Texas Academic Performance Report for 2019-20

Arlington Classics Academy

in compliance with TEC Ch. 39 January 21, 2021

Texas Education Code Chapter 39 requires that Arlington Classics Academy's board of trustees publish on annual report that includes the Texas Academic Performance Report as prepared by the Texas Education Agency, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.043(e) from the Texas Higher Education Coordinating Board.

Section 1- Texas Academic Performance Report

Section 1 provides the Texas Academic Performance Report (TAPR) as prepared by the Texas Education Agency for our district and each campus. Due to the length of the reports, they are attached as addendum A. These reports provide information concerning student body performance on the State of Texas Assessments of Academic Readiness (STAAR) as well as information on student enrollment, class size, and financial expenditures.

The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle or high school. State law requires that the TAPR display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socio-economic status of the students and must include at least two years of results.

For the 2019-20 academic year, the accountability system was not used to rate schools do to the impact of COVID. More information about the accountability system and ratings can be found at www.txschools.gov.

As a school of choice, ACA is a proven opportunity for enriched and accelerated learning in our community. ACA continues to utilize norm referenced assessments in order to inform instructional programs and continuously improve our services to our students. Summary results of the NWEA assessment are available as addendum B.

Section 2 – PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

Additional to the financial reporting available in the TAPR, the Division of School Finance provides a PEIMS Financial Standards Report of 2018-19 Financial Actual Information that is included as addendum C. The Financial Actual Reports can be found at https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports.

Section 3 – District Accreditation Status

Each district annual report must include the 2019-20 accreditation status according to Texas Education Code §39.051. The accreditation statuses can be accessed online at http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2019_2020_accreditation_statuses.html
Arlington Classics Academy's status is **accredited**.

Section 4 - Campus Performance Objectives

Each Texas school is compelled to design strategic goals for the coming year through a Campus Improvement Plan. These strategic goals are driven by campus performance data with the TAPR. During each TAPR reporting period, campuses are asked to reflect on the previous year's successes and challenges. Those are included in the reports.

2019-20 Campus Improvement Plans (CIP) results are included in this report for review as addendum D.

Section 5 – Special Education Determination Status

The special education integrated intervention stage/determination status for each district is on the cover page of the TAPR report. ACA's district special education status is "meets requirements."

Section 6 - Report on Violent or Criminal Incidents

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. ACA is proud to be a safe place for students, families, and staff.

ACA reports zero (0) student violent or criminal incidents that occurred on any campus for the 2019-20 school year.

ACA has adopted and follows school violence prevention and intervention policies and procedures that ensure the safety of our students to the best of our ability. Campus efforts in drug awareness and violence/bullying prevention include inviting officers to discuss the power of good choices as well as other projects and assemblies. Each campus has designated guidance lessons to address these issues directly. Each campus has adopted a Positive Behavior Intervention System or similar discipline management system. The district bullying reporting system is in place and each campus has a method to anonymously report incidents. We continue to employ officers at both campuses for traffic control and assistance on campus for designated times.

The Safe and Drug-Free Schools and Communities Act of 1994 requires school district to evaluate high school students for safety and drug awareness and report the findings from those evaluations. ACA does not have a high school and; therefore, this requirement does not apply.

Section 7- Reports of Student Enrollment and Academic Performance (TEC §SI.043(e))

ACA is an open-enrollment charter school that served students in grades Kindergarten through 8th grade for the 2019-20 school year. Therefore, ACA is not included in this report.

Addendum

A

2019-20 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

District Number: **220802**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This district is a Charter District.

2020 Special Education Determination Status:

Meets Requirements

This page is intentionally blank.

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**93%**	88%	95%	96%	-	82%	-	93%	*	100%	95%	84%	84%	83%
	2018	77%	79%	**91%**	93%	88%	92%	-	90%	*	86%	60%	*	92%	85%	91%	77%
At Meets Grade Level or Above	2019	45%	46%	**62%**	48%	49%	74%	-	73%	-	50%	*	80%	63%	56%	39%	44%
	2018	43%	46%	**64%**	54%	54%	68%	-	75%	*	86%	60%	*	64%	65%	56%	54%
At Masters Grade Level	2019	27%	29%	**44%**	36%	35%	52%	-	55%	-	29%	*	40%	44%	44%	26%	28%
	2018	25%	27%	**47%**	34%	33%	53%	-	60%	*	57%	40%	*	48%	42%	44%	38%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**95%**	85%	97%	97%	-	91%	-	100%	*	80%	97%	84%	89%	78%
	2018	78%	78%	**89%**	86%	88%	91%	-	86%	*	100%	60%	*	89%	89%	88%	85%
At Meets Grade Level or Above	2019	49%	49%	**70%**	55%	68%	77%	-	91%	-	57%	*	80%	71%	64%	55%	67%
	2018	47%	47%	**60%**	48%	46%	65%	-	76%	*	71%	20%	*	61%	56%	53%	54%
At Masters Grade Level	2019	25%	25%	**43%**	30%	35%	51%	-	64%	-	36%	*	40%	43%	44%	34%	39%
	2018	23%	23%	**26%**	14%	8%	28%	-	57%	*	43%	0%	*	29%	15%	21%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**88%**	78%	83%	93%	-	90%	*	100%	60%	*	90%	83%	81%	69%
	2018	73%	75%	**93%**	95%	90%	96%	*	83%	*	100%	*	*	94%	92%	97%	91%
At Meets Grade Level or Above	2019	44%	45%	**61%**	51%	55%	61%	-	81%	*	75%	30%	*	60%	64%	50%	63%
	2018	46%	49%	**75%**	63%	67%	84%	*	67%	*	90%	*	*	76%	71%	61%	45%
At Masters Grade Level	2019	22%	23%	**38%**	32%	28%	42%	-	57%	*	13%	10%	*	40%	32%	31%	44%
	2018	24%	26%	**43%**	43%	40%	54%	*	28%	*	20%	*	*	44%	40%	42%	27%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**80%**	78%	72%	82%	-	90%	*	75%	50%	*	82%	77%	75%	75%
	2018	78%	79%	**89%**	85%	83%	97%	*	89%	*	70%	*	*	89%	91%	90%	91%
At Meets Grade Level or Above	2019	48%	47%	**52%**	44%	38%	57%	-	67%	*	63%	30%	*	54%	49%	47%	44%
	2018	49%	49%	**67%**	58%	63%	74%	*	72%	*	60%	*	*	68%	66%	61%	64%
At Masters Grade Level	2019	28%	28%	**35%**	20%	28%	39%	-	62%	*	38%	20%	*	37%	32%	31%	44%
	2018	27%	27%	**39%**	28%	47%	44%	*	44%	*	20%	*	*	41%	34%	29%	36%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	**87%**	78%	83%	92%	-	90%	*	88%	60%	*	88%	83%	84%	75%
	2018	63%	64%	**90%**	90%	83%	94%	*	89%	*	90%	*	*	91%	87%	94%	73%
At Meets Grade Level or Above	2019	35%	36%	**56%**	49%	52%	59%	-	62%	*	63%	30%	*	60%	47%	44%	38%
	2018	39%	41%	**72%**	79%	57%	74%	*	78%	*	70%	*	*	71%	75%	68%	73%
At Masters Grade Level	2019	11%	11%	**23%**	20%	21%	21%	-	38%	*	38%	10%	*	24%	21%	22%	25%
	2018	11%	12%	**34%**	33%	23%	43%	*	33%	*	20%	*	*	38%	27%	32%	18%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**98%**	100%	94%	99%	*	100%	*	100%	67%	*	99%	96%	100%	91%
	2018	84%	86%	**98%**	100%	96%	97%	-	100%	-	100%	*	*	98%	98%	100%	93%
At Meets Grade Level or Above	2019	54%	57%	**80%**	74%	73%	91%	*	80%	*	60%	17%	*	80%	82%	75%	64%
	2018	54%	56%	**79%**	67%	75%	83%	-	82%	-	100%	*	*	80%	76%	71%	87%
At Masters Grade Level	2019	29%	32%	**52%**	50%	45%	61%	*	55%	*	20%	0%	*	50%	57%	44%	36%
	2018	26%	28%	**52%**	56%	39%	50%	-	50%	-	100%	*	*	51%	55%	61%	53%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**98%**	100%	94%	100%	*	100%	*	90%	67%	*	99%	96%	100%	100%
	2018	91%	91%	**97%**	97%	93%	97%	-	100%	-	100%	*	*	97%	98%	96%	93%
At Meets Grade Level or Above	2019	58%	58%	**69%**	58%	55%	77%	*	90%	*	70%	17%	*	70%	67%	53%	64%
	2018	58%	57%	**71%**	71%	48%	72%	-	86%	-	78%	*	*	72%	67%	61%	79%
At Masters Grade Level	2019	36%	37%	**47%**	32%	36%	54%	*	70%	*	50%	17%	*	49%	43%	33%	36%
	2018	30%	29%	**40%**	40%	22%	39%	-	61%	-	44%	*	*	40%	43%	39%	57%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**91%**	84%	82%	96%	*	100%	*	90%	17%	*	90%	92%	89%	91%
	2018	76%	76%	**93%**	92%	89%	92%	-	100%	-	100%	*	*	93%	95%	93%	93%
At Meets Grade Level or Above	2019	49%	50%	**60%**	42%	52%	75%	*	60%	*	50%	17%	*	63%	55%	42%	45%
	2018	41%	42%	**64%**	47%	46%	70%	-	79%	-	100%	*	*	66%	60%	54%	67%
At Masters Grade Level	2019	24%	25%	**34%**	18%	18%	45%	*	45%	*	50%	17%	*	40%	20%	19%	36%
	2018	17%	17%	**29%**	25%	25%	33%	-	29%	-	33%	*	*	29%	29%	21%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	71%	**91%**	85%	89%	91%	-	97%	-	100%	50%	80%	91%	90%	94%	80%
	2018	69%	72%	**90%**	85%	94%	90%	*	89%	-	80%	38%	*	92%	85%	83%	80%
At Meets Grade Level or Above	2019	37%	40%	**58%**	46%	49%	60%	-	67%	-	100%	0%	40%	63%	44%	39%	50%
	2018	39%	42%	**62%**	62%	57%	63%	*	67%	-	60%	38%	*	64%	57%	52%	47%
At Masters Grade Level	2019	18%	19%	**28%**	24%	20%	28%	-	33%	-	63%	0%	40%	30%	23%	19%	35%
	2018	19%	21%	**40%**	41%	43%	42%	*	22%	-	60%	13%	*	44%	31%	31%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	82%	**92%**	90%	86%	94%	-	100%	-	88%	33%	80%	95%	85%	83%	85%
	2018	77%	79%	**90%**	81%	97%	89%	*	100%	-	100%	36%	*	89%	93%	100%	94%
At Meets Grade Level or Above	2019	47%	49%	**63%**	60%	43%	68%	-	87%	-	50%	17%	60%	69%	50%	50%	60%
	2018	44%	47%	**61%**	40%	66%	65%	*	89%	-	80%	18%	*	64%	56%	45%	69%
At Masters Grade Level	2019	21%	23%	**27%**	23%	20%	25%	-	40%	-	50%	0%	20%	30%	19%	19%	25%
	2018	18%	20%	**23%**	14%	26%	21%	*	44%	-	20%	0%	*	21%	26%	10%	38%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	**96%**	93%	94%	97%	*	100%	-	100%	63%	*	94%	100%	89%	100%
	2018	74%	77%	**93%**	84%	89%	97%	-	96%	-	*	*	100%	94%	89%	78%	86%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	52%	**78%**	78%	76%	78%	*	81%	-	83%	38%	*	75%	83%	74%	81%
	2018	48%	52%	**71%**	55%	67%	80%	-	74%	-	*	*	100%	76%	61%	61%	55%
At Masters Grade Level	2019	29%	32%	**54%**	48%	55%	56%	*	63%	-	50%	38%	*	61%	38%	40%	50%
	2018	29%	32%	**47%**	32%	52%	53%	-	41%	-	*	*	60%	51%	37%	48%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**92%**	83%	97%	94%	*	100%	-	100%	25%	*	90%	98%	91%	94%
	2018	72%	72%	**92%**	88%	93%	93%	-	92%	-	*	*	100%	91%	94%	80%	91%
At Meets Grade Level or Above	2019	43%	41%	**67%**	60%	61%	71%	*	81%	-	67%	25%	*	68%	65%	54%	50%
	2018	40%	39%	**56%**	28%	67%	58%	-	72%	-	*	*	60%	56%	55%	52%	55%
At Masters Grade Level	2019	17%	15%	**29%**	20%	30%	29%	*	44%	-	33%	0%	*	29%	29%	14%	31%
	2018	18%	17%	**34%**	22%	30%	39%	-	40%	-	*	*	40%	37%	30%	24%	23%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**94%**	90%	100%	94%	*	94%	-	100%	38%	*	94%	96%	89%	88%
	2018	69%	73%	**89%**	81%	96%	89%	-	89%	-	*	*	100%	89%	87%	80%	83%
At Meets Grade Level or Above	2019	42%	45%	**78%**	70%	79%	78%	*	94%	-	67%	25%	*	79%	73%	57%	69%
	2018	43%	48%	**64%**	53%	67%	70%	-	59%	-	*	*	80%	70%	53%	52%	48%
At Masters Grade Level	2019	18%	20%	**48%**	35%	48%	59%	*	38%	-	50%	13%	*	51%	40%	26%	25%
	2018	15%	17%	**31%**	22%	30%	36%	-	30%	-	*	*	40%	34%	23%	20%	17%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**96%**	86%	100%	98%	-	100%	-	*	*	100%	95%	100%	89%	100%
	2018	86%	88%	**98%**	100%	95%	100%	*	95%	-	*	*	-	99%	95%	97%	92%
At Meets Grade Level or Above	2019	55%	57%	**82%**	62%	88%	89%	-	81%	-	*	*	100%	85%	68%	75%	76%
	2018	49%	52%	**73%**	75%	68%	75%	*	68%	-	*	*	-	73%	73%	56%	62%
At Masters Grade Level	2019	28%	30%	**50%**	41%	50%	56%	-	44%	-	*	*	80%	52%	39%	39%	24%
	2018	27%	29%	**41%**	31%	36%	51%	*	36%	-	*	*	-	41%	41%	22%	15%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**75%**	*	-	*	-	*	-	-	*	-	71%	*	*	*
	2018	86%	86%	**80%**	*	*	83%	-	*	-	-	*	-	75%	*	*	*
At Meets Grade Level or Above	2019	57%	57%	**75%**	*	-	*	-	*	-	-	*	-	71%	*	*	*
	2018	51%	51%	**40%**	*	*	67%	-	*	-	-	*	-	50%	*	*	*
At Masters Grade Level	2019	17%	17%	**50%**	*	-	*	-	*	-	-	*	-	57%	*	*	*
	2018	15%	15%	**30%**	*	*	50%	-	*	-	-	*	-	38%	*	*	*
Grade 8 Science																	
At Approaches Grade Level or Above	2018	76%	78%	**33%**	*	*	*	-	*	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	55%	**17%**	*	*	*	-	*	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	28%	30%	**0%**	*	*	*	-	*	-	-	*	-	*	*	*	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**90%**	69%	88%	100%	-	93%	-	*	*	100%	90%	89%	82%	88%
	2018	65%	68%	**89%**	84%	91%	90%	*	86%	-	*	*	-	90%	82%	84%	92%
At Meets Grade Level or Above	2019	37%	39%	**70%**	52%	69%	74%	-	81%	-	*	*	80%	73%	57%	64%	59%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	36%	39%	**58%**	47%	45%	65%	*	68%	-	*	*	-	59%	55%	47%	31%
At Masters Grade Level	2019	21%	22%	**42%**	28%	38%	48%	-	48%	-	*	*	40%	45%	32%	29%	24%
	2018	21%	23%	**35%**	22%	32%	41%	*	41%	-	*	*	-	36%	27%	22%	15%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	71%	**75%**	*	*	*	-	-	-	-	*	*	71%	*	*	*
	2018	65%	69%	**100%**	*	*	*	-	100%	-	*	-	-	100%	-	100%	*
At Meets Grade Level or Above	2019	50%	54%	**75%**	*	*	*	-	-	-	-	*	*	71%	*	*	*
	2018	44%	49%	**93%**	*	*	*	-	80%	-	*	-	-	93%	-	100%	*
At Masters Grade Level	2019	11%	11%	**25%**	*	*	*	-	-	-	-	*	*	14%	*	*	*
	2018	7%	7%	**20%**	*	*	*	-	20%	-	*	-	-	20%	-	20%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	**93%**	89%	93%	94%	-	96%	-	*	*	100%	93%	93%	90%	94%
	2018	83%	85%	**98%**	97%	100%	98%	*	100%	-	*	*	-	99%	95%	93%	100%
At Meets Grade Level or Above	2019	61%	62%	**74%**	52%	85%	76%	-	83%	-	*	*	80%	74%	76%	69%	76%
	2018	55%	58%	**77%**	64%	77%	81%	*	87%	-	*	*	-	80%	60%	69%	62%
At Masters Grade Level	2019	37%	38%	**48%**	33%	44%	50%	-	63%	-	*	*	80%	51%	38%	34%	41%
	2018	32%	31%	**52%**	36%	36%	60%	*	70%	-	*	*	-	53%	45%	45%	38%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	**98%**	90%	100%	100%	-	100%	-	*	*	100%	97%	100%	97%	100%
	2018	87%	89%	**100%**	100%	100%	100%	*	100%	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	62%	66%	**81%**	62%	85%	87%	-	85%	-	*	*	100%	84%	71%	76%	78%
	2018	59%	63%	**87%**	88%	82%	90%	*	86%	-	*	*	-	87%	85%	90%	58%
At Masters Grade Level	2019	25%	28%	**36%**	24%	30%	43%	-	44%	-	*	*	60%	42%	14%	17%	28%
	2018	24%	26%	**38%**	22%	36%	50%	*	33%	-	*	*	-	39%	35%	35%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**92%**	86%	91%	95%	100%	96%	100%	94%	50%	94%	93%	91%	88%	87%
	2018	77%	79%	**93%**	90%	92%	94%	100%	93%	80%	94%	40%	100%	93%	91%	91%	89%
At Meets Grade Level or Above	2019	50%	52%	**68%**	57%	62%	73%	78%	79%	67%	65%	27%	73%	70%	63%	56%	61%
	2018	48%	51%	**68%**	58%	62%	72%	85%	75%	60%	81%	21%	73%	70%	63%	59%	58%
At Masters Grade Level	2019	24%	25%	**40%**	30%	34%	44%	44%	49%	50%	40%	13%	46%	42%	33%	28%	33%
	2018	22%	23%	**38%**	30%	33%	43%	15%	42%	40%	46%	12%	41%	39%	33%	32%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**93%**	88%	91%	96%	*	96%	*	98%	59%	92%	94%	92%	89%	86%
	2018	74%	76%	**94%**	93%	92%	95%	100%	93%	*	95%	48%	100%	95%	90%	92%	87%
At Meets Grade Level or Above	2019	48%	51%	**69%**	60%	63%	75%	*	77%	*	70%	27%	69%	70%	67%	58%	62%
	2018	46%	50%	**71%**	63%	65%	76%	80%	73%	*	87%	32%	74%	72%	67%	60%	58%
At Masters Grade Level	2019	21%	22%	**44%**	38%	38%	49%	*	49%	*	34%	19%	46%	45%	38%	33%	35%
	2018	19%	21%	**45%**	39%	41%	50%	0%	40%	*	59%	20%	42%	46%	40%	40%	31%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**92%**	86%	90%	94%	*	97%	*	91%	49%	92%	93%	89%	88%	87%
	2018	81%	82%	**92%**	89%	92%	94%	100%	94%	*	92%	40%	100%	92%	93%	92%	92%
At Meets Grade Level or Above	2019	52%	52%	**66%**	55%	58%	71%	*	83%	*	62%	27%	72%	67%	61%	54%	61%
	2018	50%	50%	**65%**	51%	61%	69%	80%	80%	*	73%	17%	74%	67%	60%	56%	62%
At Masters Grade Level	2019	26%	27%	**38%**	26%	32%	42%	*	55%	*	43%	11%	48%	40%	33%	27%	35%
	2018	24%	24%	**35%**	25%	28%	38%	20%	53%	*	41%	7%	42%	36%	31%	28%	34%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	**90%**	84%	92%	93%	*	92%	*	93%	50%	100%	91%	89%	87%	81%
	2018	66%	69%	**89%**	86%	89%	92%	*	89%	*	92%	29%	100%	90%	87%	88%	79%
At Meets Grade Level or Above	2019	38%	40%	**66%**	59%	66%	68%	*	76%	*	64%	28%	67%	69%	60%	51%	53%
	2018	41%	45%	**69%**	68%	61%	73%	*	67%	*	75%	14%	78%	70%	65%	61%	56%
At Masters Grade Level	2019	14%	16%	**35%**	27%	35%	39%	*	38%	*	43%	11%	50%	37%	31%	24%	25%
	2018	13%	15%	**33%**	28%	26%	40%	*	31%	*	25%	14%	44%	36%	25%	27%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**94%**	87%	90%	98%	*	100%	*	91%	30%	100%	94%	95%	92%	97%
	2018	80%	81%	**95%**	94%	92%	95%	*	98%	-	100%	29%	*	95%	94%	93%	93%
At Meets Grade Level or Above	2019	54%	57%	**70%**	51%	67%	80%	*	74%	*	55%	20%	89%	73%	61%	57%	66%
	2018	51%	53%	**73%**	65%	61%	77%	*	80%	-	92%	14%	*	75%	66%	70%	61%
At Masters Grade Level	2019	25%	27%	**35%**	21%	23%	44%	*	45%	*	45%	10%	44%	41%	18%	18%	31%
	2018	23%	25%	**32%**	23%	29%	39%	*	30%	-	46%	14%	*	33%	30%	28%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**90%**	69%	88%	100%	-	93%	-	*	*	100%	90%	89%	82%	88%
	2018	78%	81%	**89%**	84%	91%	90%	*	86%	-	*	*	-	90%	82%	84%	92%
At Meets Grade Level or Above	2019	55%	57%	**70%**	52%	69%	74%	-	81%	-	*	*	80%	73%	57%	64%	59%
	2018	53%	57%	**58%**	47%	45%	65%	*	68%	-	*	*	-	59%	55%	47%	31%
At Masters Grade Level	2019	33%	35%	**42%**	28%	38%	48%	-	48%	-	*	*	40%	45%	32%	29%	24%
	2018	31%	34%	**35%**	22%	32%	41%	*	41%	-	*	*	-	36%	27%	22%	15%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	**69**	65	61	72	-	86	*	38	70	*	69	69	66	69
	2018	63	64	**65**	65	64	71	*	53	-	50	*	*	66	63	61	68
Grade 4 Mathematics	2019	65	65	**64**	65	57	63	-	79	*	56	70	*	62	71	68	75
	2018	65	66	**71**	67	78	76	*	72	-	35	*	*	71	73	63	95
Grade 5 ELA/Reading	2019	81	81	**85**	88	88	86	*	97	*	45	67	*	83	90	91	100
	2018	80	80	**83**	83	89	78	-	83	-	100	*	*	84	80	89	86
Grade 5 Mathematics	2019	83	83	**83**	78	74	86	*	94	*	85	83	*	86	76	79	73
	2018	81	80	**82**	91	74	80	-	81	-	83	*	*	81	83	89	79
Grade 6 ELA/Reading	2019	42	44	**48**	51	41	44	-	57	-	63	25	50	43	61	44	48
	2018	47	49	**58**	55	70	60	*	35	-	70	25	*	61	53	62	50
Grade 6 Mathematics	2019	54	58	**60**	55	56	62	-	64	-	63	50	50	64	47	49	60
	2018	56	61	**61**	55	59	58	*	85	-	50	32	*	58	66	60	84
Grade 7 ELA/Reading	2019	77	78	**85**	85	84	85	*	91	-	100	88	*	87	82	84	91
	2018	76	76	**82**	82	73	82	-	87	-	*	*	80	83	79	74	77
Grade 7 Mathematics	2019	62	60	**73**	73	77	68	*	81	-	75	56	*	75	68	64	69
	2018	67	66	**77**	77	82	72	-	82	-	*	*	100	79	72	80	80
Grade 8 ELA/Reading	2019	77	77	**80**	75	79	85	-	76	-	*	*	*	80	80	77	82
	2018	79	78	**79**	81	91	75	*	71	-	*	*	-	78	83	78	77
Grade 8 Mathematics	2019	82	78	*	*	-	-	-	-	-	-	*	-	*	-	*	-
	2018	81	75	**88**	*	*	*	-	*	-	-	*	-	83	*	*	*
End of Course Algebra I	2019	75	76	**82**	62	89	83	-	94	-	*	*	*	83	81	74	85
	2018	72	74	**85**	80	80	86	*	91	-	*	*	-	87	68	71	73
All Grades Both Subjects	2019	69	69	**72**	69	70	73	83	79	*	65	62	78	72	72	69	73
	2018	69	70	**74**	73	75	74	75	76	-	69	57	87	75	71	73	77
All Grades ELA/Reading	2019	68	68	**73**	72	70	74	*	78	*	59	62	81	72	76	72	75
	2018	69	69	**73**	72	76	73	50	70	-	75	63	74	74	69	73	72
All Grades Mathematics	2019	70	70	**72**	66	70	72	*	81	*	71	62	75	73	67	66	72
	2018	70	70	**75**	73	74	74	100	82	-	63	52	100	75	73	73	82

