | 63            | 57   | 70                       | 70   | ▲ 0  | 48                  | 46   | ▲ -2  | 6                     | 5    | ▲ -1 |
|                               |       |          | EL               | 38            | 37   | 68                       | 73   | ● 5  | 37                  | 41   | ● 4   | 8                     | 5    | ◆ -3 |
|                               |       |          | SE               | 3             | 3    |                          |      |      |                     |      |       |                       |      |      |
|                               | E2    | E        | All Students     | 96            | 93   | 90                       | 88   | ▲ -2 | 75                  | 72   | ◆ -3  | 5                     | 4    | ▲ -1 |
|                               |       |          | Hispanic         | 70            | 67   | 91                       | 87   | ◆ -4 | 77                  | 70   | ◆ -7  | 7                     | 6    | ▲ -1 |
|                               |       |          | Asian            | 2             | 3    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | African American | 18            | 21   | 78                       | 90   | ● 12 | 56                  | 76   | ● 20  | 0                     | 0    | ▲ 0  |
|                               |       |          | White            | 5             | 1    | 100                      |      |      | 100                 |      |       | 0                     |      |      |
|                               |       |          | Two Or More      | 1             | 1    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | ED               | 72            | 74   | 89                       | 88   | ▲ -1 | 72                  | 70   | ▲ -2  | 4                     | 5    | ▲ 1  |
|                               |       |          | EL               | 24            | 34   | 88                       | 79   | ◆ -9 | 75                  | 62   | ◆ -13 | 4                     | 3    | ▲ -1 |
|                               |       |          | SE               | 2             | 3    |                          |      |      |                     |      |       |                       |      |      |
|                               | All   | All      | All Students     | 171           | 160  | 87                       | 86   | ▲ -1 | 69                  | 66   | ◆ -3  | 8                     | 6    | ▲ -2 |
|                               |       |          | Hispanic         | 123           | 112  | 86                       | 86   | ▲ 0  | 67                  | 63   | ◆ -4  | 9                     | 6    | ◆ -3 |
|                               |       |          | Asian            | 4             | 5    |                          | 100  |      |                     | 100  |       |                       | 20   |      |
|                               |       |          | African American | 37            | 38   | 89                       | 87   | ▲ -2 | 68                  | 68   | ▲ 0   | 5                     | 5    | ▲ 0  |
|                               |       |          | White            | 6             | 3    | 83                       |      |      | 83                  |      |       | 0                     |      |      |
|                               |       |          | Two Or More      | 1             | 2    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | ED               | 126           | 123  | 86                       | 85   | ▲ -1 | 65                  | 63   | ▲ -2  | 6                     | 6    | ▲ 0  |
|                               |       |          | EL               | 58            | 65   | 81                       | 83   | ▲ 2  | 55                  | 55   | ▲ 0   | 7                     | 5    | ▲ -2 |
|                               |       |          | SE               | 4             | 3    |                          |      |      |                     |      |       |                       |      |      |

# STAAR EOC Biology



## Fort Worth Independent School District 2023 STAAR EOC Spring Administration PEIMS Subset

Updated as of 5/31/2023  
**DRAFT**

| 086 - TCC South Collegiate HS |       |          |                  | Number Tested |      | % Approaches Grade Level |      |      | % Meets Grade Level |      |       | % Masters Grade Level |      |      |
|-------------------------------|-------|----------|------------------|---------------|------|--------------------------|------|------|---------------------|------|-------|-----------------------|------|------|
| Test Subject                  | Grade | Language | Student Group    | 2022          | 2023 | 2022                     | 2023 | Diff | 2022                | 2023 | Diff  | 2022                  | 2023 | Diff |
| Science                       | BI    | E        | All Students     | 66            | 60   | 94                       | 97   | ● 3  | 67                  | 73   | ● 6   | 6                     | 18   | ● 12 |
|                               |       |          | Hispanic         | 45            | 43   | 93                       | 95   | ▲ 2  | 67                  | 70   | ● 3   | 7                     | 14   | ● 7  |
|                               |       |          | Asian            | 2             | 2    |                          |      |      |                     |      |       |                       |      |      |
|                               |       |          | African American | 14            | 13   | 93                       | 100  | ● 7  | 57                  | 77   | ● 20  | 0                     | 23   | ● 23 |
|                               |       |          | White            | 5             | 2    | 100                      |      |      | 80                  |      |       | 20                    |      |      |
|                               |       |          | ED               | 47            | 47   | 91                       | 98   | ● 7  | 68                  | 72   | ● 4   | 9                     | 19   | ● 10 |
|                               |       |          | EL               | 15            | 23   | 80                       | 91   | ● 11 | 67                  | 57   | ◆ -10 | 7                     | 4    | ◆ -3 |
|                               |       |          | SE               | 2             | 3    |                          |      |      |                     |      |       |                       |      |      |