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**53%**	37%	57%	50%	-	78%	-	*	24%	44%	50%
	2018	38%	39%	**55%**	*	42%	67%	-	71%	-	*	*	*	*
Mathematics	2019	45%	44%	**50%**	50%	44%	50%	-	*	-	*	21%	38%	17%
	2018	47%	46%	**60%**	60%	69%	59%	-	*	-	*	*	57%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**94%**	95%	88%	96%	*	95%	*	100%	33%	97%	80%
Students Requiring Accelerated Instruction	2019	22%	20%	**6%**	5%	12%	4%	*	5%	*	0%	67%	3%	20%
STAAR Cumulative Met Standard	2019	86%	87%	**98%**	100%	94%	99%	*	100%	*	100%	67%	100%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	98%	*	*	*	*	-	-	-	-	*	-	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	10%	*	*	*	*	-	-	-	-	*	-	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	84%	**94%**	89%	88%	97%	*	100%	*	90%	33%	92%	100%
Students Requiring Accelerated Instruction	2019	17%	16%	**6%**	11%	12%	3%	*	0%	*	10%	67%	8%	0%
STAAR Cumulative Met Standard	2019	90%	90%	**98%**	100%	94%	100%	*	100%	*	90%	67%	100%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	*	-	*	*	-	-	-	-	*	-	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	25%	*	-	*	*	-	-	-	-	*	-	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**94%**	86%	96%	94%	-	100%	-	*	*	89%	100%
Students Requiring Accelerated Instruction	2019	22%	20%	**6%**	14%	4%	6%	-	0%	-	*	*	11%	0%
STAAR Cumulative Met Standard	2019	85%	87%	**96%**	86%	100%	98%	-	100%	-	*	*	89%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	15%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Mathematics														

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	**75%**	*	-	*	-	*	-	-	*	*	-
Students Requiring Accelerated Instruction	2019	18%	17%	**25%**	*	-	*	-	*	-	-	*	*	-
STAAR Cumulative Met Standard	2019	88%	88%	**75%**	*	-	*	-	*	-	-	*	*	-

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**92%**	-	-	-	-	-	81%	77%	86%	83%	81%	81%
	2018	77%	79%	**93%**	-	-	-	-	-	75%	72%	77%	86%	75%	77%
At Meets Grade Level or Above	2019	50%	52%	**68%**	-	-	-	-	-	49%	47%	53%	67%	49%	50%
	2018	48%	51%	**68%**	-	-	-	-	-	47%	51%	44%	46%	47%	47%
At Masters Grade Level	2019	24%	25%	**40%**	-	-	-	-	-	22%	30%	11%	67%	22%	23%
	2018	22%	23%	**38%**	-	-	-	-	-	21%	21%	21%	18%	21%	20%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**93%**	-	-	-	-	-	79%	77%	82%	*	79%	80%
	2018	74%	76%	**94%**	-	-	-	-	-	70%	75%	65%	78%	70%	71%
At Meets Grade Level or Above	2019	48%	51%	**69%**	-	-	-	-	-	49%	51%	45%	*	49%	51%
	2018	46%	50%	**71%**	-	-	-	-	-	42%	50%	35%	44%	42%	43%
At Masters Grade Level	2019	21%	22%	**44%**	-	-	-	-	-	19%	29%	5%	*	19%	22%
	2018	19%	21%	**45%**	-	-	-	-	-	24%	31%	18%	11%	24%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**92%**	-	-	-	-	-	82%	77%	91%	*	82%	81%
	2018	81%	82%	**92%**	-	-	-	-	-	85%	75%	94%	90%	85%	86%
At Meets Grade Level or Above	2019	52%	52%	**66%**	-	-	-	-	-	54%	54%	55%	*	54%	54%
	2018	50%	50%	**65%**	-	-	-	-	-	58%	56%	59%	40%	58%	53%
At Masters Grade Level	2019	26%	27%	**38%**	-	-	-	-	-	32%	40%	18%	*	32%	32%
	2018	24%	24%	**35%**	-	-	-	-	-	27%	19%	35%	30%	27%	28%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	**90%**	-	-	-	-	-	70%	69%	71%	*	70%	73%
	2018	66%	69%	**89%**	-	-	-	-	-	64%	*	71%	*	64%	64%
At Meets Grade Level or Above	2019	38%	40%	**66%**	-	-	-	-	-	40%	31%	57%	*	40%	41%
	2018	41%	45%	**69%**	-	-	-	-	-	27%	*	14%	*	27%	36%
At Masters Grade Level	2019	14%	16%	**35%**	-	-	-	-	-	10%	15%	0%	*	10%	14%
	2018	13%	15%	**33%**	-	-	-	-	-	0%	*	0%	*	0%	7%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**94%**	-	-	-	-	-	100%	100%	100%	-	100%	100%
	2018	80%	81%	**95%**	-	-	-	-	-	75%	*	80%	*	75%	83%
At Meets Grade Level or Above	2019	54%	57%	**70%**	-	-	-	-	-	42%	0%	71%	-	42%	42%
	2018	51%	53%	**73%**	-	-	-	-	-	50%	*	60%	*	50%	50%
At Masters Grade Level	2019	25%	27%	**35%**	-	-	-	-	-	8%	0%	14%	-	8%	8%
	2018	23%	25%	**32%**	-	-	-	-	-	13%	*	20%	*	13%	8%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**90%**	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	78%	81%	**89%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	55%	57%	**70%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	53%	57%	**58%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	33%	35%	**42%**	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	31%	34%	**35%**	-	-	-	-	-	*	-	*	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	-	-	-	-	-	75%	76%	73%	*	75%	75%
	2018	69%	70%	**74%**	-	-	-	-	-	74%	64%	79%	74%	74%	74%
All Grades ELA/Reading	2019	68%	68%	**73%**	-	-	-	-	-	72%	78%	67%	*	72%	73%
	2018	69%	69%	**73%**	-	-	-	-	-	63%	50%	69%	75%	63%	66%
All Grades Mathematics	2019	70%	70%	**72%**	-	-	-	-	-	78%	75%	80%	*	78%	76%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	**75%**	-	-	-	-	-	85%	79%	88%	72%	85%	82%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**53%**	-	-	-	-	-	50%	17%	70%	-	50%	50%
	2018	38%	39%	**55%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2019	45%	44%	**50%**	-	-	-	-	-	20%	*	*	*	20%	17%
	2018	47%	46%	**60%**	-	-	-	-	-	*	*	*	-	*	*

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2019-20 District STAAR Participation

District Number: 220802

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**99%**	99%	99%	99%	100%	99%	100%	94%	100%	99%	97%
Not Included in Accountability													
Mobile	4%	4%	**1%**	1%	0%	1%	0%	1%	0%	6%	0%	1%	1%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	98%	95%	99%	100%	99%	100%	100%	100%	97%	96%
Not Included in Accountability													
Mobile	4%	4%	**2%**	2%	5%	1%	0%	1%	0%	0%	0%	3%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	**97.4%**	97.7%	97.2%	97.1%	*	98.4%	*	97.6%	95.9%	97.4%	98.0%
2017-18	95.4%	95.5%	**97.3%**	97.8%	97.1%	96.9%	*	98.3%	*	97.5%	97.0%	97.2%	97.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	**0.3%**	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.6%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	1.9%	1.6%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

District Number: 220802

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	73.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	68.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	8.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	85.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	18.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	30.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	7.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	83.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2019-20 District Graduation Profile

District Number: 220802

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	355,615	100.0%
By Ethnicity:				
African American	-	-	43,953	12.4%
Hispanic	-	-	180,673	50.8%
White	-	-	105,577	29.7%
American Indian	-	-	1,293	0.4%
Asian	-	-	16,564	4.7%
Pacific Islander	-	-	537	0.2%
Two or More Races	-	-	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	-	-	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	-	-	1,090	0.3%
Foundation H.S. Program (No Endorsement)	-	-	51,579	14.5%
Foundation H.S. Program (Endorsement)	-	-	15,160	4.3%
Foundation H.S. Program (DLA)	-	-	285,538	80.3%
Special Education Graduates	-	-	27,598	7.8%
Economically Disadvantaged Graduates	-	-	186,364	52.4%
LEP Graduates	-	-	25,189	7.1%
At-Risk Graduates	-	-	146,432	41.2%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	69.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	62.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	49.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	42.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	43.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	35.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	31.7%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2019-20 District CCMR-Related Indicators

District Number: 220802

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	15.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	14.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	49.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	48.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	7.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	12.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	15.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	55.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	52.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2019-20 District CCMR-Related Indicators

District Number: 220802

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	55.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	55.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	52.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	70.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	69.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	43.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1055	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1067	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	532	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	529	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2019-20 District Other Postsecondary Indicators

District Number: 220802

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	42.4%	**37.5%**	*	*	*	-	-	-	-	*	*	*
2017-18	43.4%	41.9%	**33.3%**	*	*	*	-	40.0%	-	*	-	80.0%	-
English Language Arts													
2018-19	17.8%	16.1%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	17.3%	16.4%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Mathematics													
2018-19	20.4%	18.8%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	20.7%	19.7%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Science													
2018-19	21.7%	21.4%	**37.5%**	*	*	*	-	-	-	-	*	*	*
2017-18	21.2%	21.3%	**33.3%**	*	*	*	-	40.0%	-	*	-	80.0%	-
Social Studies													
2018-19	23.6%	24.9%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	22.8%	24.4%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.5%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.3%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	66.4%	**-**	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

District Number: 220802

2019-20 District Student Information

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,561	100.0%	5,479,173	100.0%	1,561	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	16,848	0.3%	0	0.0%	25,883	0.5%
Pre-Kindergarten	0	0.0%	248,413	4.5%	0	0.0%	249,226	4.5%
Kindergarten	179	11.5%	383,585	7.0%	179	11.5%	384,114	7.0%
Grade 1	176	11.3%	391,175	7.1%	176	11.3%	391,449	7.1%
Grade 2	175	11.2%	388,370	7.1%	175	11.2%	388,675	7.1%
Grade 3	175	11.2%	391,565	7.1%	175	11.2%	391,795	7.1%
Grade 4	176	11.3%	399,883	7.3%	176	11.3%	400,111	7.3%
Grade 5	176	11.3%	417,272	7.6%	176	11.3%	417,444	7.6%
Grade 6	184	11.8%	422,605	7.7%	184	11.8%	422,740	7.7%
Grade 7	172	11.0%	423,421	7.7%	172	11.0%	423,545	7.7%
Grade 8	148	9.5%	411,170	7.5%	148	9.5%	411,272	7.5%
Grade 9	0	0.0%	448,929	8.2%	0	0.0%	449,122	8.2%
Grade 10	0	0.0%	406,785	7.4%	0	0.0%	407,044	7.4%
Grade 11	0	0.0%	376,894	6.9%	0	0.0%	377,208	6.9%
Grade 12	0	0.0%	352,258	6.4%	0	0.0%	354,312	6.4%
Ethnic Distribution:								
African American	338	21.7%	691,582	12.6%	338	21.7%	692,925	12.6%
Hispanic	324	20.8%	2,892,928	52.8%	324	20.8%	2,899,504	52.8%
White	612	39.2%	1,477,699	27.0%	612	39.2%	1,483,688	27.0%
American Indian	3	0.2%	19,999	0.4%	3	0.2%	20,062	0.4%
Asian	186	11.9%	250,065	4.6%	186	11.9%	250,463	4.6%
Pacific Islander	2	0.1%	8,466	0.2%	2	0.1%	8,481	0.2%
Two or More Races	96	6.1%	138,434	2.5%	96	6.1%	138,817	2.5%
Sex:								
Female	807	51.7%	2,673,270	48.8%	807	51.7%	2,678,619	48.8%
Male	754	48.3%	2,805,903	51.2%	754	48.3%	2,815,321	51.2%
Economically Disadvantaged	315	20.2%	3,303,974	60.3%	315	20.2%	3,309,610	60.2%
Non-Educationally Disadvantaged	1,246	79.8%	2,175,199	39.7%	1,246	79.8%	2,184,330	39.8%
Section 504 Students	118	7.6%	376,734	6.9%	118	7.6%	376,956	6.9%
English Learners (EL)	96	6.1%	1,112,674	20.3%	96	6.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	82,551	1.5%				
Students w/ Dyslexia	23	1.5%	224,619	4.1%	23	1.5%	224,741	4.1%
Foster Care	0	0.0%	17,393	0.3%	0	0.0%	17,451	0.3%
Homeless	0	0.0%	78,178	1.4%	0	0.0%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	95	6.1%	3,568,526	65.1%	95	6.1%	3,576,850	65.1%
Military Connected	23	1.5%	105,751	1.9%	23	1.5%	105,787	1.9%
At-Risk	396	25.4%	2,773,390	50.6%	396	25.4%	2,776,481	50.5%

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District Student Information

Student Information	Membership — District Count	Membership — District Percent	Membership — State Count	Membership — State Percent	Enrollment — District Count	Enrollment — District Percent	Enrollment — State Count	Enrollment — State Percent
Students by Instructional Program:								
Bilingual/ESL Education	94	6.0%	1,128,904	20.6%	94	6.0%	1,129,558	20.6%
Career & Technical Education	42	2.7%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	805,496	50.8%	0	-	806,117	50.8%
Gifted & Talented Education	0	0.0%	444,125	8.1%	0	0.0%	444,196	8.1%
Special Education	52	3.3%	577,868	10.5%	52	3.3%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	52		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	24	46.2%	245,216	42.4%				
Students with Physical Disabilities	17	32.7%	123,847	21.4%				
Students with Autism	6	11.5%	79,952	13.8%				
Students with Behavioral Disabilities	5	9.6%	120,042	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	72	5.1%	806,375	15.3%				

Student Information	-Non-Special Education Rates- District	-Non-Special Education Rates- State	-Special Education Rates- District	-Special Education Rates- State
Retention Rates by Grade:				
Kindergarten	3.5%	1.6%	28.6%	5.5%
Grade 1	0.6%	2.9%	10.0%	4.9%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.6%	0.9%	0.0%	0.8%
Grade 4	2.5%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.6%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	0.0%	7.8%	0.0%	13.1%

	District Count	District Percent	State Count	State Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.9	19.0
Grade 1	22.0	18.9
Grade 2	21.8	18.8
Grade 3	21.8	19.0
Grade 4	22.0	19.2
Grade 5	21.8	20.9
Grade 6	22.1	20.4
Secondary:		
English/Language Arts	22.4	16.4
Foreign Languages	20.8	18.7
Mathematics	17.5	17.8
Science	21.6	18.8
Social Studies	21.3	19.3

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District Staff Information

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	149.8	100.0%	734,726.4	100.0%
Professional Staff:	114.2	76.2%	468,132.4	63.7%
Teachers	92.2	61.6%	363,121.3	49.4%
Professional Support	12.5	8.3%	74,698.8	10.2%
Campus Administration (School Leadership)	6.0	4.0%	21,960.1	3.0%
Central Administration	3.5	2.3%	8,352.3	1.1%
Educational Aides:	10.7	7.2%	78,096.8	10.6%
Auxiliary Staff:	24.9	16.6%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	2.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	31.0	20.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	4.3%	39,132.5	10.8%
Hispanic	10.0	10.8%	102,099.7	28.1%
White	76.2	82.6%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	1.0	1.1%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	1.1%	4,165.2	1.1%
Males	10.0	10.8%	86,302.4	23.8%
Females	82.2	89.2%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	64.8	70.2%	266,596.3	73.4%
Masters	25.5	27.6%	89,088.4	24.5%
Doctorate	2.0	2.2%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.1%	26,878.7	7.4%
1-5 Years Experience	16.0	17.3%	101,305.8	27.9%
6-10 Years Experience	20.0	21.7%	70,305.4	19.4%
11-20 Years Experience	43.0	46.6%	106,767.7	29.4%
Over 20 Years Experience	12.2	13.2%	57,863.9	15.9%
Number of Students per Teacher	16.9	n/a	15.1	n/a

Texas Education Agency

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Texas Academic Performance Report

2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.0	6.2
Average Years Experience of Principals with District	3.0	5.3
Average Years Experience of Assistant Principals	4.3	5.3
Average Years Experience of Assistant Principals with District	2.0	4.7
Average Years Experience of Teachers:	13.2	11.1
Average Years Experience of Teachers with District:	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,450	$49,868
1-5 Years Experience	$49,781	$52,823
6-10 Years Experience	$53,442	$55,756
11-20 Years Experience	$59,930	$59,308
Over 20 Years Experience	$67,072	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$57,584	$57,091
Professional Support	$63,412	$67,352
Campus Administration (School Leadership)	$71,565	$82,512
Central Administration	$81,143	$108,367
Instructional Staff Percent:	70.2%	64.6%
Turnover Rate for Teachers:	12.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: ARLINGTON CLASSICS ACADEMY
County Name: TARRANT
District Number: 220802

Program Information	District Count	District Percent	State Count	State Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	0.3	0.4%	18,120.4	5.0%
Compensatory Education	4.5	4.8%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	83.1	90.1%	257,548.7	70.9%
Special Education	2.4	2.6%	33,620.4	9.3%
Other	2.0	2.1%	13,005.2	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

Campus Name: **ARLINGTON CLASSICS ACADEMY - MIDDL**

Campus Number: **220802040**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This school is a Charter School.

This page is intentionally blank.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	91%	**91%**	85%	89%	91%	-	97%	-	100%	50%	80%	91%	90%	94%	80%
	2018	69%	90%	**90%**	85%	94%	90%	*	89%	-	80%	38%	*	92%	85%	83%	80%
At Meets Grade Level or Above	2019	37%	58%	**58%**	46%	49%	60%	-	67%	-	100%	0%	40%	63%	44%	39%	50%
	2018	39%	62%	**62%**	62%	57%	63%	*	67%	-	60%	38%	*	64%	57%	52%	47%
At Masters Grade Level	2019	18%	28%	**28%**	24%	20%	28%	-	33%	-	63%	0%	40%	30%	23%	19%	35%
	2018	19%	40%	**40%**	41%	43%	42%	*	22%	-	60%	13%	*	44%	31%	31%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	92%	**92%**	90%	86%	94%	-	100%	-	88%	33%	80%	95%	85%	83%	85%
	2018	77%	90%	**90%**	81%	97%	89%	*	100%	-	100%	36%	*	89%	93%	100%	94%
At Meets Grade Level or Above	2019	47%	63%	**63%**	60%	43%	68%	-	87%	-	50%	17%	60%	69%	50%	50%	60%
	2018	44%	61%	**61%**	38%	66%	65%	*	89%	-	80%	18%	*	64%	56%	45%	69%
At Masters Grade Level	2019	21%	27%	**27%**	23%	20%	25%	-	40%	-	50%	0%	20%	30%	19%	19%	25%
	2018	18%	23%	**23%**	14%	26%	21%	*	44%	-	20%	0%	*	22%	26%	10%	38%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	96%	**96%**	93%	94%	97%	*	100%	-	100%	63%	*	94%	100%	89%	100%
	2018	74%	93%	**93%**	84%	89%	97%	-	96%	-	*	*	100%	94%	89%	78%	86%
At Meets Grade Level or Above	2019	49%	78%	**78%**	78%	76%	78%	*	81%	-	83%	38%	*	75%	83%	74%	81%
	2018	48%	71%	**71%**	55%	67%	80%	-	74%	-	*	*	100%	76%	61%	61%	55%
At Masters Grade Level	2019	29%	54%	**54%**	48%	55%	56%	*	63%	-	50%	38%	*	61%	38%	40%	50%
	2018	29%	47%	**47%**	32%	52%	53%	-	41%	-	*	*	60%	51%	37%	48%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	**92%**	83%	97%	94%	*	100%	-	100%	25%	*	90%	98%	91%	94%
	2018	72%	92%	**92%**	88%	93%	93%	-	92%	-	*	*	100%	91%	94%	80%	91%
At Meets Grade Level or Above	2019	43%	67%	**67%**	60%	61%	71%	*	81%	-	67%	25%	*	68%	65%	54%	50%
	2018	40%	56%	**56%**	28%	67%	58%	-	72%	-	*	*	60%	56%	55%	52%	55%
At Masters Grade Level	2019	17%	29%	**29%**	20%	30%	29%	*	44%	-	33%	0%	*	29%	29%	14%	31%
	2018	18%	34%	**34%**	22%	30%	39%	-	40%	-	*	*	40%	37%	30%	24%	23%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	94%	**94%**	90%	100%	94%	*	94%	-	100%	38%	*	94%	96%	89%	88%
	2018	69%	89%	**89%**	81%	96%	89%	-	89%	-	*	*	100%	89%	87%	80%	83%
At Meets Grade Level or Above	2019	42%	78%	**78%**	70%	79%	78%	*	94%	-	67%	25%	*	79%	73%	57%	69%
	2018	43%	64%	**64%**	53%	67%	70%	-	59%	-	*	*	80%	70%	53%	52%	48%
At Masters Grade Level	2019	18%	48%	**48%**	35%	48%	59%	*	38%	-	50%	13%	*	51%	40%	26%	25%
	2018	15%	31%	**31%**	22%	30%	36%	-	30%	-	*	*	40%	34%	23%	20%	17%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	**96%**	86%	100%	98%	-	100%	-	*	*	100%	95%	100%	89%	100%
	2018	86%	98%	**98%**	100%	95%	100%	*	95%	-	*	*	-	99%	95%	97%	92%
At Meets Grade Level or Above	2019	55%	82%	**82%**	62%	88%	89%	-	81%	-	*	*	100%	85%	68%	75%	76%
	2018	49%	73%	**73%**	75%	68%	75%	*	68%	-	*	*	-	73%	73%	56%	62%
At Masters Grade Level	2019	28%	50%	**50%**	41%	50%	56%	-	44%	-	*	*	80%	52%	39%	39%	24%
	2018	27%	41%	**41%**	31%	36%	51%	*	36%	-	*	*	-	41%	41%	22%	15%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	75%	**75%**	*	-	*	-	*	-	-	*	-	71%	*	*	*
	2018	86%	80%	**80%**	*	*	83%	-	*	-	-	*	-	75%	*	*	*
At Meets Grade Level or Above	2019	57%	75%	**75%**	*	-	*	-	*	-	-	*	-	71%	*	*	*
	2018	51%	40%	**40%**	*	*	67%	-	*	-	-	*	-	50%	*	*	*
At Masters Grade Level	2019	17%	50%	**50%**	*	-	*	-	*	-	-	*	-	57%	*	*	*
	2018	15%	30%	**30%**	*	*	50%	-	*	-	-	*	-	38%	*	*	*
Grade 8 Science																	
At Approaches Grade Level or Above	2018	76%	33%	**33%**	*	*	*	-	*	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	17%	**17%**	*	*	*	-	*	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	28%	0%	**0%**	*	*	*	-	*	-	-	*	-	*	*	*	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	90%	**90%**	69%	88%	100%	-	93%	-	*	*	100%	90%	89%	82%	88%
	2018	65%	89%	**89%**	84%	91%	90%	*	86%	-	*	*	-	90%	82%	84%	92%
At Meets Grade Level or Above	2019	37%	70%	**70%**	52%	69%	74%	-	81%	-	*	*	80%	73%	57%	64%	59%
	2018	36%	58%	**58%**	47%	45%	65%	*	68%	-	*	*	-	59%	55%	47%	31%
At Masters Grade Level	2019	21%	42%	**42%**	28%	38%	48%	-	48%	-	*	*	40%	45%	32%	29%	24%
	2018	21%	35%	**35%**	22%	32%	41%	*	41%	-	*	*	-	36%	27%	22%	15%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	75%	**75%**	*	*	*	-	-	-	-	*	*	71%	*	*	*
	2018	65%	100%	**100%**	*	*	*	-	100%	-	*	-	-	100%	-	100%	*
At Meets Grade Level or Above	2019	50%	75%	**75%**	*	*	*	-	-	-	-	*	*	71%	*	*	*
	2018	44%	93%	**93%**	*	*	*	-	80%	-	*	-	-	93%	-	100%	*
At Masters Grade Level	2019	11%	25%	**25%**	*	*	*	-	-	-	-	*	*	14%	*	*	*
	2018	7%	20%	**20%**	*	*	*	-	20%	-	*	-	-	20%	-	20%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	**93%**	89%	93%	94%	-	96%	-	*	*	100%	93%	93%	90%	94%
	2018	83%	98%	**98%**	97%	100%	98%	*	100%	-	*	*	-	99%	95%	93%	100%
At Meets Grade Level or Above	2019	61%	74%	**74%**	52%	85%	76%	-	83%	-	*	*	80%	74%	76%	69%	76%
	2018	55%	77%	**77%**	64%	77%	81%	*	87%	-	*	*	-	80%	60%	69%	62%
At Masters Grade Level	2019	37%	48%	**48%**	33%	44%	50%	-	63%	-	*	*	80%	51%	38%	34%	41%
	2018	32%	52%	**52%**	36%	36%	60%	*	70%	-	*	*	-	53%	45%	45%	38%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	**98%**	90%	100%	100%	-	100%	-	*	*	100%	97%	100%	97%	100%
	2018	87%	100%	**100%**	100%	100%	100%	*	100%	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	62%	81%	**81%**	62%	85%	87%	-	85%	-	*	*	100%	84%	71%	76%	78%
	2018	59%	87%	**87%**	88%	82%	90%	*	86%	-	*	*	-	87%	85%	90%	58%
At Masters Grade Level	2019	25%	36%	**36%**	24%	30%	43%	-	44%	-	*	*	60%	42%	14%	17%	28%
	2018	24%	38%	**38%**	22%	36%	50%	*	33%	-	*	*	-	39%	35%	35%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	92%	**93%**	86%	93%	96%	100%	98%	-	97%	41%	93%	93%	94%	89%	91%
	2018	77%	93%	**93%**	88%	95%	93%	100%	93%	-	97%	33%	100%	94%	90%	89%	89%
At Meets Grade Level or Above	2019	50%	68%	**72%**	61%	69%	75%	67%	82%	-	76%	24%	79%	74%	64%	61%	66%
	2018	48%	68%	**67%**	56%	65%	71%	80%	73%	-	79%	14%	78%	70%	59%	58%	53%
At Masters Grade Level	2019	24%	40%	**40%**	30%	36%	43%	33%	45%	-	53%	10%	56%	43%	30%	26%	31%
	2018	22%	38%	**37%**	26%	35%	43%	20%	39%	-	56%	5%	52%	39%	31%	28%	24%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	**94%**	88%	92%	95%	*	99%	-	100%	50%	87%	93%	96%	89%	91%
	2018	74%	94%	**93%**	90%	93%	95%	*	94%	-	92%	46%	100%	95%	89%	88%	86%
At Meets Grade Level or Above	2019	48%	69%	**71%**	63%	68%	75%	*	75%	-	93%	22%	67%	74%	64%	61%	67%
	2018	46%	71%	**69%**	65%	64%	73%	*	71%	-	77%	23%	89%	72%	61%	58%	53%
At Masters Grade Level	2019	21%	44%	**43%**	37%	39%	46%	*	44%	-	60%	22%	60%	46%	33%	32%	35%
	2018	19%	45%	**42%**	34%	44%	48%	*	33%	-	62%	8%	56%	44%	35%	31%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	92%	**92%**	85%	92%	94%	*	99%	-	93%	33%	93%	93%	92%	87%	91%
	2018	81%	92%	**93%**	88%	96%	93%	*	96%	-	100%	33%	100%	93%	93%	92%	94%
At Meets Grade Level or Above	2019	52%	66%	**68%**	57%	61%	72%	*	85%	-	60%	22%	79%	70%	62%	57%	63%
	2018	50%	65%	**64%**	42%	68%	67%	*	81%	-	82%	11%	67%	67%	55%	54%	60%
At Masters Grade Level	2019	26%	38%	**34%**	25%	31%	34%	*	48%	-	47%	0%	50%	36%	27%	22%	31%
	2018	24%	35%	**35%**	23%	29%	39%	*	51%	-	55%	0%	56%	37%	30%	26%	31%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	90%	**94%**	90%	100%	94%	*	94%	-	100%	38%	*	94%	96%	89%	88%
	2018	66%	89%	**89%**	81%	96%	89%	-	89%	-	*	*	100%	89%	87%	80%	83%
At Meets Grade Level or Above	2019	38%	66%	**78%**	70%	79%	78%	*	94%	-	67%	25%	*	79%	73%	57%	69%
	2018	41%	69%	**64%**	53%	67%	70%	-	59%	-	*	*	80%	70%	53%	52%	48%
At Masters Grade Level	2019	14%	35%	**48%**	35%	48%	59%	*	38%	-	50%	13%	*	51%	40%	26%	25%
	2018	13%	33%	**31%**	22%	30%	36%	-	30%	-	*	*	40%	34%	23%	20%	17%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	94%	**98%**	90%	100%	100%	-	100%	-	*	*	100%	97%	100%	97%	100%
	2018	80%	95%	**97%**	97%	96%	98%	*	95%	-	*	*	-	98%	91%	94%	92%
At Meets Grade Level or Above	2019	54%	70%	**81%**	62%	85%	87%	-	85%	-	*	*	100%	84%	71%	76%	78%
	2018	51%	73%	**84%**	85%	78%	86%	*	82%	-	*	*	-	85%	77%	85%	54%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	25%	35%	**36%**	24%	30%	43%	-	44%	-	*	*	60%	42%	14%	17%	28%
	2018	23%	32%	**37%**	21%	35%	47%	*	32%	-	*	*	-	38%	32%	33%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	**90%**	69%	88%	100%	-	93%	-	*	*	100%	90%	89%	82%	88%
	2018	78%	89%	**89%**	84%	91%	90%	*	86%	-	*	*	-	90%	82%	84%	92%
At Meets Grade Level or Above	2019	55%	70%	**70%**	52%	69%	74%	-	81%	-	*	*	80%	73%	57%	64%	59%
	2018	53%	58%	**58%**	47%	45%	65%	*	68%	-	*	*	-	59%	55%	47%	31%
At Masters Grade Level	2019	33%	42%	**42%**	28%	38%	48%	-	48%	-	*	*	40%	45%	32%	29%	24%
	2018	31%	35%	**35%**	22%	32%	41%	*	41%	-	*	*	-	36%	27%	22%	15%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	48	**48**	51	41	44	-	57	-	63	25	50	43	61	44	48
	2018	47	58	**58**	55	70	60	*	35	-	70	25	*	61	53	62	50
Grade 6 Mathematics	2019	54	60	**60**	55	56	62	-	64	-	63	50	50	64	47	49	60
	2018	56	61	**61**	56	59	58	*	85	-	50	32	*	59	66	60	84
Grade 7 ELA/Reading	2019	77	85	**85**	85	84	85	*	91	-	100	88	*	87	82	84	91
	2018	76	82	**82**	82	73	82	-	87	-	*	*	80	83	79	74	77
Grade 7 Mathematics	2019	62	73	**73**	73	77	68	*	81	-	75	56	*	75	68	64	69
	2018	67	77	**77**	77	82	72	-	82	-	*	*	100	79	72	80	80
Grade 8 ELA/Reading	2019	77	80	**80**	75	79	85	-	76	-	*	*	*	80	80	77	82
	2018	79	79	**79**	81	91	75	*	71	-	*	*	-	78	83	78	77
Grade 8 Mathematics	2019	82	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-
	2018	81	88	**88**	*	*	*	-	*	-	-	*	-	83	*	*	*
End of Course Algebra I	2019	75	82	**82**	62	89	83	-	94	-	*	*	*	83	81	74	85
	2018	72	85	**85**	80	80	86	*	91	-	*	*	-	87	68	71	73
All Grades Both Subjects	2019	69	72	**70**	66	70	71	*	75	-	75	53	79	71	68	64	71
	2018	69	74	**73**	71	74	72	81	77	-	75	44	83	74	69	71	75
All Grades ELA/Reading	2019	68	73	**70**	70	67	71	*	72	-	80	56	81	69	73	68	72
	2018	69	73	**72**	71	77	72	*	68	-	77	42	67	74	68	71	69
All Grades Mathematics	2019	70	72	**70**	63	73	70	*	78	-	70	50	77	73	63	61	71
	2018	70	75	**74**	70	72	72	*	85	-	73	44	100	75	69	71	80