# STAAR EOC US History



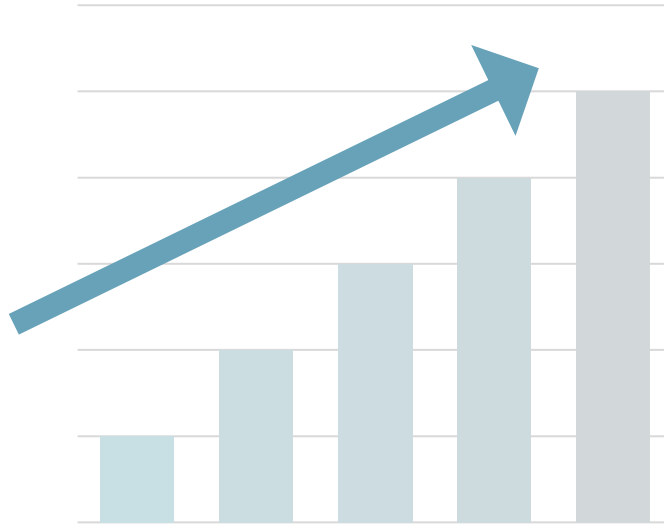
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Updated as of 5/31/2023  
**DRAFT**

| 086 - TCC South Collegiate HS |       |          |                  | Number Tested |      | % Approaches Grade Level |      |      | % Meets Grade Level |      |      | % Masters Grade Level |      |      |
|-------------------------------|-------|----------|------------------|---------------|------|--------------------------|------|------|---------------------|------|------|-----------------------|------|------|
| Test Subject                  | Grade | Language | Student Group    | 2022          | 2023 | 2022                     | 2023 | Diff | 2022                | 2023 | Diff | 2022                  | 2023 | Diff |
| Social Studies                | US    | E        | All Students     | 88            | 68   | 92                       | 99   | ● 7  | 73                  | 81   | ● 8  | 35                    | 37   | ▲ 2  |
|                               |       |          | Hispanic         | 60            | 52   | 92                       | 98   | ● 6  | 70                  | 77   | ● 7  | 32                    | 35   | ● 3  |
|                               |       |          | Asian            | 3             | 2    |                          |      |      |                     |      |      |                       |      |      |
|                               |       |          | African American | 21            | 11   | 90                       | 100  | ● 10 | 71                  | 91   | ● 20 | 43                    | 55   | ● 12 |
|                               |       |          | White            | 4             | 3    |                          |      |      |                     |      |      |                       |      |      |
|                               |       |          | ED               | 70            | 48   | 91                       | 98   | ● 7  | 69                  | 83   | ● 14 | 34                    | 44   | ● 10 |
|                               |       |          | EL               | 19            | 13   | 79                       | 92   | ● 13 | 32                  | 69   | ● 37 | 21                    | 23   | ▲ 2  |
|                               |       |          | SE               | 3             |      |                          |      |      |                     |      |      |                       |      |      |

# State of the Campus: MAP Growth

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# MAP Growth RIT Scores

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Algebra I STAAR EOC RIT Score Correlates  
213-231 Approaches  
232-242 Meets  
243-350 Masters

*\*\*No official RIT correlates for Biology*

# MAP Growth

## B.O.Y. Algebra I

|                                                           | Fall 2023-2024 NWEA Growth: Algebra 1 TX 2012, Grade 9 |            |           |            |                       |             |             |              |          |                             |            |        |         |
|-----------------------------------------------------------|--------------------------------------------------------|------------|-----------|------------|-----------------------|-------------|-------------|--------------|----------|-----------------------------|------------|--------|---------|
|                                                           | Total Students                                         | Date Taken | RIT Score | Percentile | ACT College Readiness |             |             | SAT          |          | STAAR Projected Proficiency |            |        |         |
|                                                           |                                                        |            |           |            | Not On Track          | On Track 22 | On Track 24 | Not On Track | On Track | Did Not Meet                | Approaches | Meets  | Masters |
| 086 - TCC South Campus / Collegiate HS (School of Choice) | 54                                                     | 08/28/23   | 227.24    | 47.33      | %                     | %           | %           | %            | %        | 11.11%                      | 48.15%     | 27.78% | 12.96%  |
| Economic Disadvantage                                     | 41                                                     | 08/28/23   | 227.02    | 46.63      | %                     | %           | %           | %            | %        | 9.76%                       | 51.22%     | 24.39% | 14.63%  |
| Asian                                                     | 1                                                      | 08/28/23   | 226       | 43         | %                     | %           | %           | %            | %        | 0%                          | 100%       | 0%     | 0%      |
| Black/African American                                    | 12                                                     | 08/28/23   | 224       | 40.92      | %                     | %           | %           | %            | %        | 16.67%                      | 50%        | 25%    | 8.33%   |
| Hispanic                                                  | 38                                                     | 08/28/23   | 227.97    | 48.87      | %                     | %           | %           | %            | %        | 10.53%                      | 47.37%     | 28.95% | 13.16%  |
| Two or More Races                                         | -                                                      | -          | -         | -          | -                     | -           | -           | -            | -        | -                           | -          | -      | -       |
| White                                                     | 3                                                      | 08/28/23   | 231.33    | 55         | %                     | %           | %           | %            | %        | 0%                          | 33.33%     | 33.33% | 33.33%  |
| Currently Emergent Bilingual                              | 22                                                     | 08/28/23   | 230.09    | 54.05      | %                     | %           | %           | %            | %        | 9.09%                       | 40.91%     | 27.27% | 22.73%  |
| First Year of Monitoring                                  | 1                                                      | 08/28/23   | 217       | 23         | %                     | %           | %           | %            | %        | 0%                          | 100%       | 0%     | 0%      |
| Special Ed Indicator                                      | 4                                                      | 08/31/23   | 219.75    | 40.50      | %                     | %           | %           | %            | %        | 50%                         | 0%         | 50%    | 0%      |

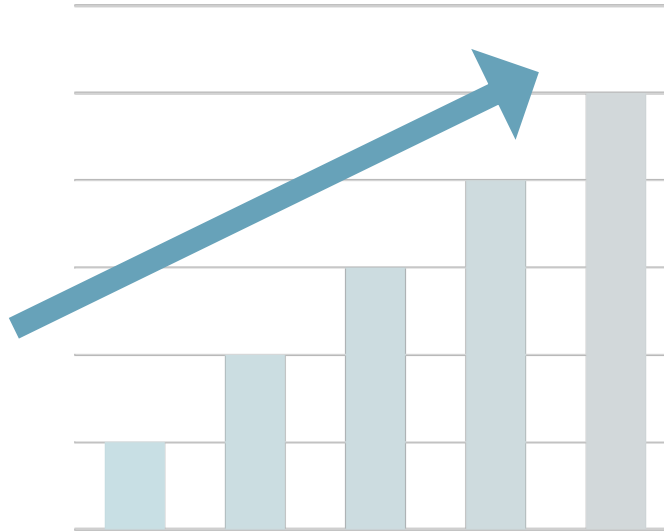
# MAP Growth

## B.O.Y. Science

|                                                           | Total Students | Date Taken | RIT Score | Percentile |
|-----------------------------------------------------------|----------------|------------|-----------|------------|
| 086 - TCC South Campus / Collegiate HS (School of Choice) | 63             | 08/29/23   | 215.65    | 54.94      |
| Economic Disadvantage                                     | 47             | 08/29/23   | 213.36    | 50.30      |
| Asian                                                     | 3              | 08/29/23   | 226.67    | 80         |
| Black/African American                                    | 12             | 08/28/23   | 214.83    | 51.17      |
| Hispanic                                                  | 42             | 08/29/23   | 213.26    | 50.43      |
| Two or More Races                                         | 2              | 08/29/23   | 220       | 66.50      |
| White                                                     | 4              | 08/29/23   | 232.75    | 89         |
| Currently Emergent Bilingual                              | 29             | 08/28/23   | 211.14    | 46.34      |
| First Year of Monitoring                                  | 1              | 08/29/23   | 236       | 95         |
| Special Ed Indicator                                      | 1              | 08/29/23   | 192       | 6          |

# State of the Campus: TSI

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## All Students in Grades 9-12

Out of 342 students, the following TSI data applies:

- ELAR/Writing: 115 met (34%)
- Math: 95 met (28%)

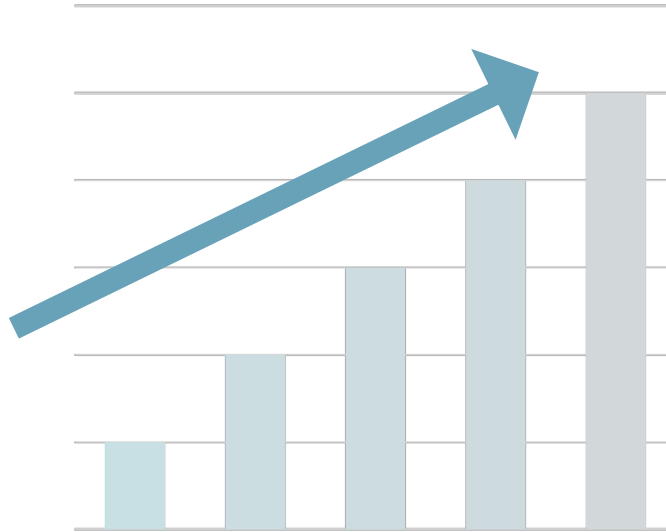
Out of 156 11<sup>th</sup> & 12<sup>th</sup> grade students,

- ELAR/Writing: 78 met (50%)
- Math: 105 met (67%)

\*9<sup>th</sup> & 10<sup>th</sup> Graders are still completing high school coursework.