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	53%	**59%**	38%	83%	50%	-	*	-	*	13%	50%	70%
	2018	38%	55%	**50%**	*	*	69%	-	*	-	-	*	*	*
Mathematics	2019	45%	50%	**38%**	22%	*	60%	-	-	-	-	0%	*	*
	2018	47%	60%	**50%**	53%	*	*	-	*	-	-	*	56%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	*	*	*	*	*	-	-	-	-	*	-	*
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	*	*	-	*	*	-	-	-	-	*	-	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	94%	**94%**	86%	96%	94%	-	100%	-	*	*	89%	100%
Students Requiring Accelerated Instruction														
	2019	22%	6%	**6%**	14%	4%	6%	-	0%	-	*	*	11%	0%
STAAR Cumulative Met Standard														
	2019	85%	96%	**96%**	86%	100%	98%	-	100%	-	*	*	89%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	*	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	*	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	75%	**75%**	*	-	*	-	*	-	-	*	*	-
Students Requiring Accelerated Instruction														
	2019	18%	25%	**25%**	*	-	*	-	*	-	-	*	*	-
STAAR Cumulative Met Standard														
	2019	88%	75%	**75%**	*	-	*	-	*	-	-	*	*	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 504
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	92%	**93%**	-	-	-	-	-	86%	-	86%	83%	86%	86%
	2018	77%	93%	**93%**	-	-	-	-	-	73%	-	73%	82%	73%	75%
At Meets Grade Level or Above	2019	50%	68%	**72%**	-	-	-	-	-	53%	-	53%	67%	53%	54%
	2018	48%	68%	**67%**	-	-	-	-	-	35%	-	35%	53%	35%	40%
At Masters Grade Level	2019	24%	40%	**40%**	-	-	-	-	-	11%	-	11%	67%	11%	16%
	2018	22%	38%	**37%**	-	-	-	-	-	18%	-	18%	24%	18%	19%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	**94%**	-	-	-	-	-	82%	-	82%	*	82%	83%
	2018	74%	94%	**93%**	-	-	-	-	-	57%	-	57%	80%	57%	63%
At Meets Grade Level or Above	2019	48%	69%	**71%**	-	-	-	-	-	45%	-	45%	*	45%	50%
	2018	46%	71%	**69%**	-	-	-	-	-	21%	-	21%	60%	21%	32%
At Masters Grade Level	2019	21%	44%	**43%**	-	-	-	-	-	5%	-	5%	*	5%	13%
	2018	19%	45%	**42%**	-	-	-	-	-	14%	-	14%	20%	14%	16%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	92%	**92%**	-	-	-	-	-	91%	-	91%	*	91%	88%
	2018	81%	92%	**93%**	-	-	-	-	-	93%	-	93%	83%	93%	90%
At Meets Grade Level or Above	2019	52%	66%	**68%**	-	-	-	-	-	55%	-	55%	*	55%	54%
	2018	50%	65%	**64%**	-	-	-	-	-	53%	-	53%	50%	53%	52%
At Masters Grade Level	2019	26%	38%	**34%**	-	-	-	-	-	18%	-	18%	*	18%	21%
	2018	24%	35%	**35%**	-	-	-	-	-	27%	-	27%	33%	27%	29%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	90%	**94%**	-	-	-	-	-	71%	-	71%	*	71%	78%
	2018	66%	89%	**89%**	-	-	-	-	-	71%	-	71%	*	71%	67%
At Meets Grade Level or Above	2019	38%	66%	**78%**	-	-	-	-	-	57%	-	57%	*	57%	56%
	2018	41%	69%	**64%**	-	-	-	-	-	14%	-	14%	*	14%	22%
At Masters Grade Level	2019	14%	35%	**48%**	-	-	-	-	-	0%	-	0%	*	0%	11%
	2018	13%	33%	**31%**	-	-	-	-	-	0%	-	0%	*	0%	11%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	94%	**98%**	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	80%	95%	**97%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	54%	70%	**81%**	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	51%	73%	**84%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	25%	35%	**36%**	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	23%	32%	**37%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	**90%**	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	78%	89%	**89%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	55%	70%	**70%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	53%	58%	**58%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	33%	42%	**42%**	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	31%	35%	**35%**	-	-	-	-	-	*	-	*	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	72%	**70%**	-	-	-	-	-	73%	-	73%	*	73%	73%
	2018	69%	74%	**73%**	-	-	-	-	-	76%	-	76%	64%	76%	73%
All Grades ELA/Reading	2019	68%	73%	**70%**	-	-	-	-	-	67%	-	67%	*	67%	70%
	2018	69%	73%	**72%**	-	-	-	-	-	64%	-	64%	60%	64%	63%
All Grades Mathematics	2019	70%	72%	**70%**	-	-	-	-	-	80%	-	80%	*	80%	77%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	75%	**74%**	-	-	-	-	-	87%	-	87%	67%	87%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	53%	**59%**	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	38%	55%	**50%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	50%	**38%**	-	-	-	-	-	*	-	*	*	*	*
	2018	47%	60%	**50%**	-	-	-	-	-	*	-	*	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	99%	**99%**	99%	99%	100%	100%	100%	-	90%	100%	99%	100%
Not Included in Accountability													
Mobile	4%	1%	**1%**	1%	1%	0%	0%	0%	-	10%	0%	1%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	98%	**99%**	99%	100%	99%	100%	99%	-	100%	100%	99%	100%
Not Included in Accountability													
Mobile	4%	2%	**1%**	1%	0%	1%	0%	1%	-	0%	0%	1%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	97.4%	**97.8%**	98.0%	97.3%	97.4%	*	98.6%	-	98.6%	96.4%	97.8%	97.5%
2017-18	95.4%	97.3%	**97.7%**	98.1%	97.5%	97.3%	*	98.7%	-	97.7%	97.5%	97.8%	98.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	**0.3%**	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	1.9%	0.0%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	-	355,615
By Ethnicity:				
African American	-	-	-	43,953
Hispanic	-	-	-	180,673
White	-	-	-	105,577
American Indian	-	-	-	1,293
Asian	-	-	-	16,564
Pacific Islander	-	-	-	537
Two or More Races	-	-	-	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	-	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	1,090
Foundation H.S. Program (No Endorsement)	-	-	-	51,579
Foundation H.S. Program (Endorsement)	-	-	-	15,160
Foundation H.S. Program (DLA)	-	-	-	285,538
Special Education Graduates	-	-	-	27,598
Economically Disadvantaged Graduates	-	-	-	186,364
LEP Graduates	-	-	-	25,189
At-Risk Graduates	-	-	-	146,432

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	-	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	-	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	-	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.5%	**37.5%**	*	*	*	-	-	-	-	*	*	*
2017-18	43.4%	33.3%	**33.3%**	*	*	*	-	40.0%	-	*	-	80.0%	-
English Language Arts													
2018-19	17.8%	0.0%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	17.3%	0.0%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Mathematics													
2018-19	20.4%	0.0%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	20.7%	0.0%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Science													
2018-19	21.7%	37.5%	**37.5%**	*	*	*	-	-	-	-	*	*	*
2017-18	21.2%	33.3%	**33.3%**	*	*	*	-	40.0%	-	*	-	80.0%	-
Social Studies													
2018-19	23.6%	0.0%	**0.0%**	*	*	*	-	-	-	-	*	*	*
2017-18	22.8%	0.0%	**0.0%**	*	*	*	-	0.0%	-	*	-	0.0%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	-	**-**	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	504	100.0%	1,561	5,479,173	504	100.0%	1,561	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	11.5%	7.0%	0	0.0%	11.5%	7.0%
Grade 1	0	0.0%	11.3%	7.1%	0	0.0%	11.3%	7.1%
Grade 2	0	0.0%	11.2%	7.1%	0	0.0%	11.2%	7.1%
Grade 3	0	0.0%	11.2%	7.1%	0	0.0%	11.2%	7.1%
Grade 4	0	0.0%	11.3%	7.3%	0	0.0%	11.3%	7.3%
Grade 5	0	0.0%	11.3%	7.6%	0	0.0%	11.3%	7.6%
Grade 6	184	36.5%	11.8%	7.7%	184	36.5%	11.8%	7.7%
Grade 7	172	34.1%	11.0%	7.7%	172	34.1%	11.0%	7.7%
Grade 8	148	29.4%	9.5%	7.5%	148	29.4%	9.5%	7.5%
Grade 9	0	0.0%	0.0%	8.2%	0	0.0%	0.0%	8.2%
Grade 10	0	0.0%	0.0%	7.4%	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%	0	0.0%	0.0%	6.4%
Ethnic Distribution:								
African American	119	23.6%	21.7%	12.6%	119	23.6%	21.7%	12.6%
Hispanic	99	19.6%	20.8%	52.8%	99	19.6%	20.8%	52.8%
White	189	37.5%	39.2%	27.0%	189	37.5%	39.2%	27.0%
American Indian	3	0.6%	0.2%	0.4%	3	0.6%	0.2%	0.4%
Asian	68	13.5%	11.9%	4.6%	68	13.5%	11.9%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	25	5.0%	6.1%	2.5%	25	5.0%	6.1%	2.5%
Sex:								
Female	273	54.2%	51.7%	48.8%	273	54.2%	51.7%	48.8%
Male	231	45.8%	48.3%	51.2%	231	45.8%	48.3%	51.2%
Economically Disadvantaged	99	19.6%	20.2%	60.3%	99	19.6%	20.2%	60.2%
Non-Educationally Disadvantaged	405	80.4%	79.8%	39.7%	405	80.4%	79.8%	39.8%
Section 504 Students	50	9.9%	7.6%	6.9%	50	9.9%	7.6%	6.9%
English Learners (EL)	19	3.8%	6.1%	20.3%	19	3.8%	6.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.0%	1.5%				
Students w/ Dyslexia	8	1.6%	1.5%	4.1%	8	1.6%	1.5%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	6.1%	65.1%	0	0.0%	6.1%	65.1%
Military Connected	9	1.8%	1.5%	1.9%	9	1.8%	1.5%	1.9%
At-Risk	89	17.7%	25.4%	50.6%	89	17.7%	25.4%	50.5%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	17	3.4%	6.0%	20.6%	17	3.4%	6.0%	20.6%
Career & Technical Education	42	8.3%	2.7%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	0.0%	50.8%	0	-	-	50.8%
Gifted & Talented Education	0	0.0%	0.0%	8.1%	0	0.0%	0.0%	8.1%
Special Education	17	3.4%	3.3%	10.5%	17	3.4%	3.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	17							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	76.5%	46.2%	42.4%				
Students with Physical Disabilities	*	*	32.7%	21.4%				
Students with Autism	*	*	11.5%	13.8%				
Students with Behavioral Disabilities	0	0.0%	9.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	24	4.7%	5.1%	15.3%				
By Ethnicity:								
African American	6	1.2%						
Hispanic	7	1.4%						
White	6	1.2%						
American Indian	0	0.0%						
Asian	2	0.4%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	38	11.0%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	3.5%	1.6%	-	28.6%	5.5%
Grade 1	-	0.6%	2.9%	-	10.0%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.6%	0.9%	-	0.0%	0.8%
Grade 4	-	2.5%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.6%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	0.0%	0.0%	7.8%	0.0%	0.0%	13.1%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	22.0	18.9
Grade 2	-	21.8	18.8
Grade 3	-	21.8	19.0
Grade 4	-	22.0	19.2
Grade 5	-	21.8	20.9
Grade 6	22.1	22.1	20.4
Secondary:			
English/Language Arts	22.4	22.4	16.4
Foreign Languages	20.8	20.8	18.7
Mathematics	17.5	17.5	17.8
Science	21.6	21.6	18.8
Social Studies	21.3	21.3	19.3

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	36.9	100.0%	100.0%	100.0%
Professional Staff:	33.0	89.3%	76.2%	63.7%
Teachers	29.0	78.5%	61.6%	49.4%
Professional Support	2.0	5.4%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	5.4%	4.0%	3.0%
Educational Aides:	3.9	10.7%	7.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	2.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	5.0	13.5%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	3.4%	4.3%	10.8%
Hispanic	3.0	10.3%	10.8%	28.1%
White	25.0	86.2%	82.6%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	13.8%	10.8%	23.8%
Females	25.0	86.2%	89.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	19.0	65.5%	70.2%	73.4%
Masters	10.0	34.5%	27.6%	24.5%
Doctorate	0.0	0.0%	2.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.1%	7.4%
1-5 Years Experience	8.0	27.6%	17.3%	27.9%
6-10 Years Experience	4.0	13.8%	21.7%	19.4%
11-20 Years Experience	14.0	48.3%	46.6%	29.4%
Over 20 Years Experience	3.0	10.3%	13.2%	15.9%
Number of Students per Teacher	17.4	n/a	16.9	15.1

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.0	6.2
Average Years Experience of Principals with District	1.0	3.0	5.3
Average Years Experience of Assistant Principals	2.0	4.3	5.3
Average Years Experience of Assistant Principals with District	1.0	2.0	4.7
Average Years Experience of Teachers:	11.9	13.2	11.1
Average Years Experience of Teachers with District:	3.5	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,450	$49,868
1-5 Years Experience	$49,686	$49,781	$52,823
6-10 Years Experience	$53,417	$53,442	$55,756
11-20 Years Experience	$59,840	$59,930	$59,308
Over 20 Years Experience	$64,406	$67,072	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,625	$57,584	$57,091
Professional Support	$56,299	$63,412	$67,352
Campus Administration (School Leadership)	$72,460	$71,565	$82,512
Instructional Staff Percent:	n/a	70.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
Campus Number: 220802040

Total Students: 504
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.3	1.2%	0.4%	5.0%
Compensatory Education	0.0	0.0%	4.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	26.1	90.0%	90.1%	70.9%
Special Education	0.6	2.0%	2.6%	9.3%
Other	2.0	6.8%	2.1%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

Campus Name: **ARLINGTON CLASSICS ACADEMY - ARKAN**

Campus Number: **220802101**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This school is a Charter School.

This page is intentionally blank.

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

There is no data for this campus.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 531
Grade Span: KG - 02
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	99%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	1%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	98%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	2%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	97.4%	**97.2%**	97.0%	97.1%	97.1%	-	98.3%	-	97.3%	94.4%	97.2%	97.8%
2017-18	95.4%	97.3%	**96.9%**	97.3%	96.9%	96.6%	-	97.2%	-	96.7%	96.2%	96.5%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	-	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	-	355,615
By Ethnicity:				
African American	-	-	-	43,953
Hispanic	-	-	-	180,673
White	-	-	-	105,577
American Indian	-	-	-	1,293
Asian	-	-	-	16,564
Pacific Islander	-	-	-	537
Two or More Races	-	-	-	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	-	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	1,090
Foundation H.S. Program (No Endorsement)	-	-	-	51,579
Foundation H.S. Program (Endorsement)	-	-	-	15,160
Foundation H.S. Program (DLA)	-	-	-	285,538
Special Education Graduates	-	-	-	27,598
Economically Disadvantaged Graduates	-	-	-	186,364
LEP Graduates	-	-	-	25,189
At-Risk Graduates	-	-	-	146,432

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	-	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	-	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	-	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.3%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	530	100.0%	1,561	5,479,173	530	100.0%	1,561	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	179	33.8%	11.5%	7.0%	179	33.8%	11.5%	7.0%
Grade 1	176	33.2%	11.3%	7.1%	176	33.2%	11.3%	7.1%
Grade 2	175	33.0%	11.2%	7.1%	175	33.0%	11.2%	7.1%
Grade 3	0	0.0%	11.2%	7.1%	0	0.0%	11.2%	7.1%
Grade 4	0	0.0%	11.3%	7.3%	0	0.0%	11.3%	7.3%
Grade 5	0	0.0%	11.3%	7.6%	0	0.0%	11.3%	7.6%
Grade 6	0	0.0%	11.8%	7.7%	0	0.0%	11.8%	7.7%
Grade 7	0	0.0%	11.0%	7.7%	0	0.0%	11.0%	7.7%
Grade 8	0	0.0%	9.5%	7.5%	0	0.0%	9.5%	7.5%
Grade 9	0	0.0%	0.0%	8.2%	0	0.0%	0.0%	8.2%
Grade 10	0	0.0%	0.0%	7.4%	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%	0	0.0%	0.0%	6.4%
Ethnic Distribution:								
African American	96	18.1%	21.7%	12.6%	96	18.1%	21.7%	12.6%
Hispanic	120	22.6%	20.8%	52.8%	120	22.6%	20.8%	52.8%
White	206	38.9%	39.2%	27.0%	206	38.9%	39.2%	27.0%
American Indian	0	0.0%	0.2%	0.4%	0	0.0%	0.2%	0.4%
Asian	63	11.9%	11.9%	4.6%	63	11.9%	11.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	45	8.5%	6.1%	2.5%	45	8.5%	6.1%	2.5%
Sex:								
Female	280	52.8%	51.7%	48.8%	280	52.8%	51.7%	48.8%
Male	250	47.2%	48.3%	51.2%	250	47.2%	48.3%	51.2%
Economically Disadvantaged	111	20.9%	20.2%	60.3%	111	20.9%	20.2%	60.2%
Non-Educationally Disadvantaged	419	79.1%	79.8%	39.7%	419	79.1%	79.8%	39.8%
Section 504 Students	19	3.6%	7.6%	6.9%	19	3.6%	7.6%	6.9%
English Learners (EL)	37	7.0%	6.1%	20.3%	37	7.0%	6.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.0%	1.5%				
Students w/ Dyslexia	5	0.9%	1.5%	4.1%	5	0.9%	1.5%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	49	9.2%	6.1%	65.1%	49	9.2%	6.1%	65.1%
Military Connected	7	1.3%	1.5%	1.9%	7	1.3%	1.5%	1.9%
At-Risk	173	32.6%	25.4%	50.6%	173	32.6%	25.4%	50.5%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	37	7.0%	6.0%	20.6%	37	7.0%	6.0%	20.6%
Career & Technical Education	0	0.0%	2.7%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	0.0%	50.8%	0	-	-	50.8%
Gifted & Talented Education	0	0.0%	0.0%	8.1%	0	0.0%	0.0%	8.1%
Special Education	17	3.2%	3.3%	10.5%	17	3.2%	3.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	17							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	46.2%	42.4%				
Students with Physical Disabilities	9	52.9%	32.7%	21.4%				
Students with Autism	*	*	11.5%	13.8%				
Students with Behavioral Disabilities	*	*	9.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	20	5.5%	5.1%	15.3%				
By Ethnicity:								
African American	8	2.2%						
Hispanic	7	1.9%						
White	2	0.6%						
American Indian	0	0.0%						
Asian	1	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	32	9.0%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.5%	3.5%	1.6%	28.6%	28.6%	5.5%
Grade 1	0.6%	0.6%	2.9%	10.0%	10.0%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	0.6%	0.9%	-	0.0%	0.8%
Grade 4	-	2.5%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	0.0%	7.8%	-	0.0%	13.1%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.9	19.9	19.0
Grade 1	22.0	22.0	18.9
Grade 2	21.8	21.8	18.8
Grade 3	-	21.8	19.0
Grade 4	-	22.0	19.2
Grade 5	-	21.8	20.9
Grade 6	-	22.1	20.4
Secondary:			
English/Language Arts	-	22.4	16.4
Foreign Languages	-	20.8	18.7
Mathematics	-	17.5	17.8
Science	-	21.6	18.8
Social Studies	-	21.3	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	39.0	100.0%	100.0%	100.0%
Professional Staff:	36.0	92.3%	76.2%	63.7%
Teachers	32.5	83.3%	61.6%	49.4%
Professional Support	1.5	3.9%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	5.1%	4.0%	3.0%
Educational Aides:	3.0	7.7%	7.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	2.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	7.0	18.0%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	4.3%	10.8%
Hispanic	5.0	15.4%	10.8%	28.1%
White	26.5	81.5%	82.6%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	3.1%	1.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	3.1%	10.8%	23.8%
Females	31.5	96.9%	89.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	26.0	80.1%	70.2%	73.4%
Masters	5.5	16.8%	27.6%	24.5%
Doctorate	1.0	3.1%	2.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	1.1%	7.4%
1-5 Years Experience	5.0	15.4%	17.3%	27.9%
6-10 Years Experience	11.0	33.9%	21.7%	19.4%
11-20 Years Experience	11.0	33.9%	46.6%	29.4%
Over 20 Years Experience	4.5	13.7%	13.2%	15.9%
Number of Students per Teacher	16.3	n/a	16.9	15.1

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	3.0	6.2
Average Years Experience of Principals with District	4.0	3.0	5.3
Average Years Experience of Assistant Principals	10.0	4.3	5.3
Average Years Experience of Assistant Principals with District	4.0	2.0	4.7
Average Years Experience of Teachers:	12.2	13.2	11.1
Average Years Experience of Teachers with District:	6.1	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,450	$48,450	$49,868
1-5 Years Experience	$49,670	$49,781	$52,823
6-10 Years Experience	$53,382	$53,442	$55,756
11-20 Years Experience	$59,584	$59,930	$59,308
Over 20 Years Experience	$69,232	$67,072	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,937	$57,584	$57,091
Professional Support	$59,691	$63,412	$67,352
Campus Administration (School Leadership)	$73,610	$71,565	$82,512
Instructional Staff Percent:	n/a	70.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY - ARKAN
Campus Number: 220802101

Total Students: 530
Grade Span: KG - 02
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	0.4%	5.0%
Compensatory Education	2.5	7.6%	4.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	29.0	89.3%	90.1%	70.9%
Special Education	1.0	3.1%	2.6%	9.3%
Other	0.0	0.0%	2.1%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

Campus Name: **ARLINGTON CLASSICS ACADEMY -INTERM**

Campus Number: **220802102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This school is a Charter School.