# State of the Campus: PSAT/SAT

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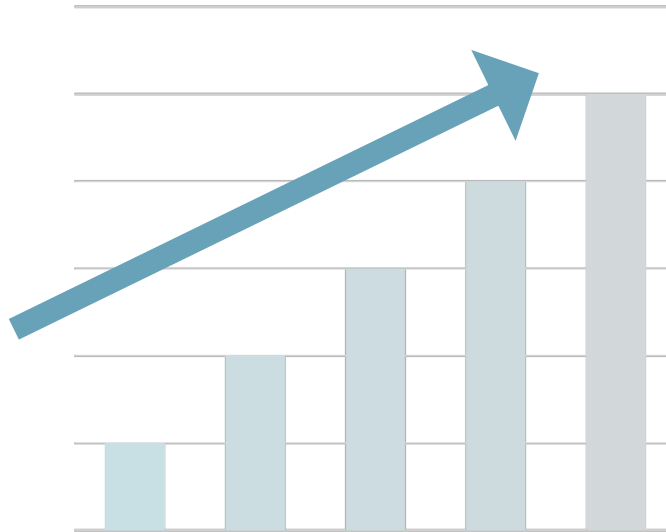
# PSAT/SAT

Student Scores - May 2023 SAT, Grade 11; April 2023 PSAT 8/9, Grade 9; April 2023 PSAT 10/NMSQT, Grade 10; March 2023 SAT, Grade 11; October 2022 PSAT 10/NMSQT, Grade 11

|                                                                  | May 2023 SAT, Grade 11 |             |            |                                                  |                    | April 2023 PSAT 8/9, Grade 9 |           |             |            | April 2023 PSAT 10/NMSQT, Grade 10 |           |             |            | March 2023 SAT, Grade 11 |             |            |                                                  |                    | October 2022 PSAT 10/NMSQT, Grade 11 |           |             |            |
|------------------------------------------------------------------|------------------------|-------------|------------|--------------------------------------------------|--------------------|------------------------------|-----------|-------------|------------|------------------------------------|-----------|-------------|------------|--------------------------|-------------|------------|--------------------------------------------------|--------------------|--------------------------------------|-----------|-------------|------------|
|                                                                  | Total Students         | Scale Score | Date Taken | Evidence-Based Reading and Writing Section Score | Math Section Score | Total Students               | Raw Score | Scale Score | Date Taken | Total Students                     | Raw Score | Scale Score | Date Taken | Total Students           | Scale Score | Date Taken | Evidence-Based Reading and Writing Section Score | Math Section Score | Total Students                       | Raw Score | Scale Score | Date Taken |
| <b>086 - TCC South Campus / Collegiate HS (School of Choice)</b> | 2                      | 975         | 05/08/23   | 480                                              | 495                | 95                           | 0         | 880         | 04/12/23   | 92                                 | 0         | 897         | 04/12/23   | 68                       | 945         | 03/01/23   | 486.03                                           | 458.97             | 57                                   | 0         | 930         | 10/12/22   |
| Economic Disadvantage                                            | 2                      | 975         | 05/08/23   | 480                                              | 495                | 57                           | 0         | 878         | 04/12/23   | 72                                 | 0         | 885         | 04/12/23   | 48                       | 951         | 03/01/23   | 490.83                                           | 480.63             | 41                                   | 0         | 938         | 10/12/22   |
| Asian                                                            | -                      | -           | -          | -                                                | -                  | 2                            | 0         | 1020        | 04/12/23   | 3                                  | 0         | 1100        | 04/12/23   | 2                        | 1040        | 03/01/23   | 535                                              | 505                | 1                                    | 0         | 880         | 10/12/22   |
| Black/African American                                           | 2                      | 975         | 05/08/23   | 480                                              | 495                | 19                           | 0         | 866         | 04/12/23   | 19                                 | 0         | 872         | 04/12/23   | 11                       | 974         | 03/01/23   | 497.27                                           | 476.36             | 10                                   | 0         | 971         | 10/12/22   |
| Hispanic                                                         | -                      | -           | -          | -                                                | -                  | 69                           | 0         | 877         | 04/12/23   | 68                                 | 0         | 896         | 04/12/23   | 53                       | 934         | 03/01/23   | 481.70                                           | 452.08             | 43                                   | 0         | 918         | 10/12/22   |
| Two or More Races                                                | -                      | -           | -          | -                                                | -                  | 2                            | 0         | 900         | 04/12/23   | -                                  | -         | -           | -          | -                        | -           | -          | -                                                | -                  | 1                                    | 0         | 910         | 10/12/22   |
| White                                                            | -                      | -           | -          | -                                                | -                  | 3                            | 0         | 950         | 04/12/23   | 2                                  | 0         | 870         | 04/12/23   | 2                        | 990         | 03/01/23   | 490                                              | 500                | 2                                    | 0         | 1005        | 10/12/22   |
| Currently Emergent Bilingual                                     | -                      | -           | -          | -                                                | -                  | 31                           | 0         | 857         | 04/12/23   | 31                                 | 0         | 853         | 04/12/23   | 13                       | 850         | 03/01/23   | 431.54                                           | 418.46             | 11                                   | 0         | 838         | 10/12/22   |
| First Year of Monitoring                                         | -                      | -           | -          | -                                                | -                  | -                            | -         | -           | -          | 5                                  | 0         | 1062        | 04/12/23   | -                        | -           | -          | -                                                | -                  | -                                    | -         | -           | -          |
| Second Year of Monitoring                                        | -                      | -           | -          | -                                                | -                  | 1                            | 0         | 790         | 04/12/23   | 1                                  | 0         | 1070        | 04/12/23   | 1                        | 1290        | 03/01/23   | 650                                              | 640                | 1                                    | 0         | 1190        | 10/12/22   |
| Special Ed Indicator                                             | -                      | -           | -          | -                                                | -                  | 1                            | 0         | 1340        | 04/12/23   | 2                                  | 0         | 505         | 04/12/23   | 1                        | 670         | 03/01/23   | 360                                              | 310                | -                                    | -         | -           | -          |