This page is intentionally blank.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	93%	**93%**	88%	95%	96%	-	82%	-	93%	*	100%	95%	84%	84%	83%
	2018	77%	91%	**91%**	93%	88%	92%	-	90%	*	86%	60%	*	92%	85%	91%	77%
At Meets Grade Level or Above	2019	45%	62%	**62%**	48%	49%	74%	-	73%	-	50%	*	80%	63%	56%	39%	44%
	2018	43%	64%	**64%**	54%	54%	68%	-	75%	*	86%	60%	*	64%	65%	56%	54%
At Masters Grade Level	2019	27%	44%	**44%**	36%	35%	52%	-	55%	-	29%	*	40%	44%	44%	26%	28%
	2018	25%	47%	**47%**	34%	33%	53%	-	60%	*	57%	40%	*	48%	42%	44%	38%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	95%	**95%**	85%	97%	97%	-	91%	-	100%	*	80%	97%	84%	89%	78%
	2018	78%	89%	**89%**	86%	88%	91%	-	86%	*	100%	60%	*	89%	89%	88%	85%
At Meets Grade Level or Above	2019	49%	70%	**70%**	55%	68%	77%	-	91%	-	57%	*	80%	71%	64%	55%	67%
	2018	47%	60%	**60%**	48%	46%	65%	-	76%	*	71%	20%	*	61%	56%	53%	54%
At Masters Grade Level	2019	25%	43%	**43%**	30%	35%	51%	-	64%	-	36%	*	40%	43%	44%	34%	39%
	2018	23%	26%	**26%**	14%	8%	28%	-	57%	*	43%	0%	*	29%	15%	21%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	88%	**88%**	78%	83%	93%	-	90%	*	100%	60%	*	90%	83%	81%	69%
	2018	73%	93%	**93%**	95%	90%	96%	*	83%	*	100%	*	*	94%	92%	97%	91%
At Meets Grade Level or Above	2019	44%	61%	**61%**	51%	55%	61%	-	81%	*	75%	30%	*	60%	64%	50%	63%
	2018	46%	75%	**75%**	63%	67%	84%	*	67%	*	90%	*	*	76%	71%	61%	45%
At Masters Grade Level	2019	22%	38%	**38%**	32%	28%	42%	-	57%	*	13%	10%	*	40%	32%	31%	44%
	2018	24%	43%	**43%**	43%	40%	54%	*	28%	*	20%	*	*	44%	40%	42%	27%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	**80%**	78%	72%	82%	-	90%	*	75%	50%	*	82%	77%	75%	75%
	2018	78%	89%	**89%**	85%	83%	97%	*	89%	*	70%	*	*	89%	91%	90%	91%
At Meets Grade Level or Above	2019	48%	52%	**52%**	44%	38%	57%	-	67%	*	63%	30%	*	54%	49%	47%	44%
	2018	49%	67%	**67%**	58%	63%	74%	*	72%	*	60%	*	*	68%	66%	61%	64%
At Masters Grade Level	2019	28%	35%	**35%**	20%	28%	39%	-	62%	*	38%	20%	*	37%	32%	31%	44%
	2018	27%	39%	**39%**	28%	47%	44%	*	44%	*	20%	*	*	41%	34%	29%	36%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	87%	**87%**	78%	83%	92%	-	90%	*	88%	60%	*	88%	83%	84%	75%
	2018	63%	90%	**90%**	90%	83%	94%	*	89%	*	90%	*	*	91%	87%	94%	73%
At Meets Grade Level or Above	2019	35%	56%	**56%**	49%	52%	59%	-	62%	*	63%	30%	*	60%	47%	44%	38%
	2018	39%	72%	**72%**	79%	57%	74%	*	78%	*	70%	*	*	71%	75%	68%	73%
At Masters Grade Level	2019	11%	23%	**23%**	20%	21%	21%	-	38%	*	38%	10%	*	24%	21%	22%	25%
	2018	11%	34%	**34%**	33%	23%	43%	*	33%	*	20%	*	*	38%	27%	32%	18%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	98%	**98%**	100%	94%	99%	*	100%	*	100%	67%	*	99%	96%	100%	91%
	2018	84%	98%	**98%**	100%	96%	97%	-	100%	-	100%	*	*	98%	98%	100%	93%
At Meets Grade Level or Above	2019	54%	80%	**80%**	74%	73%	91%	*	80%	*	60%	17%	*	80%	82%	75%	64%
	2018	54%	79%	**79%**	67%	75%	83%	-	82%	-	100%	*	*	80%	76%	71%	87%
At Masters Grade Level	2019	29%	52%	**52%**	50%	45%	61%	*	55%	*	20%	0%	*	50%	57%	44%	36%
	2018	26%	52%	**52%**	56%	39%	50%	-	50%	-	100%	*	*	51%	55%	61%	53%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	**98%**	100%	94%	100%	*	100%	*	90%	67%	*	99%	96%	100%	100%
	2018	91%	97%	**97%**	97%	93%	97%	-	100%	-	100%	*	*	97%	98%	96%	93%
At Meets Grade Level or Above	2019	58%	69%	**69%**	58%	55%	77%	*	90%	*	70%	17%	*	70%	67%	53%	64%
	2018	58%	71%	**71%**	71%	48%	72%	-	86%	-	78%	*	*	72%	67%	61%	79%
At Masters Grade Level	2019	36%	47%	**47%**	32%	36%	54%	*	70%	*	50%	17%	*	49%	43%	33%	36%
	2018	30%	40%	**40%**	40%	22%	39%	-	61%	-	44%	*	*	40%	43%	39%	57%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	91%	**91%**	84%	82%	96%	*	100%	*	90%	17%	*	90%	92%	89%	91%
	2018	76%	93%	**93%**	92%	89%	92%	-	100%	-	100%	*	*	93%	95%	93%	93%
At Meets Grade Level or Above	2019	49%	60%	**60%**	42%	52%	75%	*	60%	*	50%	17%	*	63%	55%	42%	45%
	2018	41%	64%	**64%**	47%	46%	70%	-	79%	-	100%	*	*	66%	60%	54%	67%
At Masters Grade Level	2019	24%	34%	**34%**	18%	18%	45%	*	45%	*	50%	17%	*	40%	20%	19%	36%
	2018	17%	29%	**29%**	25%	25%	33%	-	29%	-	33%	*	*	29%	29%	21%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2018	77%	90%	*	*	-	-	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2018	44%	61%	*	*	-	-	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2018	18%	23%	*	*	-	-	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	92%	**91%**	86%	88%	94%	*	94%	100%	93%	59%	96%	92%	87%	88%	81%
	2018	77%	93%	**93%**	92%	89%	94%	*	93%	80%	93%	48%	100%	93%	92%	93%	87%
At Meets Grade Level or Above	2019	50%	68%	**64%**	52%	55%	71%	*	74%	67%	60%	30%	64%	65%	61%	51%	53%
	2018	48%	68%	**69%**	61%	57%	74%	*	78%	60%	82%	29%	68%	69%	68%	60%	66%
At Masters Grade Level	2019	24%	40%	**40%**	29%	31%	45%	*	55%	50%	34%	17%	32%	41%	36%	30%	36%
	2018	22%	38%	**39%**	34%	30%	43%	*	46%	40%	41%	23%	32%	40%	36%	36%	34%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	**93%**	88%	91%	96%	*	92%	*	97%	68%	100%	94%	88%	89%	80%
	2018	74%	94%	**94%**	96%	91%	95%	*	92%	*	96%	50%	100%	95%	93%	96%	87%
At Meets Grade Level or Above	2019	48%	69%	**68%**	58%	59%	75%	*	79%	*	59%	32%	73%	67%	69%	55%	56%
	2018	46%	71%	**72%**	61%	66%	78%	*	76%	*	92%	42%	60%	73%	72%	62%	64%
At Masters Grade Level	2019	21%	44%	**45%**	39%	36%	51%	*	56%	*	22%	16%	27%	45%	45%	34%	36%
	2018	19%	45%	**47%**	44%	38%	52%	*	47%	*	58%	33%	30%	48%	46%	48%	41%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	92%	**91%**	88%	89%	93%	*	94%	*	91%	63%	91%	93%	86%	89%	82%
	2018	81%	92%	**92%**	89%	88%	95%	*	93%	*	88%	50%	100%	91%	93%	91%	89%
At Meets Grade Level or Above	2019	52%	66%	**64%**	52%	55%	70%	*	81%	*	63%	32%	64%	65%	60%	52%	58%
	2018	50%	65%	**66%**	58%	53%	70%	*	79%	*	69%	25%	80%	66%	64%	58%	66%
At Masters Grade Level	2019	26%	38%	**42%**	27%	33%	48%	*	65%	*	41%	21%	45%	43%	39%	33%	40%
	2018	24%	35%	**35%**	26%	27%	37%	*	55%	*	35%	17%	30%	36%	33%	29%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	90%	**87%**	78%	83%	92%	-	90%	*	88%	60%	*	88%	83%	84%	75%
	2018	66%	89%	**90%**	90%	83%	94%	*	89%	*	90%	*	*	91%	87%	94%	73%
At Meets Grade Level or Above	2019	38%	66%	**56%**	49%	52%	59%	-	62%	*	63%	30%	*	60%	47%	44%	38%
	2018	41%	69%	**72%**	79%	57%	74%	*	78%	*	70%	*	*	71%	75%	68%	73%
At Masters Grade Level	2019	14%	35%	**23%**	20%	21%	21%	-	38%	*	38%	10%	*	24%	21%	22%	25%
	2018	13%	33%	**34%**	33%	23%	43%	*	33%	*	20%	*	*	38%	27%	32%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	94%	**91%**	84%	82%	96%	*	100%	*	90%	17%	*	90%	92%	89%	91%
	2018	80%	95%	**93%**	92%	89%	92%	-	100%	-	100%	*	*	93%	95%	93%	93%
At Meets Grade Level or Above	2019	54%	70%	**60%**	42%	52%	75%	*	60%	*	50%	17%	*	63%	55%	42%	45%
	2018	51%	73%	**64%**	47%	46%	70%	-	79%	-	100%	*	*	66%	60%	54%	67%
At Masters Grade Level	2019	25%	35%	**34%**	18%	18%	45%	*	45%	*	50%	17%	*	40%	20%	19%	36%
	2018	23%	32%	**29%**	25%	25%	33%	-	29%	-	33%	*	*	29%	29%	21%	13%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**69**	65	61	72	-	86	*	38	70	*	69	69	66	69
	2018	63	65	**65**	65	64	71	*	53	-	50	*	*	66	63	61	68
Grade 4 Mathematics	2019	65	64	**64**	65	57	63	-	79	*	56	70	*	62	71	68	75
	2018	65	71	**71**	67	78	76	*	72	-	35	*	*	71	73	63	95
Grade 5 ELA/Reading	2019	81	85	**85**	88	88	86	*	97	*	45	67	*	83	90	91	100
	2018	80	83	**83**	83	89	78	-	83	-	100	*	*	84	80	89	86
Grade 5 Mathematics	2019	83	83	**83**	78	74	86	*	94	*	85	83	*	86	76	79	73
	2018	81	82	**82**	91	74	80	-	81	-	83	*	*	81	83	89	79
Grade 6 Mathematics	2019	54	60	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	56	61	*	*	-	-	-	-	-	-	-	-	*	-	-	-
All Grades Both Subjects	2019	69	72	**75**	74	71	76	*	88	*	57	72	75	75	77	76	78
	2018	69	74	**75**	75	76	76	*	74	-	66	86	91	75	74	75	82
All Grades ELA/Reading	2019	68	73	**77**	76	75	79	*	91	*	42	69	80	76	80	79	81
	2018	69	73	**74**	74	76	75	*	71	-	74	100	81	75	71	74	78
All Grades Mathematics	2019	70	72	**74**	71	66	74	*	86	*	72	75	70	74	73	73	74
	2018	70	75	**76**	77	76	78	*	78	-	58	71	100	76	77	75	86

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	53%	**46%**	33%	38%	50%	-	60%	-	*	33%	33%	17%
	2018	38%	55%	**61%**	*	*	63%	-	*	-	*	*	*	*
Mathematics	2019	45%	50%	**56%**	69%	43%	43%	-	*	-	*	44%	40%	*
	2018	47%	60%	**69%**	70%	64%	78%	-	*	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	94%	**94%**	95%	88%	96%	*	95%	*	100%	33%	97%	80%
Students Requiring Accelerated Instruction	2019	22%	6%	**6%**	5%	12%	4%	*	5%	*	0%	67%	3%	20%
STAAR Cumulative Met Standard	2019	86%	98%	**98%**	100%	94%	99%	*	100%	*	100%	67%	100%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	*	*	*	*	*	-	-	-	-	*	-	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	94%	**94%**	89%	88%	97%	*	100%	*	90%	33%	92%	100%
Students Requiring Accelerated Instruction	2019	17%	6%	**6%**	11%	12%	3%	*	0%	*	10%	67%	8%	0%
STAAR Cumulative Met Standard	2019	90%	98%	**98%**	100%	94%	100%	*	100%	*	90%	67%	100%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	*	*	-	*	*	-	-	-	-	*	-	*

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 527
Grade Span: 03 - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	92%	**91%**	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	77%	93%	**93%**	-	-	-	-	-	77%	72%	100%	91%	77%	79%
At Meets Grade Level or Above	2019	50%	68%	**64%**	-	-	-	-	-	47%	47%	-	-	47%	47%
	2018	48%	68%	**69%**	-	-	-	-	-	57%	51%	88%	36%	57%	53%
At Masters Grade Level	2019	24%	40%	**40%**	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	22%	38%	**39%**	-	-	-	-	-	23%	21%	38%	9%	23%	21%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	**93%**	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	74%	94%	**94%**	-	-	-	-	-	79%	75%	*	*	79%	78%
At Meets Grade Level or Above	2019	48%	69%	**68%**	-	-	-	-	-	51%	51%	-	-	51%	51%
	2018	46%	71%	**72%**	-	-	-	-	-	58%	50%	*	*	58%	52%
At Masters Grade Level	2019	21%	44%	**45%**	-	-	-	-	-	29%	29%	-	-	29%	29%
	2018	19%	45%	**47%**	-	-	-	-	-	32%	31%	*	*	32%	26%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	92%	**91%**	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	81%	92%	**92%**	-	-	-	-	-	78%	75%	*	*	78%	82%
At Meets Grade Level or Above	2019	52%	66%	**64%**	-	-	-	-	-	54%	54%	-	-	54%	54%
	2018	50%	65%	**66%**	-	-	-	-	-	61%	56%	*	*	61%	55%
At Masters Grade Level	2019	26%	38%	**42%**	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	24%	35%	**35%**	-	-	-	-	-	28%	19%	*	*	28%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	90%	**87%**	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	66%	89%	**90%**	-	-	-	-	-	*	*	-	*	*	60%
At Meets Grade Level or Above	2019	38%	66%	**56%**	-	-	-	-	-	31%	31%	-	-	31%	31%
	2018	41%	69%	**72%**	-	-	-	-	-	*	*	-	*	*	60%
At Masters Grade Level	2019	14%	35%	**23%**	-	-	-	-	-	15%	15%	-	-	15%	15%
	2018	13%	33%	**34%**	-	-	-	-	-	*	*	-	*	*	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	94%	**91%**	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	80%	95%	**93%**	-	-	-	-	-	83%	*	*	*	83%	88%
At Meets Grade Level or Above	2019	54%	70%	**60%**	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	51%	73%	**64%**	-	-	-	-	-	50%	*	*	*	50%	50%
At Masters Grade Level	2019	25%	35%	**34%**	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	32%	**29%**	-	-	-	-	-	0%	*	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	72%	**75%**	-	-	-	-	-	76%	76%	-	-	76%	76%
	2018	69%	74%	**75%**	-	-	-	-	-	72%	64%	*	92%	72%	77%
All Grades ELA/Reading	2019	68%	73%	**77%**	-	-	-	-	-	78%	78%	-	-	78%	78%
	2018	69%	73%	**74%**	-	-	-	-	-	61%	50%	*	*	61%	71%
All Grades Mathematics	2019	70%	72%	**74%**	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	70%	75%	**76%**	-	-	-	-	-	83%	79%	*	*	83%	83%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	53%	**46%**	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	38%	55%	**61%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	50%	**56%**	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	60%	**69%**	-	-	-	-	-	*	*	*	-	*	*

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 526
Grade Span: 03 - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	99%	**98%**	98%	99%	98%	*	98%	100%	96%	100%	99%	95%
Not Included in Accountability													
Mobile	4%	1%	**1%**	2%	0%	1%	*	2%	0%	4%	0%	1%	2%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	98%	**97%**	97%	90%	99%	*	98%	100%	100%	100%	94%	92%
Not Included in Accountability													
Mobile	4%	2%	**3%**	3%	10%	1%	*	2%	0%	0%	0%	6%	8%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	97.4%	**97.3%**	97.9%	97.2%	96.8%	*	98.3%	*	97.2%	97.1%	97.2%	98.4%
2017-18	95.4%	97.3%	**97.3%**	97.8%	96.8%	96.8%	*	98.3%	*	98.0%	97.3%	97.1%	97.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	-	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	-	355,615
By Ethnicity:				
African American	-	-	-	43,953
Hispanic	-	-	-	180,673
White	-	-	-	105,577
American Indian	-	-	-	1,293
Asian	-	-	-	16,564
Pacific Islander	-	-	-	537
Two or More Races	-	-	-	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	-	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	1,090
Foundation H.S. Program (No Endorsement)	-	-	-	51,579
Foundation H.S. Program (Endorsement)	-	-	-	15,160
Foundation H.S. Program (DLA)	-	-	-	285,538
Special Education Graduates	-	-	-	27,598
Economically Disadvantaged Graduates	-	-	-	186,364
LEP Graduates	-	-	-	25,189
At-Risk Graduates	-	-	-	146,432

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	-	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	-	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	-	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.3%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	527	100.0%	1,561	5,479,173	527	100.0%	1,561	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	11.5%	7.0%	0	0.0%	11.5%	7.0%
Grade 1	0	0.0%	11.3%	7.1%	0	0.0%	11.3%	7.1%
Grade 2	0	0.0%	11.2%	7.1%	0	0.0%	11.2%	7.1%
Grade 3	175	33.2%	11.2%	7.1%	175	33.2%	11.2%	7.1%
Grade 4	176	33.4%	11.3%	7.3%	176	33.4%	11.3%	7.3%
Grade 5	176	33.4%	11.3%	7.6%	176	33.4%	11.3%	7.6%
Grade 6	0	0.0%	11.8%	7.7%	0	0.0%	11.8%	7.7%
Grade 7	0	0.0%	11.0%	7.7%	0	0.0%	11.0%	7.7%
Grade 8	0	0.0%	9.5%	7.5%	0	0.0%	9.5%	7.5%
Grade 9	0	0.0%	0.0%	8.2%	0	0.0%	0.0%	8.2%
Grade 10	0	0.0%	0.0%	7.4%	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%	0	0.0%	0.0%	6.4%
Ethnic Distribution:								
African American	123	23.3%	21.7%	12.6%	123	23.3%	21.7%	12.6%
Hispanic	105	19.9%	20.8%	52.8%	105	19.9%	20.8%	52.8%
White	217	41.2%	39.2%	27.0%	217	41.2%	39.2%	27.0%
American Indian	0	0.0%	0.2%	0.4%	0	0.0%	0.2%	0.4%
Asian	55	10.4%	11.9%	4.6%	55	10.4%	11.9%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	26	4.9%	6.1%	2.5%	26	4.9%	6.1%	2.5%
Sex:								
Female	254	48.2%	51.7%	48.8%	254	48.2%	51.7%	48.8%
Male	273	51.8%	48.3%	51.2%	273	51.8%	48.3%	51.2%
Economically Disadvantaged	105	19.9%	20.2%	60.3%	105	19.9%	20.2%	60.2%
Non-Educationally Disadvantaged	422	80.1%	79.8%	39.7%	422	80.1%	79.8%	39.8%
Section 504 Students	49	9.3%	7.6%	6.9%	49	9.3%	7.6%	6.9%
English Learners (EL)	40	7.6%	6.1%	20.3%	40	7.6%	6.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.0%	1.5%				
Students w/ Dyslexia	10	1.9%	1.5%	4.1%	10	1.9%	1.5%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	46	8.7%	6.1%	65.1%	46	8.7%	6.1%	65.1%
Military Connected	7	1.3%	1.5%	1.9%	7	1.3%	1.5%	1.9%
At-Risk	134	25.4%	25.4%	50.6%	134	25.4%	25.4%	50.5%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	40	7.6%	6.0%	20.6%	40	7.6%	6.0%	20.6%
Career & Technical Education	0	0.0%	2.7%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	0.0%	50.8%	0	-	-	50.8%
Gifted & Talented Education	0	0.0%	0.0%	8.1%	0	0.0%	0.0%	8.1%
Special Education	18	3.4%	3.3%	10.5%	18	3.4%	3.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	44.4%	46.2%	42.4%				
Students with Physical Disabilities	7	38.9%	32.7%	21.4%				
Students with Autism	*	*	11.5%	13.8%				
Students with Behavioral Disabilities	*	*	9.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	28	5.1%	5.1%	15.3%				
By Ethnicity:								
African American	8	1.5%						
Hispanic	7	1.3%						
White	8	1.5%						
American Indian	0	0.0%						
Asian	4	0.7%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	30	8.5%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.5%	1.6%	-	28.6%	5.5%
Grade 1	-	0.6%	2.9%	-	10.0%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	0.6%	0.6%	0.9%	0.0%	0.0%	0.8%
Grade 4	2.5%	2.5%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	0.0%	7.8%	-	0.0%	13.1%

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	22.0	18.9
Grade 2	-	21.8	18.8
Grade 3	21.8	21.8	19.0
Grade 4	22.0	22.0	19.2
Grade 5	21.8	21.8	20.9
Grade 6	-	22.1	20.4
Secondary:			
English/Language Arts	-	22.4	16.4
Foreign Languages	-	20.8	18.7
Mathematics	-	17.5	17.8
Science	-	21.6	18.8
Social Studies	-	21.3	19.3

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	38.0	100.0%	100.0%	100.0%
Professional Staff:	34.3	90.1%	76.2%	63.7%
Teachers	30.8	80.9%	61.6%	49.4%
Professional Support	1.5	3.9%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	5.3%	4.0%	3.0%
Educational Aides:	3.8	9.9%	7.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	2.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	7.0	18.4%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	9.8%	4.3%	10.8%
Hispanic	2.0	6.5%	10.8%	28.1%
White	24.8	80.5%	82.6%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.3%	1.1%	1.1%
Males	5.0	16.3%	10.8%	23.8%
Females	25.8	83.7%	89.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	19.8	64.2%	70.2%	73.4%
Masters	10.0	32.5%	27.6%	24.5%
Doctorate	1.0	3.3%	2.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.1%	7.4%
1-5 Years Experience	3.0	9.8%	17.3%	27.9%
6-10 Years Experience	5.0	16.3%	21.7%	19.4%
11-20 Years Experience	18.0	58.5%	46.6%	29.4%
Over 20 Years Experience	4.8	15.5%	13.2%	15.9%
Number of Students per Teacher	17.1	n/a	16.9	15.1

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	3.0	6.2
Average Years Experience of Principals with District	4.0	3.0	5.3
Average Years Experience of Assistant Principals	1.0	4.3	5.3
Average Years Experience of Assistant Principals with District	1.0	2.0	4.7
Average Years Experience of Teachers:	15.3	13.2	11.1
Average Years Experience of Teachers with District:	4.4	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,450	$49,868
1-5 Years Experience	$50,222	$49,781	$52,823
6-10 Years Experience	$53,593	$53,442	$55,756
11-20 Years Experience	$60,212	$59,930	$59,308
Over 20 Years Experience	$66,730	$67,072	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$59,170	$57,584	$57,091
Professional Support	$60,031	$63,412	$67,352
Campus Administration (School Leadership)	$68,626	$71,565	$82,512
Instructional Staff Percent:	n/a	70.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Total Students: 527
Grade Span: 03 - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	0.4%	5.0%
Compensatory Education	2.0	6.5%	4.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	28.0	91.0%	90.1%	70.9%
Special Education	0.8	2.5%	2.6%	9.3%
Other	0.0	0.0%	2.1%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Comprehensive Glossary
2019–20 Texas Academic Performance Report

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
  - *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Data source: STAAR and TELPAS File)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present in 2018–19}}{\textbf{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2018–19* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2019 Accountability Manual (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2017 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. *(Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-E}}{\textbf{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: TSDS PEIMS 40100)*

$$\frac{\textbf{number of students in the 2018–19 school year considered as at risk}}{\textbf{total number of students}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Postsecondary Readiness
College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*

8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110)*

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA		SAT		ACT		College Prep Course
>= 351 on Reading	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2020 Accountability Manual.* *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2020 Accountability Manual.* *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.
(Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 42401)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA *(Data source: THECB and TSDS PEIMS 40203)*

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student *(Data source: TSDS PEIMS 42401 and 40203)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year}}{\text{number of graduates during the 2017–18 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Profile
Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" and "Limited English Proficient" (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: TSDS PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: TSDS PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: TSDS PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2019–20 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2018–19}}{\textbf{number of students who were in membership at any time during the 2018–19 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2018 – number of students who returned in fall 2019}}{\textbf{number of students enrolled in fall 2018}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2018–19*,* available from TEA*. (Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.
  (Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: TSDS PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

Comprehensive Glossary
2019–20 Texas Academic Performance Report
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004 .....Assistant/Associate/Deputy Superintendent
027 .....Superintendent/CAO/CEO/President
061 .....Asst/Assoc/Deputy Exec Director
062 .....Component/Department Director
063 .....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003 .....Assistant Principal
020 .....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012 .....Instructional Officer
028 .....Teacher Supervisor
040 .....Athletic Director
043 .....Business Manager
044 .....Tax Assessor and/or Collector
045 .....Director - Personnel/Human Resources
055 .....Registrar
060 .....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer
058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor

105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary

TEACHERS

087 .....Teacher
047 .....Substitute Teacher

EDUCATIONAL AIDES

033 .....Educational Aide
036 .....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

Addendum

B

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Algebra 1 NWEA 2017

NWEA Mathematics: 2017

						Goal Performance									
						Number Sense, Properties, and Number Theory		Computation and Estimation with Real Numbers		Patterns, Functions, and Graphing		Expressions		Equations and Inequalities	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	6	1													
Spring 2017-2018	7	5													
Winter 2017-2018	7	5													
Fall 2017-2018	7	5													
Spring 2017-2018	8	122	246.9	13.4	247	***243.4***	14.5	***241.8***	16.7	**251.2**	15.2	249.3	15.4	249.1	15.6
Winter 2017-2018	8	123	244.9	12.4	244	***241.4***	14.0	242.8	15.2	**248.7**	15.5	248.0	13.4	243.8	14.3
Fall 2017-2018	8	125	240.4	10.2	240	238.4	14.3	239.4	13.8	242.7	13.1	239.5	11.0	241.8	13.0
Spring 2017-2018	9	5													
Winter 2017-2018	9	5													
Fall 2017-2018	9	4													

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Algebra 1 TX 2012

TX Essential Knowledge and Skills Mathematics: 2012

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number and Algebraic Methods		Describe & Graph Linear Functions, Equations, & Inequalities		Write & Solve Linear Functions, Equations, & Inequalities		Quadratic and Exponential Functions and Equations	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	7	1											
Fall 2019-2020	7	1											
Spring 2018-2019	7	1											
Winter 2018-2019	7	1											
Fall 2018-2019	7	1											
Winter 2019-2020	8	145	248.8	15.0	253	249.6	16.9	248.3	16.6	248.1	16.8	249.6	14.1
Fall 2019-2020	8	144	242.6	12.0	244	240.9	13.1	242.8	15.0	242.0	13.5	244.9	13.3
Spring 2018-2019	8	128	253.4	14.0	255	253.4	15.6	251.0	17.8	252.5	13.6	**257.0**	14.7
Winter 2018-2019	8	127	248.2	13.3	250	249.9	16.7	247.3	14.1	247.8	14.9	248.1	13.7
Fall 2018-2019	8	129	242.5	11.3	243	240.4	13.5	242.7	13.1	243.0	13.3	244.0	11.9
Spring 2018-2019	9	2											
Winter 2018-2019	9	2											
Fall 2018-2019	9	2											

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Geometry NWEA 2017

NWEA Mathematics: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Properties of Geometric Shapes Mean	Properties of Geometric Shapes Std Dev	Measurement of Geometric Shapes Mean	Measurement of Geometric Shapes Std Dev	Geometric Relationships Mean	Geometric Relationships Std Dev
Winter 2019-2020	8	1									
Spring 2018-2019	8	6									
Winter 2018-2019	8	6									
Fall 2018-2019	8	5									
Spring 2017-2018	8	2									
Winter 2017-2018	8	2									
Fall 2017-2018	8	2									
Spring 2018-2019	9	6									
Winter 2018-2019	9	6									
Fall 2018-2019	9	6									
Spring 2017-2018	9	10	258.7	11.2	264	258.4	10.8	257.3	12.3	260.3	13.3
Winter 2017-2018	9	10	253.9	8.8	258	252.7	8.3	253.2	10.3	255.8	10.0
Fall 2017-2018	9	10	244.5	8.1	242	243.8	7.5	245.4	10.0	243.9	8.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Numerical Representations and Relationships Mean	Numerical Representations and Relationships Std Dev	Computations and Algebraic Relationships Mean	Computations and Algebraic Relationships Std Dev	Geometry and Measurement Mean	Geometry and Measurement Std Dev	Data Analysis and Monetary Transactions Mean	Data Analysis and Monetary Transactions Std Dev
Winter 2019-2020	2	174	192.8	10.0	193	192.9	10.7	191.9	11.9	192.5	11.0	193.9	12.1
Fall 2019-2020	2	169	184.5	10.5	185	186.7	11.2	181.9	14.0	184.4	11.3	184.9	12.5
Spring 2018-2019	2	176	199.2	8.9	198	199.7	9.8	197.4	9.7	200.3	10.1	199.2	12.0
Winter 2018-2019	2	176	194.7	9.2	194	193.9	10.0	192.5	10.9	196.5	10.7	195.9	11.8
Fall 2018-2019	2	176	187.3	10.1	188	188.2	10.7	184.1	12.1	187.6	10.9	189.2	12.0
Spring 2017-2018	2	50	201.7	8.5	200	200.4	8.9	201.3	9.0	200.7	10.3	204.3	11.8
Winter 2017-2018	2	50	197.7	8.9	197	198.2	11.2	194.8	10.0	197.8	9.8	200.1	10.1
Fall 2017-2018	2	35	195.9	8.2	196	197.5	10.3	192.9	9.1	195.7	10.0	198.3	11.7
Winter 2019-2020	3	175	208.9	8.6	208	207.8	10.2	211.1	9.3	206.0	10.6	210.2	11.0
Fall 2019-2020	3	170	198.4	9.7	198	199.2	9.6	195.5	11.2	198.5	11.0	200.4	12.8
Spring 2018-2019	3	172	213.3	9.1	212	213.6	9.6	211.7	10.2	212.4	11.5	215.3	11.1
Winter 2018-2019	3	176	206.5	8.1	207	205.1	9.6	207.7	8.9	204.8	8.9	208.5	11.2
Fall 2018-2019	3	179	197.3	9.9	197	198.4	10.7	195.4	11.0	198.0	11.2	197.7	12.2
Spring 2017-2018	3	173	210.3	9.9	211	209.7	11.2	209.9	10.5	208.8	11.8	213.0	11.9
Winter 2017-2018	3	171	202.7	10.0	204	202.6	10.4	203.3	11.4	200.0	11.3	204.6	12.6
Fall 2017-2018	3	174	196.6	9.8	197	197.6	10.2	193.7	12.2	195.7	11.8	199.3	12.3
Spring 2016-2017	3	169	212.6	10.3	212	213.0	11.3	210.0	11.0	210.7	12.6	216.4	12.0
Winter 2016-2017	3	174	205.8	11.1	206	206.4	11.1	206.1	12.0	202.8	12.6	208.0	14.0
Fall 2016-2017	3	170	199.6	10.4	199	201.6	10.8	***196.0***	12.1	198.0	11.7	202.6	12.9
Spring 2015-2016	3	165	213.3	11.5	213	213.8	12.4	211.8	12.4	211.5	13.2	215.9	13.5
Winter 2015-2016	3	28	190.9	10.3	192	193.3	13.2	193.8	11.3	187.7	11.5	188.1	12.5
Fall 2015-2016	3	174	204.5	10.0	205	207.6	11.1	203.2	10.7	***201.1***	11.7	206.3	12.4
Winter 2019-2020	4	175	217.6	10.3	217	**222.0**	9.7	217.1	11.8	***212.3***	12.5	219.2	12.4
Fall 2019-2020	4	171	211.7	10.1	212	213.3	10.4	210.0	11.9	210.0	11.1	213.4	12.4
Spring 2018-2019	4	175	221.0	13.1	221	222.9	14.1	220.0	13.0	218.5	15.7	222.7	15.6
Winter 2018-2019	4	176	213.8	11.2	214	214.8	12.7	214.1	12.0	210.8	12.3	215.3	13.6
Fall 2018-2019	4	174	209.0	11.2	210	210.2	12.5	208.1	12.3	207.4	11.9	210.2	12.9
Spring 2017-2018	4	174	223.8	10.3	224	224.4	13.0	***219.5***	11.0	224.8	12.4	227.4	13.6
Winter 2017-2018	4	174	217.2	10.2	217	218.8	11.9	216.7	11.2	213.6	12.1	220.1	12.1

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Numerical Representations and Relationships Mean	Numerical Representations and Relationships Std Dev	Computations and Algebraic Relationships Mean	Computations and Algebraic Relationships Std Dev	Geometry and Measurement Mean	Geometry and Measurement Std Dev	Data Analysis and Monetary Transactions Mean	Data Analysis and Monetary Transactions Std Dev
Fall 2017-2018	4	171	210.4	10.0	210	210.5	11.2	209.0	11.5	208.1	12.2	**214.2**	11.2
Spring 2016-2017	4	175	223.5	12.1	223	223.1	13.0	221.6	13.3	223.9	14.0	225.9	14.8
Winter 2016-2017	4	176	216.2	11.2	216	215.8	12.3	214.2	11.7	215.9	13.6	218.5	12.7
Fall 2016-2017	4	173	212.2	12.2	212	211.6	13.1	209.4	12.5	211.5	13.6	**216.2**	14.7
Spring 2015-2016	4	170	221.9	12.9	223	220.9	14.2	219.2	12.9	222.7	14.1	224.9	15.5
Winter 2015-2016	4	34	198.0	9.8	199	**202.1**	12.3	198.9	10.1	195.5	9.4	195.4	14.5
Fall 2015-2016	4	172	215.2	12.4	216	**220.0**	14.5	213.6	13.0	212.1	14.2	214.7	13.2
Winter 2019-2020	5	175	223.1	10.5	223	223.8	11.4	224.5	11.2	220.0	13.6	224.3	12.0
Fall 2019-2020	5	174	218.7	10.9	219	219.8	11.0	217.8	12.1	217.1	12.8	220.1	12.6
Spring 2018-2019	5	174	231.6	12.2	232	232.6	14.9	230.8	13.1	229.6	14.0	234.2	14.2
Winter 2018-2019	5	174	225.1	11.5	225	228.0	13.5	224.6	11.9	223.2	13.0	225.0	13.2
Fall 2018-2019	5	175	219.8	12.1	218	221.5	13.3	217.3	12.1	219.5	13.0	220.9	15.4
Spring 2017-2018	5	172	232.0	13.8	232	231.1	16.8	232.3	15.0	231.6	15.5	234.4	15.7
Winter 2017-2018	5	173	226.5	13.2	226	227.2	15.7	228.1	13.3	223.5	14.7	228.7	16.6
Fall 2017-2018	5	176	220.8	12.6	220	220.2	13.8	219.2	12.7	221.3	14.4	223.4	15.4
Spring 2016-2017	5	172	229.2	14.0	229	229.1	16.5	230.5	15.8	227.6	15.4	231.0	17.1
Winter 2016-2017	5	169	222.7	13.8	222	224.1	16.0	222.9	13.9	221.5	14.8	222.4	15.8
Fall 2016-2017	5	169	219.9	13.3	221	220.4	14.1	217.5	14.4	219.3	14.5	222.8	15.4
Spring 2015-2016	5	160	229.6	13.8	230	228.5	15.1	230.6	14.9	228.5	14.1	231.4	16.8
Winter 2015-2016	5	31	204.2	10.7	205	205.7	12.5	207.3	12.5	***200.3***	13.2	203.5	12.7
Fall 2015-2016	5	176	224.8	12.6	227	227.7	14.0	226.1	13.9	222.9	14.9	222.3	13.2