# State of the Campus: Freshmen On Track

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# Freshmen On Track

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## 8th Grade Student Opportunity Report Attendance and Grades

Total Number  
Incoming Grade 9 Students  
With 2022-2023  
8th Grade Data

52

Total High Opportunity

22

Total Opportunity

7

Total Vulnerable

14

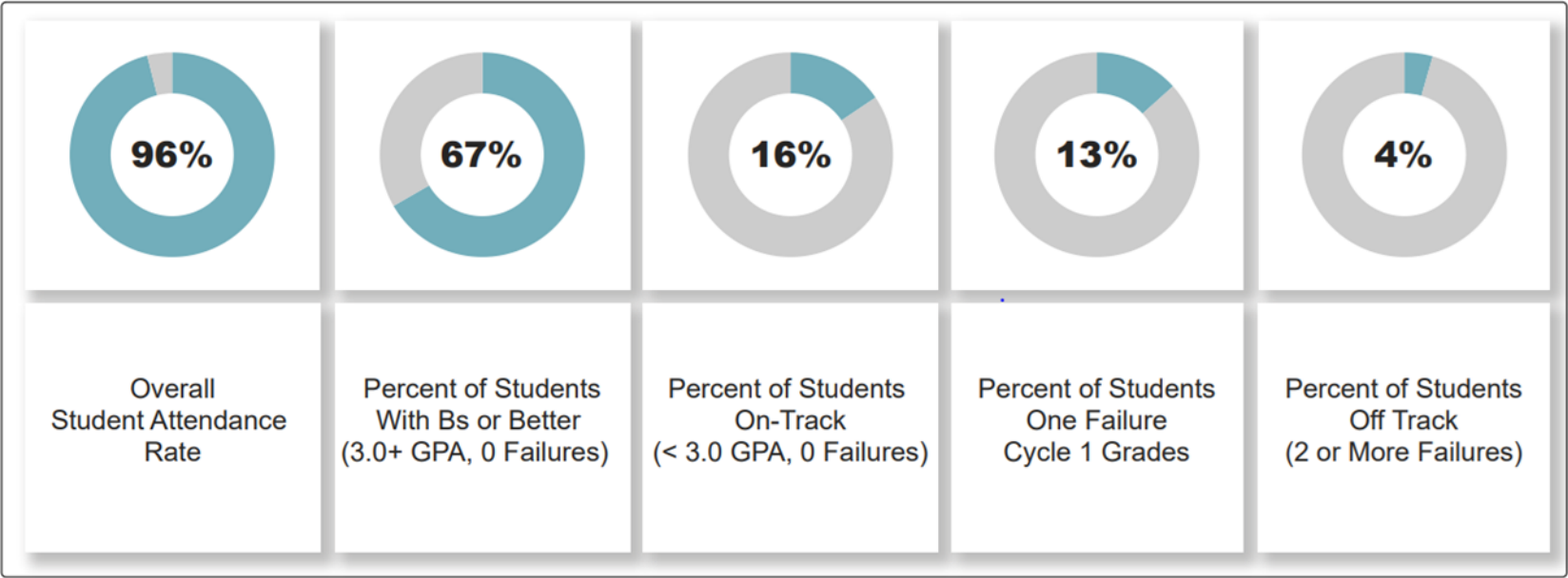
Total High Risk

9

96% of Freshman are On Track  
Cycle 1 (First Six Weeks)

# Freshmen On Track

Overview: **How Are Our Students Doing?**



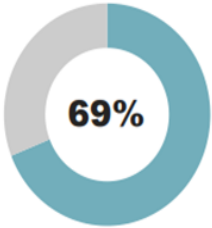
# Freshmen On Track

Overview: **How Are Our Students Doing?**

## Breakdown Of Students

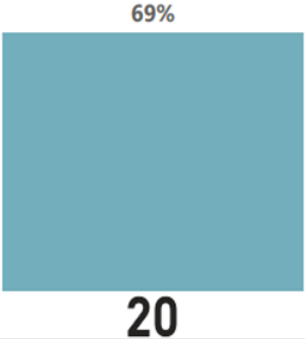
Total EB/EL  
29

Total Not EB/EL  
61



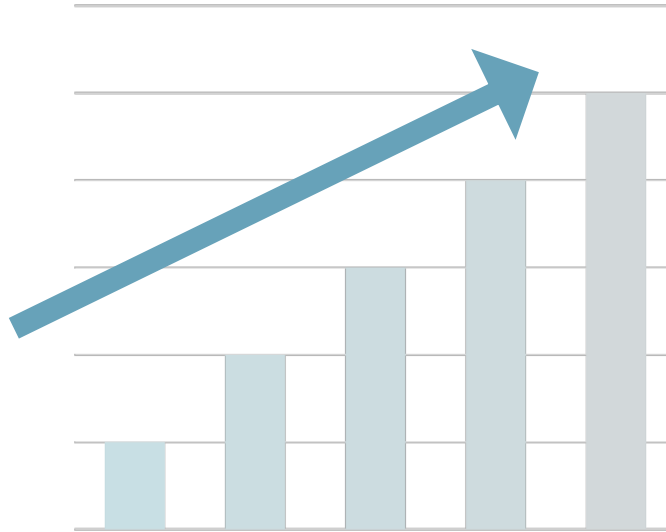
Percent of EB/EL Students  
With Bs or Better  
(3.0+ GPA, 0 Failures)

## EB/EL Students



# State of the Campus: CCMR

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# CCMR

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| Grade Level                       | Enrolled | #CCMR Met | % CCMR Met |
|-----------------------------------|----------|-----------|------------|
| 12 <sup>th</sup><br>Class of 2024 | 65       | 65        | 100%       |
| 11 <sup>th</sup><br>Class of 2025 | 91       | 90        | 98.9%      |
| 10 <sup>th</sup><br>Class of 2026 | 96       | 41        | 42.7%      |
| 9 <sup>th</sup><br>Class of 2027  | 90       | 0         | 0.0%       |

# CCMR Attainment Efforts

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## Primary Pathway

**Students are scheduled into non-TSIA required courses to earn college credit hours and expose them to college-level coursework.**

College Credits Commonly Earned 9<sup>th</sup>/10<sup>th</sup> grade years:

- Spanish 1 and 2 (Freshman Year)
- Kinesiology
- Speech/Communication Application
- Art Appreciation

TSI Preparation by Grade Level

9<sup>th</sup> & 10<sup>th</sup> Grades (TSI Navigator & Kahn Academy)

11<sup>th</sup> & 12<sup>th</sup> Grades (Texas College Bridge)

## Secondary Pathways:

**AP Courses to expose students to the rigor of college-level coursework, academic vocabulary, and improve reading, writing, and math skills.**