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Numerical Representations and Probability		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	3	1											
Winter 2016-2017	5	1											
Winter 2019-2020	6	184	227.8	10.4	228	228.5	12.3	229.3	11.4	228.3	12.1	225.3	11.9
Fall 2019-2020	6	183	223.0	9.7	223	222.0	11.4	225.0	11.2	224.3	12.0	220.8	10.4
Spring 2018-2019	6	184	232.2	12.6	233	232.2	11.7	231.8	13.6	230.6	14.5	234.4	15.0
Winter 2018-2019	6	184	227.8	11.7	229	229.3	11.9	229.3	13.0	228.0	14.1	225.0	13.3
Fall 2018-2019	6	182	223.1	11.1	224	222.0	12.7	224.6	12.7	224.3	12.6	221.4	11.9
Spring 2017-2018	6	168	233.1	12.4	234	232.8	12.6	233.0	12.4	233.1	14.2	233.4	15.2
Winter 2017-2018	6	171	227.7	12.2	228	228.8	12.6	229.5	13.2	226.0	13.4	226.7	14.4
Fall 2017-2018	6	172	222.9	11.7	224	221.4	13.2	224.5	11.4	223.5	14.3	222.3	13.0
Spring 2016-2017	6	160	231.3	13.5	231	230.9	13.9	231.6	14.0	231.6	15.5	231.1	15.8
Fall 2016-2017	6	165	224.0	12.0	225	224.3	12.8	225.4	13.3	224.8	13.3	221.8	13.9
Spring 2015-2016	6	169	227.0	13.6	228	228.4	13.8	227.4	13.9	226.6	14.8	225.7	16.2
Fall 2015-2016	6	165	224.8	12.5	224	224.7	12.9	226.0	13.6	225.4	14.5	223.1	14.5
Winter 2019-2020	7	169	238.6	12.9	239	237.1	12.9	237.6	14.1	238.0	14.3	241.7	15.4
Fall 2019-2020	7	169	233.3	12.5	234	233.8	13.5	232.3	13.5	232.2	13.4	235.2	14.5
Spring 2018-2019	7	159	239.8	13.6	241	239.0	14.1	239.0	13.5	240.5	15.8	240.5	15.2
Winter 2018-2019	7	161	236.9	13.7	238	236.4	13.6	237.2	14.1	235.6	14.9	238.6	16.2
Fall 2018-2019	7	164	232.1	11.9	234	232.2	11.8	231.9	13.8	231.0	13.6	233.2	13.6
Spring 2017-2018	7	147	239.1	13.0	241	237.7	13.5	239.1	13.4	240.0	14.5	239.5	14.6
Winter 2017-2018	7	146	235.3	12.9	236	234.3	13.3	236.2	14.4	235.3	13.6	235.6	15.0
Fall 2017-2018	7	148	232.5	12.1	233	231.1	12.3	232.7	13.1	232.4	13.4	234.3	14.3
Spring 2016-2017	7	140	237.4	13.6	238	237.1	13.9	238.3	14.0	237.2	14.8	237.2	15.8
Fall 2016-2017	7	144	229.9	12.5	231	229.5	12.9	231.1	12.9	229.5	14.3	229.8	15.4
Spring 2015-2016	7	126	237.9	14.4	240	237.0	13.8	237.0	15.1	238.3	15.4	239.3	17.3
Fall 2015-2016	7	131	234.8	14.3	235	234.0	14.3	234.8	15.5	235.0	15.1	235.3	16.3
Winter 2019-2020	8	2											
Fall 2019-2020	8	2											
Spring 2018-2019	8	3											

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ TX 2012

TX Essential Knowledge and Skills Math: 2012

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Probability		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	8	3											
Fall 2018-2019	8	3											
Spring 2017-2018	8	8											
Winter 2017-2018	8	8											
Fall 2017-2018	8	9											
Spring 2016-2017	8	116	242.2	16.3	244	243.0	16.8	244.3	18.7	***237.8***	15.7	243.5	18.7
Winter 2016-2017	8	11	237.0	7.9	239	**240.5**	9.9	***232.8***	8.5	***232.9***	11.1	**241.0**	10.1
Fall 2016-2017	8	119	237.2	15.4	239	236.7	14.9	238.3	16.5	236.3	15.6	237.3	18.3
Spring 2015-2016	8	84	245.0	16.4	246	245.5	17.2	247.2	19.6	243.2	15.2	244.1	19.2
Fall 2015-2016	8	85	243.5	13.1	244	242.4	14.3	244.7	15.6	243.0	12.3	243.4	14.7

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Numerical Representations and Relationships Mean	Numerical Representations and Relationships Std Dev	Computations and Algebraic Relationships Mean	Computations and Algebraic Relationships Std Dev	Geometry and Measurement Mean	Geometry and Measurement Std Dev	Data Analysis and Money Mean	Data Analysis and Money Std Dev
Winter 2019-2020	K	178	163.2	10.6	164	163.2	12.8	165.7	11.6	161.5	13.7	161.7	13.0
Fall 2019-2020	K	176	144.5	12.4	143	144.7	13.9	142.8	15.7	146.8	13.5	143.9	14.3
Spring 2018-2019	K	180	175.2	12.2	174	175.9	17.0	174.7	12.0	174.7	14.2	174.9	13.6
Winter 2018-2019	K	178	162.9	12.7	164	163.0	15.4	165.8	13.0	162.3	15.2	159.8	15.3
Fall 2018-2019	K	178	144.9	12.7	144	145.1	14.4	143.9	15.1	146.1	13.9	145.1	14.7
Spring 2017-2018	K	177	173.7	10.8	174	172.4	13.8	172.1	12.7	174.4	11.6	175.7	13.1
Winter 2017-2018	K	178	163.2	11.8	164	165.3	14.4	161.1	13.9	162.3	13.2	163.7	14.0
Fall 2017-2018	K	177	144.9	11.1	145	144.3	12.7	142.5	14.4	146.7	12.2	146.4	13.7
Spring 2016-2017	K	180	174.0	11.5	175	173.5	13.3	172.6	14.0	172.1	12.4	**177.6**	12.4
Winter 2016-2017	K	178	159.0	13.1	161	**162.6**	15.5	156.0	15.7	157.4	12.5	159.8	14.2
Fall 2016-2017	K	173	145.7	13.1	145	146.8	15.1	143.3	15.0	147.0	13.8	145.8	14.9
Spring 2015-2016	K	178	170.6	12.2	172	168.1	13.6	170.4	14.3	168.8	12.8	**174.9**	14.2
Fall 2015-2016	K	177	159.5	12.5	161	162.3	14.0	***155.8***	14.7	160.0	13.1	159.7	14.6
Winter 2019-2020	1	175	188.0	13.0	188	189.4	14.0	186.9	15.3	184.6	14.6	**191.5**	15.3
Fall 2019-2020	1	174	174.2	12.4	173	175.0	15.2	172.8	14.3	173.4	14.6	175.4	13.5
Spring 2018-2019	1	173	195.4	13.2	196	197.9	15.1	192.7	15.0	197.4	15.3	193.1	14.7
Winter 2018-2019	1	176	187.3	12.7	186	187.6	15.6	188.1	13.1	184.1	14.0	188.9	15.1
Fall 2018-2019	1	178	171.5	11.5	171	170.3	13.7	171.3	13.1	171.0	13.3	173.1	13.4
Spring 2017-2018	1	176	198.3	13.2	198	197.7	14.0	196.4	15.5	199.8	15.4	199.6	16.7
Winter 2017-2018	1	170	187.5	11.6	187	185.9	12.2	187.4	13.7	185.7	13.7	191.3	15.8
Fall 2017-2018	1	176	175.0	11.0	174	175.3	12.9	173.2	13.5	173.4	13.1	177.8	12.6
Spring 2016-2017	1	175	192.2	12.7	190	192.5	13.8	189.7	15.2	192.5	14.9	193.8	14.7
Winter 2016-2017	1	172	181.8	11.4	181	184.3	12.7	181.0	12.3	***177.3***	13.6	184.5	13.0
Fall 2016-2017	1	173	170.6	13.4	171	170.2	15.4	169.5	15.7	169.7	13.7	173.2	14.2
Spring 2015-2016	1	173	189.5	11.1	189	190.9	12.9	187.3	12.7	188.3	12.4	191.4	12.9
Fall 2015-2016	1	176	178.6	10.3	179	176.2	12.7	182.2	10.7	177.1	12.5	178.8	11.8
Winter 2019-2020	2	2											
Fall 2019-2020	2	2											
Spring 2017-2018	2	126	210.3	10.7	212	***206.0***	12.0	212.4	14.5	213.4	13.0	208.8	15.0

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Numerical Representations and Relationships Mean	Numerical Representations and Relationships Std Dev	Computations and Algebraic Relationships Mean	Computations and Algebraic Relationships Std Dev	Geometry and Measurement Mean	Geometry and Measurement Std Dev	Data Analysis and Money Mean	Data Analysis and Money Std Dev
Winter 2017-2018	2	123	198.5	9.5	199	196.8	11.4	***192.9***	9.1	**202.8**	14.5	201.3	12.7
Fall 2017-2018	2	140	188.8	9.2	189	189.8	11.1	186.9	11.0	188.8	10.7	189.7	12.8
Spring 2016-2017	2	176	210.2	11.4	212	207.3	11.9	208.6	15.8	**214.4**	15.1	210.2	12.0
Winter 2016-2017	2	175	195.8	12.9	196	198.1	13.7	193.9	13.4	***192.1***	14.6	199.2	17.5
Fall 2016-2017	2	170	189.0	10.5	189	191.9	12.4	187.4	11.1	186.7	12.1	189.7	12.9
Spring 2015-2016	2	175	208.5	14.3	209	205.6	15.5	***205.1***	15.2	**213.7**	18.5	210.4	15.8
Fall 2015-2016	2	176	198.3	12.1	197	199.6	12.4	201.4	15.1	***193.2***	14.0	198.7	14.0
Winter 2017-2018	3	1											
Winter 2017-2018	4	1											
Fall 2017-2018	4	1											

Screening: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	1			
Spring 2017-2018	3	1			
Winter 2017-2018	4	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Print Awareness, Phonics, Vocabulary Mean	Print Awareness, Phonics, Vocabulary Std Dev	Literary Concepts Mean	Literary Concepts Std Dev	Informational Concepts Mean	Informational Concepts Std Dev
Spring 2018-2019	2	176	201.2	11.2	201	200.4	12.4	202.0	12.6	201.0	11.9
Winter 2018-2019	2	176	197.8	12.9	198	197.3	12.9	198.1	14.2	197.9	14.5
Fall 2018-2019	2	176	189.3	12.9	190	188.9	13.4	189.9	14.7	189.1	14.1
Spring 2017-2018	2	130	202.6	10.8	203	202.2	11.0	203.6	13.3	202.0	11.1
Winter 2017-2018	2	130	197.9	11.4	199	197.4	11.7	198.8	12.5	197.6	12.8
Fall 2017-2018	2	134	189.5	12.7	189	189.3	13.4	190.3	13.7	188.9	14.0
Spring 2018-2019	3	173	209.6	10.8	208	210.3	11.2	209.7	11.9	208.9	12.8
Winter 2018-2019	3	175	207.5	10.4	208	207.4	11.1	208.1	12.1	207.2	11.6
Fall 2018-2019	3	173	199.8	12.3	200	199.9	12.4	200.1	14.2	199.5	12.9
Spring 2017-2018	3	174	209.1	10.6	210	208.8	11.3	209.6	12.2	209.0	11.8
Winter 2017-2018	3	172	204.8	11.5	206	204.9	11.7	205.0	12.8	204.4	12.9
Fall 2017-2018	3	170	197.3	12.4	199	197.3	12.6	197.2	13.8	197.2	13.7
Spring 2016-2017	3	172	209.7	11.3	210	209.2	11.3	210.7	12.9	209.1	12.7
Winter 2016-2017	3	168	205.7	11.2	206	204.1	11.8	206.9	12.8	206.2	12.1
Fall 2016-2017	3	173	200.5	13.4	201	199.7	13.7	201.6	14.6	200.3	15.2
Spring 2015-2016	3	171	206.7	12.8	208	207.2	12.6	207.2	14.2	205.9	14.1
Winter 2015-2016	3	33	187.3	13.1	189	188.4	12.5	187.1	14.3	186.4	15.5
Fall 2015-2016	3	171	202.8	11.5	204	202.3	11.9	202.7	13.1	203.5	13.0
Spring 2018-2019	4	175	216.4	11.0	218	215.5	11.9	218.4	12.9	215.1	11.7
Winter 2018-2019	4	175	213.8	11.2	215	213.3	11.5	215.5	12.8	212.7	11.9
Fall 2018-2019	4	174	208.2	12.4	210	207.7	13.2	208.9	13.7	208.1	13.4
Spring 2017-2018	4	174	218.9	10.2	219	218.0	10.5	221.2	12.3	217.5	11.4
Winter 2017-2018	4	176	216.3	11.0	217	216.2	11.8	218.0	12.6	214.9	12.0
Fall 2017-2018	4	172	209.5	11.6	210	209.5	11.7	209.8	12.6	209.4	13.4
Spring 2016-2017	4	174	216.9	11.8	217	215.7	12.3	219.0	13.8	216.1	12.2
Winter 2016-2017	4	176	213.0	12.0	213	212.0	13.4	214.8	13.2	212.3	12.8
Fall 2016-2017	4	169	207.3	12.7	208	207.9	13.1	207.7	14.5	206.3	13.5
Spring 2015-2016	4	169	215.4	13.4	218	214.6	13.6	217.5	15.9	214.1	13.6
Winter 2015-2016	4	36	191.9	14.9	196	193.1	13.5	190.5	17.0	191.9	18.0
Fall 2015-2016	4	175	210.8	11.7	212	209.7	11.2	212.5	14.6	210.4	12.5

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Print Awareness, Phonics, Vocabulary Mean	Print Awareness, Phonics, Vocabulary Std Dev	Literary Concepts Mean	Literary Concepts Std Dev	Informational Concepts Mean	Informational Concepts Std Dev
Spring 2018-2019	5	173	224.2	10.8	225	223.2	10.5	227.2	13.4	222.5	12.2
Winter 2018-2019	5	174	222.2	10.8	223	222.2	11.8	224.1	13.1	220.6	11.6
Fall 2018-2019	5	174	216.3	11.5	219	215.7	11.5	218.3	14.1	215.0	12.1
Spring 2017-2018	5	172	224.0	11.3	225	222.7	11.7	226.8	12.7	222.4	12.8
Winter 2017-2018	5	174	221.5	10.5	221	220.3	10.9	224.0	12.2	220.1	12.1
Fall 2017-2018	5	175	214.6	12.6	216	214.6	12.8	216.3	14.4	213.1	13.5
Spring 2016-2017	5	174	220.6	14.4	222	220.7	14.1	223.3	17.3	217.7	14.7
Winter 2016-2017	5	172	216.7	14.5	219	215.9	14.2	219.1	16.6	215.3	15.6
Fall 2016-2017	5	171	215.3	13.6	218	215.4	14.1	216.6	16.0	214.0	13.8
Spring 2015-2016	5	171	219.9	14.7	223	219.8	14.8	222.0	17.3	217.9	14.9
Winter 2015-2016	5	51	202.5	14.1	204	204.7	13.5	201.0	16.9	202.1	14.8
Fall 2015-2016	5	175	218.2	13.2	221	216.8	12.8	221.0	15.3	216.9	14.1
Fall 2016-2017	6	1									

Growth: Reading 2-5 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Foundational Language Skills: Vocabulary Mean	Foundational Language Skills: Vocabulary Std Dev	Multiple Genres Mean	Multiple Genres Std Dev	Author's Purpose and Craft Mean	Author's Purpose and Craft Std Dev
Winter 2019-2020	2	171	195.9	12.3	197	196.5	12.7	195.9	13.6	195.2	14.0
Fall 2019-2020	2	169	186.4	14.1	187	186.1	14.0	186.6	14.9	186.4	16.4
Winter 2019-2020	3	175	208.1	11.3	209	206.9	12.8	209.3	12.8	208.2	12.2
Fall 2019-2020	3	170	200.5	13.0	201	200.3	14.0	200.6	13.6	200.6	14.5
Winter 2019-2020	4	172	214.8	10.5	215	214.5	11.3	215.2	11.8	214.7	11.3
Fall 2019-2020	4	174	209.1	11.9	209	209.0	13.0	209.6	13.1	208.8	13.2
Winter 2019-2020	5	175	220.6	10.5	222	220.1	11.4	220.4	11.7	221.1	11.8
Fall 2019-2020	5	173	215.8	11.9	217	215.5	12.2	215.7	13.5	215.9	13.2

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Print Awareness, Phonics, Vocabulary Mean	Print Awareness, Phonics, Vocabulary Std Dev	Literary Concepts Mean	Literary Concepts Std Dev	Informational Concepts Mean	Informational Concepts Std Dev
Spring 2016-2017	4	1									
Spring 2015-2016	4	1									
Spring 2016-2017	5	1									
Spring 2018-2019	6	184	225.0	10.7	226	225.3	12.1	226.3	11.7	223.7	12.1
Winter 2018-2019	6	184	223.5	11.5	224	223.4	12.5	225.3	12.9	222.0	12.3
Fall 2018-2019	6	184	221.1	12.0	222	221.5	12.7	222.3	13.8	219.7	12.5
Spring 2017-2018	6	168	224.1	13.0	226	224.0	13.1	224.6	15.2	223.6	13.8
Winter 2017-2018	6	167	222.2	11.7	223	222.8	12.2	223.3	13.7	220.5	12.3
Fall 2017-2018	6	168	219.9	13.5	222	220.3	14.1	220.6	15.7	218.5	13.5
Spring 2016-2017	6	158	223.9	12.9	225	223.7	12.9	225.5	14.9	222.5	13.7
Fall 2016-2017	6	165	220.2	13.1	222	220.5	13.5	221.3	14.6	218.8	13.9
Spring 2015-2016	6	169	221.1	13.1	223	221.4	13.5	222.5	14.6	219.4	14.3
Fall 2015-2016	6	165	220.0	13.0	220	220.6	13.1	220.5	16.2	218.9	12.6
Spring 2018-2019	7	160	229.4	11.6	230	229.2	12.4	230.9	12.6	228.3	13.2
Winter 2018-2019	7	162	228.0	12.0	229	228.7	13.7	228.8	13.4	226.4	12.2
Fall 2018-2019	7	165	223.9	11.7	226	224.6	12.3	224.2	13.2	222.9	13.0
Spring 2017-2018	7	151	226.0	11.7	227	226.6	11.7	226.7	13.4	224.6	13.3
Winter 2017-2018	7	147	226.6	12.0	229	226.4	12.9	227.9	13.1	225.4	13.4
Fall 2017-2018	7	151	223.3	11.9	225	223.2	12.3	224.4	13.5	222.1	12.9
Spring 2016-2017	7	136	226.5	11.0	226	227.3	11.8	227.1	11.9	225.3	12.7
Fall 2016-2017	7	144	223.0	12.4	225	223.2	13.0	224.4	14.3	221.3	12.8
Spring 2015-2016	7	130	226.1	13.5	228	226.8	13.4	226.8	14.3	224.9	15.7
Fall 2015-2016	7	132	226.1	12.1	228	226.7	12.5	226.8	13.3	224.8	13.3
Spring 2018-2019	8	137	232.9	12.0	235	234.0	11.8	232.9	13.3	231.9	13.4
Winter 2018-2019	8	136	231.7	11.9	235	232.2	12.5	231.8	13.5	231.3	13.0
Fall 2018-2019	8	139	228.7	11.2	229	229.7	12.2	229.2	12.6	227.3	12.9
Spring 2017-2018	8	132	228.7	12.8	230	229.1	13.8	229.0	14.4	228.1	13.2
Winter 2017-2018	8	132	229.6	12.3	230	229.9	12.6	230.8	14.0	228.0	13.1
Fall 2017-2018	8	136	229.2	12.6	230	229.2	13.6	230.4	13.5	228.1	13.4
Spring 2016-2017	8	113	228.4	13.8	230	230.0	14.3	228.4	15.3	227.0	15.0