**AP Lang/Pre-Calculus/World History/US History.**

TSIA Met Required Courses

- ELAR
- Math
- PTECH Pathways

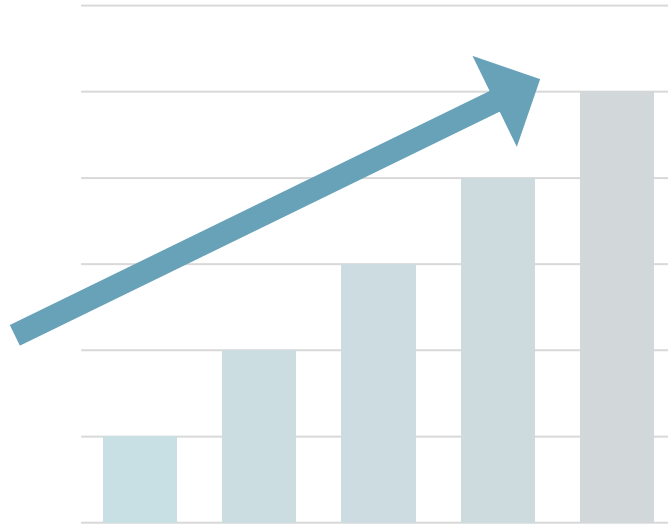
PSAT/SAT Prep – Embedded in Tier I Instruction and Independent Work (KA)

Texas College Bridge Monitoring

Microsoft Industry Certifications

# State of the Campus: Attendance and Chronic Absenteeism

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# Attendance and Chronic Absenteeism

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2023-2024 TCC South Collegiate Attendance Goal 97%

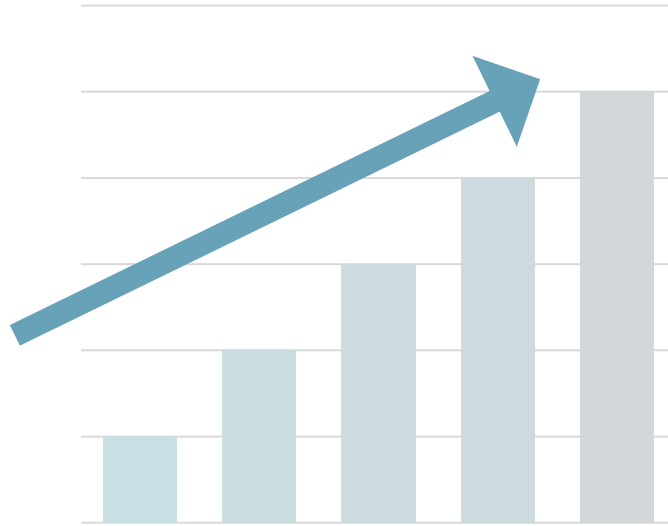
| <u>1st Six-Weeks</u>   | <u>92.7% Total</u> |
|------------------------|--------------------|
| 9 <sup>th</sup> grade  | 96.1%              |
| 10 <sup>th</sup> grade | 96.2%              |
| 11 <sup>th</sup> Grade | 90.4%              |
| 12 <sup>th</sup> grade | 86.5%              |

Challenges to Address:

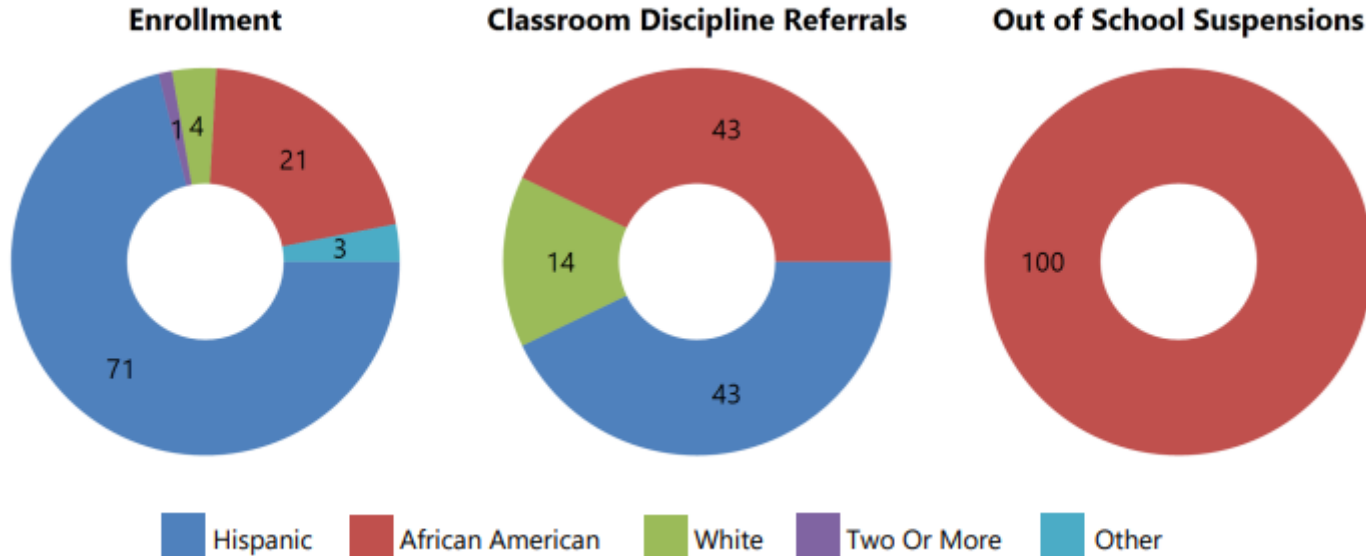
- Transportation
- Covid and other illnesses the 1<sup>st</sup> Six Weeks
- Friday ADA absences

# State of the Campus: Disproportionality in Suspensions

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# Disproportionality in Suspensions



African American students make up about 21% of the student population.  
Two AA students suspended out of school the 1<sup>st</sup> 6-Weeks.

# Summarizing the Data

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## Attendance Rates To Date

**Priority #1:** To improve attendance monitoring practices including parent/student conferences, 6-week celebrations for college and high school courses.

## PSAT & SAT Average Scale Scores

PSAT 8/9 (880) and Target is 1030

PSAT 10 (897) and Target is 1050

SAT (945) and Target is 1050

**Priority #2:** To prepare students for rigorous assessments such as the TSI/PSAT/SAT to increase acceptance into preferred post-secondary schools.

- **Grade** Level Teams and Advisory Period:
  - Academic Progress Monitoring (Digital Data-Tracker in Stemuli Platform)
  - Wellness (Yoga & Meditation) & Prevention Education through Counselors & Wellness Club
  - Parent and Student Conferences
- **Daily** 45-minute Advisory Period
  - Daily Tasks aligned to P-TECH program
  - Industry-based Certification Preparation
  - TCC Required Activities
- **TSI/PSAT/SAT** Prep on various days during Advisory Period
- **Rigorous Tier I** Instruction; After-school Tutoring/High Impact Tutoring
  - Algebra, Biology, English I and II

# Strategy #1: Differentiated PLCs

| Content PLCs                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade Level PLCs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Tier I Instruction</b><br/>Map Growth &amp; TSI Data to drive instruction<br/>Diagnostic data to fill gaps&amp; customize support</p> <p><b>Lead4ward Resources &amp; Tools Reflection October 2023</b><br/>Learn it, Comprehend it, Apply it, Analyze it</p> <p>November 2023 Focus<br/><b>ELPS Implementation</b><br/>Content and Language Objectives<br/><b>TTESS Domain I</b><br/>Lesson Planning</p> <p>January/February 2024 Focus<br/><b>Map Growth MOY &amp; TSI</b></p> | <p><b>Freshman Success Team</b><br/><b>10<sup>th</sup> – 12<sup>th</sup> Grade Teams</b><br/><b>Grades, Behavior, and Attendance Data Monitoring</b></p> <p><b>Student Supports and Interventions</b><br/>The Zone – Academic Supports and Monitoring<br/>Parent/Student Conferences</p> <p><b>Power Hour &amp; Advisory Curriculum</b><br/>Daily Agenda&amp; Tasks aligned to P-TECH program including WBL (work-based learning) and TSI preparation.</p> <p><b>Campus-Wide Procedures</b><br/>Systems of Support<br/>Procedures &amp; Process for TCC and FWISD</p> |

# Strategy #2: PD Cluster Groups & PD Plan

|                           |                            |                            |                           |
|---------------------------|----------------------------|----------------------------|---------------------------|
| Period 06<br>8:00 to 9:25 | Period 07<br>9:30 to 10:55 | Period 09<br>12:30 to 1:55 | Period 10<br>2:00 to 3:25 |
| Brown, Kellie             | Barnes, Kimberly           | Gordon, Paulita            | Horton, Ray               |
| Burkett, Cherie           | Coll, Stephen              | Holcombe, Mark             | Rangel, Juan              |
| Coronado, Carla           | Eason, Courtney            | Muller, Timothy            | Redden, Veronica          |
| Davis, Justin             |                            | Palladino, Gina            | Williams, Tanya           |
| Perez, Felix              |                            | Tello, Nemer               |                           |

|            |                                                                              |
|------------|------------------------------------------------------------------------------|
| October 19 | Lead4ward Professional Development Redelivery<br>Gordon, Perez, Berry, Tello |
| SEM II     | **October/November Professional Learning Focus                               |
| November 2 | T-TESS Domain I Study and Lesson Planning                                    |
| Follow up  | In Content PLCs: Domain 2 and 3                                              |

# Hope & Joy



*The Class of 2023 went home in March 2020 and didn't return to in-person school until August 2021. Despite their many challenges, they persevered. More than 60% earned their associate of arts degree.*

# Thank You

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**The BEST is yet to come!**