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Print Awareness, Phonics, Vocabulary Mean	Print Awareness, Phonics, Vocabulary Std Dev	Literary Concepts Mean	Literary Concepts Std Dev	Informational Concepts Mean	Informational Concepts Std Dev
Fall 2016-2017	8	119	227.3	12.4	230	227.8	11.8	228.5	14.7	225.5	13.9
Spring 2015-2016	8	85	231.8	10.2	233	232.9	11.1	230.6	11.1	232.4	12.3
Fall 2015-2016	8	82	230.7	9.9	230	230.9	11.2	231.7	10.5	229.3	12.1
Spring 2018-2019	9	8									
Winter 2018-2019	9	8									
Fall 2018-2019	9	8									
Spring 2017-2018	9	15	235.1	6.1	236	235.1	8.8	234.9	7.3	236.3	8.0
Winter 2017-2018	9	15	236.1	6.3	236	236.5	6.5	236.4	10.0	234.8	8.5
Fall 2017-2018	9	14	233.4	9.1	235	234.3	9.6	232.1	11.4	233.3	10.7

Growth: Reading 6+ TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Foundational Language Skills: Vocabulary Mean	Foundational Language Skills: Vocabulary Std Dev	Multiple Genres Mean	Multiple Genres Std Dev	Author's Purpose and Craft Mean	Author's Purpose and Craft Std Dev
Winter 2019-2020	6	183	225.1	10.5	226	224.7	11.1	225.7	12.1	225.0	11.5
Fall 2019-2020	6	182	222.3	10.9	223	223.2	12.1	222.6	12.1	221.2	12.2
Winter 2019-2020	7	170	229.6	10.3	230	229.2	11.0	229.6	12.6	229.9	11.5
Fall 2019-2020	7	169	225.8	11.1	227	226.1	11.6	225.6	12.4	225.7	12.6
Winter 2019-2020	8	147	231.6	11.2	232	232.8	12.3	230.5	11.9	231.9	13.3
Fall 2019-2020	8	145	230.0	11.7	232	230.7	12.5	229.4	11.9	229.6	13.6

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 TX 2008

TX Essential Knowledge and Skills English Language Arts and Reading: 2008

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Skills		Comprehension		Vocabulary		Writing and Language	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	K	180	173.5	13.1	172	176.4	17.7	171.8	12.6	173.4	13.6	172.3	14.3
Winter 2018-2019	K	178	162.7	12.9	163	163.6	15.8	162.5	14.0	163.0	15.4	161.4	14.1
Fall 2018-2019	K	179	146.4	11.4	145	147.1	12.5	147.5	12.6	147.0	14.4	143.8	13.0
Spring 2017-2018	K	179	173.7	11.7	173	174.8	14.7	173.7	12.8	173.8	13.0	172.0	12.8
Winter 2017-2018	K	178	164.8	11.9	164	164.1	14.1	165.9	13.6	165.6	13.0	163.1	13.6
Fall 2017-2018	K	177	148.5	11.3	148	146.3	12.9	151.2	14.3	150.7	14.1	***145.4***	13.1
Spring 2016-2017	K	179	173.7	12.2	173	175.2	17.1	173.7	12.5	174.0	12.6	171.9	12.5
Winter 2016-2017	K	178	160.2	10.6	160	159.3	13.2	160.9	12.1	161.0	11.8	159.3	11.4
Fall 2016-2017	K	173	148.3	10.0	148	147.1	11.4	150.1	12.9	149.8	12.1	145.8	10.2
Spring 2015-2016	K	177	172.0	11.9	171	172.6	14.6	172.3	13.2	171.6	13.3	171.1	12.4
Fall 2015-2016	K	178	161.1	10.4	161	159.9	13.0	162.1	12.0	162.8	12.3	159.0	11.0
Spring 2018-2019	1	174	190.6	11.7	191	189.2	15.8	190.5	11.6	191.4	14.0	191.4	14.4
Winter 2018-2019	1	176	183.7	12.0	184	182.9	15.7	185.2	12.4	184.2	14.4	182.6	13.0
Fall 2018-2019	1	177	173.2	12.5	172	173.7	15.6	174.4	14.3	172.9	14.5	171.6	13.0
Spring 2017-2018	1	176	192.6	10.9	193	191.8	14.7	193.2	11.6	194.1	14.0	191.2	12.5
Winter 2017-2018	1	174	186.4	10.8	188	186.6	14.6	187.5	12.4	185.8	12.5	185.5	11.6
Fall 2017-2018	1	175	176.2	11.9	176	178.3	16.0	176.8	12.7	176.3	14.0	173.3	11.8
Spring 2016-2017	1	176	189.5	10.7	190	188.9	13.3	189.8	12.7	189.7	11.9	189.8	12.6
Winter 2016-2017	1	176	180.9	11.6	181	180.7	14.7	181.3	12.3	181.2	13.8	180.6	12.8
Fall 2016-2017	1	165	170.9	13.0	171	170.8	15.0	171.4	14.2	171.0	14.5	170.5	13.4
Spring 2015-2016	1	170	189.7	12.0	191	189.5	15.8	189.6	13.4	189.5	13.8	190.3	12.6
Fall 2015-2016	1	176	180.9	11.3	181	180.1	13.5	181.9	13.2	178.7	11.9	182.6	12.4
Spring 2017-2018	2	46	195.7	8.0	195	193.8	12.6	196.8	9.5	197.9	10.2	194.6	10.4
Winter 2017-2018	2	43	192.0	8.4	194	190.0	11.0	192.6	10.8	193.2	10.9	193.0	12.3
Fall 2017-2018	2	42	185.6	10.7	186	183.1	11.6	186.6	12.3	187.7	13.6	184.1	13.5
Spring 2016-2017	2	176	200.4	10.8	201	196.5	14.2	201.5	12.0	202.5	12.8	201.6	12.9
Winter 2016-2017	2	176	194.0	11.6	194	192.1	14.5	194.7	13.2	194.5	13.0	195.3	13.3
Fall 2016-2017	2	170	188.1	13.2	188	185.4	15.3	188.4	14.8	188.8	14.4	189.7	15.0
Spring 2015-2016	2	175	200.2	10.9	201	***195.8***	13.4	201.9	12.9	200.0	12.0	203.3	13.1

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 TX 2008

TX Essential Knowledge and Skills English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Foundational Skills Mean	Foundational Skills Std Dev	Comprehension Mean	Comprehension Std Dev	Vocabulary Mean	Vocabulary Std Dev	Writing and Language Mean	Writing and Language Std Dev
Fall 2015-2016	2	175	195.7	10.0	197	192.7	15.0	197.6	11.5	194.6	11.0	198.0	11.6

Growth: Reading K-2 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Foundational Language Skills: Beginning Reading and Writing Mean	Foundational Language Skills: Beginning Reading and Writing Std Dev	Foundational Language Skills: Vocabulary Mean	Foundational Language Skills: Vocabulary Std Dev	Multiple Genres; Author's Purpose and Craft Mean	Multiple Genres; Author's Purpose and Craft Std Dev	Composition; Inquiry and Research Mean	Composition; Inquiry and Research Std Dev
Winter 2019-2020	K	178	161.6	10.9	161	162.8	13.1	161.9	13.8	161.2	13.0	160.1	11.4
Fall 2019-2020	K	176	146.1	9.3	145	145.5	11.8	146.5	11.5	146.9	11.3	145.4	11.1
Winter 2019-2020	1	176	184.3	12.6	184	185.8	16.1	182.0	14.1	184.7	14.2	184.4	13.0
Fall 2019-2020	1	174	173.4	13.4	172	175.1	16.2	172.7	15.6	173.0	14.8	172.9	14.1
Winter 2019-2020	2	2											
Fall 2019-2020	2	2											

Screening: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	3	2			
Spring 2015-2016	4	1			

Screening: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	6	3			
Spring 2017-2018	7	1			
Winter 2017-2018	7	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Growth: Language 2-12 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Use Elements of the Writing Process		Write Personal Narratives and Literary Texts		Write a Variety of Text; Conduct Research		Use Conventions of Academic Language		Use Appropriate Capitalization and Punctuation		Students Spell Correctly	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	3	174	210.1	10.3	210	209.9	12.6	209.2	13.1	209.8	12.7	210.8	12.3	210.3	11.5	210.7	12.9
Winter 2017-2018	3	173	205.0	11.7	205	204.7	14.0	203.1	14.3	204.9	13.3	206.2	14.0	205.3	13.6	205.5	13.3
Fall 2017-2018	3	168	198.9	11.6	200	198.4	13.6	198.3	13.7	198.9	14.5	200.2	13.6	198.1	13.8	200.0	13.5
Spring 2016-2017	3	172	210.5	10.2	211	210.1	11.5	209.7	13.7	209.3	12.8	210.3	11.0	212.0	12.7	211.7	13.2
Winter 2016-2017	3	169	207.0	11.3	207	207.2	12.4	206.4	13.6	207.2	13.3	207.2	13.0	208.2	14.7	205.9	14.1
Fall 2016-2017	3	169	202.4	12.5	205	202.2	14.3	201.5	13.9	200.9	14.8	204.1	13.9	203.1	14.1	203.0	14.9
Spring 2017-2018	4	2															
Winter 2017-2018	4	167	216.6	9.9	217	215.9	11.5	218.0	12.4	214.7	11.0	217.0	11.9	217.0	13.5	217.0	12.4
Fall 2017-2018	4	173	210.5	10.4	211	210.6	13.1	210.4	12.6	210.3	12.1	211.0	12.6	210.6	12.0	210.3	13.3
Spring 2016-2017	4	172	217.1	11.1	219	216.7	13.0	218.5	14.6	216.0	14.1	217.0	12.6	216.6	12.5	218.1	14.3
Winter 2016-2017	4	171	213.8	9.8	214	214.2	12.2	214.5	13.5	212.8	12.9	214.3	12.4	212.9	11.0	214.7	12.0
Fall 2016-2017	4	169	207.9	11.2	209	208.4	13.6	206.9	13.4	206.1	14.0	208.9	13.2	207.3	12.8	209.9	13.1
Spring 2017-2018	5	171	224.2	9.8	225	225.2	11.2	**228.5**	13.2	222.9	12.8	223.2	12.4	222.6	12.2	222.8	12.2
Winter 2017-2018	5	174	220.3	10.0	221	220.2	12.3	222.9	13.2	220.5	12.6	219.4	12.1	219.3	12.2	219.2	12.2
Fall 2017-2018	5	173	216.1	10.3	215	215.2	11.6	218.4	13.3	214.8	13.1	216.6	13.0	214.9	12.7	216.9	12.5
Spring 2016-2017	5	175	220.7	11.9	222	220.1	14.3	**225.6**	17.4	220.0	12.6	219.3	13.2	219.3	13.9	220.2	12.7
Winter 2016-2017	5	157	216.0	13.3	218	214.2	15.4	217.0	17.8	217.4	15.9	215.2	13.5	215.5	14.8	217.0	14.7
Fall 2016-2017	5	167	214.7	12.7	217	214.6	14.4	217.1	16.3	214.6	15.0	213.4	13.2	214.3	15.0	214.1	14.7
Spring 2017-2018	6	1															
Spring 2016-2017	6	1															

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Screening: Language 2-12 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	3	1			
Fall 2017-2018	3	1			
Spring 2016-2017	3	2			
Winter 2016-2017	3	6			
Spring 2016-2017	4	1			
Fall 2016-2017	4	2			
Spring 2017-2018	5	1			
Fall 2017-2018	5	1			
Fall 2016-2017	5	2			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Science: Science K-12

Growth: General Science 2-5 TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Matter, Energy, Force, and Motion		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	3	172	206.2	9.4	206	205.9	9.8	207.0	11.1	205.8	11.0
Winter 2017-2018	3	172	203.1	9.0	203	204.2	8.7	203.0	10.4	202.3	10.9
Fall 2017-2018	3	173	199.1	9.7	199	200.5	10.2	197.6	10.7	199.0	11.5
Spring 2016-2017	3	173	206.3	8.9	205	206.0	9.3	205.6	10.0	207.2	10.8
Winter 2016-2017	3	171	202.6	9.0	203	204.4	9.7	201.6	9.6	201.9	11.2
Fall 2016-2017	3	171	200.8	8.5	201	202.4	10.0	199.4	9.2	200.9	10.4
Spring 2017-2018	4	172	213.9	9.2	214	213.6	10.2	213.6	10.6	214.5	10.9
Winter 2017-2018	4	168	211.0	9.0	211	211.7	9.5	211.2	10.5	210.0	10.4
Fall 2017-2018	4	148	207.6	9.3	208	207.7	10.3	208.0	10.5	207.1	11.1
Spring 2016-2017	4	168	213.2	10.2	213	212.1	9.7	213.6	11.9	214.1	12.0
Winter 2016-2017	4	173	209.3	10.8	210	211.4	11.5	208.8	11.1	208.0	12.5
Fall 2016-2017	4	173	206.0	9.8	206	206.5	10.1	205.7	10.3	205.9	12.1
Spring 2017-2018	5	172	219.5	9.6	220	218.9	10.8	220.2	10.8	219.5	10.3
Winter 2017-2018	5	172	216.2	10.1	216	215.7	10.1	217.2	11.0	215.5	12.0
Fall 2017-2018	5	170	213.3	10.3	214	212.7	9.9	213.9	12.5	213.3	11.5
Spring 2016-2017	5	171	218.2	10.6	219	216.9	10.7	218.1	11.9	219.4	12.8
Winter 2016-2017	5	173	214.2	11.6	215	214.8	13.5	214.5	11.4	213.6	12.8
Fall 2016-2017	5	168	212.2	10.2	213	212.1	11.1	211.8	10.3	212.8	12.4
Spring 2015-2016	5	167	215.9	11.6	218	214.7	12.4	215.8	12.8	217.0	12.6
Winter 2015-2016	5	172	212.8	10.7	213	213.3	11.7	213.5	11.7	211.7	11.8
Spring 2016-2017	6	3									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Science: Science K-12

Growth: General Science 6+ TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Matter, Energy, Force, and Motion		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2017-2018	3	2									
Fall 2017-2018	4	2									
Spring 2016-2017	5	1									
Winter 2016-2017	5	1									
Winter 2015-2016	5	1									
Spring 2016-2017	6	162	217.3	10.6	219	219.4	12.4	218.0	12.4	214.4	10.4
Fall 2016-2017	6	165	213.0	9.6	214	213.6	10.6	213.9	10.4	211.8	10.5
Spring 2015-2016	6	169	217.4	9.4	219	218.9	10.9	217.7	11.0	215.6	10.2
Fall 2015-2016	6	165	215.7	9.0	216	217.2	10.9	215.8	10.7	214.2	8.9
Spring 2016-2017	7	138	219.7	10.0	220	218.9	11.5	219.3	10.7	221.1	11.8
Fall 2016-2017	7	144	217.3	9.2	218	218.6	10.7	217.9	10.6	215.6	9.4
Spring 2015-2016	7	130	219.3	11.1	221	218.7	11.9	219.0	13.1	220.0	12.5
Fall 2015-2016	7	132	218.2	10.3	219	218.8	11.1	217.9	10.8	217.5	11.7
Spring 2016-2017	8	113	220.3	12.7	221	218.8	13.7	218.2	11.9	**224.0**	16.1
Fall 2016-2017	8	118	219.3	10.8	220	219.0	12.3	218.2	11.9	220.7	11.4
Spring 2015-2016	8	85	223.2	10.0	225	221.8	11.8	220.1	10.6	**227.8**	11.7
Fall 2015-2016	8	85	222.8	9.3	223	222.3	10.1	220.9	10.1	224.8	11.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Science: Science K-12

Growth: Science 2-5 TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Matter, Force, Motion and Energy Mean	Matter, Force, Motion and Energy Std Dev	Earth and Space Mean	Earth and Space Std Dev	Organisms and Environments Mean	Organisms and Environments Std Dev
Winter 2019-2020	3	171	205.0	9.0	205	205.6	10.1	205.0	9.7	204.6	10.9
Fall 2019-2020	3	167	200.2	9.1	200	199.6	10.1	199.6	9.9	201.4	10.6
Spring 2018-2019	3	170	208.2	8.1	208	207.2	8.6	209.4	9.7	207.9	10.0
Winter 2018-2019	3	174	204.5	7.9	205	204.5	8.6	204.6	8.9	204.2	10.1
Fall 2018-2019	3	166	200.0	8.5	200	200.6	9.3	199.3	9.6	200.0	10.4
Winter 2019-2020	4	172	210.5	8.3	211	210.5	9.4	211.7	9.8	209.2	9.6
Fall 2019-2020	4	173	207.0	8.1	207	207.3	9.1	207.3	9.3	206.5	9.6
Spring 2018-2019	4	171	212.5	10.0	213	211.2	9.5	214.0	11.5	212.0	11.9
Winter 2018-2019	4	175	210.4	9.8	212	209.7	9.7	212.6	11.4	208.5	11.5
Fall 2018-2019	4	170	205.7	9.6	206	205.7	10.1	206.5	10.7	205.0	11.2
Winter 2019-2020	5	170	215.1	9.1	215	214.2	9.2	217.5	10.5	213.5	11.0
Fall 2019-2020	5	171	211.2	9.1	212	211.8	9.1	211.8	10.5	210.2	10.8
Spring 2018-2019	5	173	219.1	8.7	219	216.6	8.7	220.2	10.4	220.1	10.6
Winter 2018-2019	5	174	215.9	8.8	217	215.2	9.2	217.9	10.3	214.4	10.9
Fall 2018-2019	5	174	212.8	10.5	213	212.7	10.2	213.1	11.3	212.5	12.5

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

District Summary Report

Aggregate by District

Term: Winter 2019-2020
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Science: Science K-12

Screening: General Science 2-5 TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2017-2018	3	1			
Fall 2017-2018	3	1			
Winter 2016-2017	3	3			
Winter 2017-2018	4	5			
Fall 2017-2018	4	18	206.0	7.9	208
Spring 2016-2017	4	1			
Fall 2016-2017	4	1			
Winter 2017-2018	5	1			
Fall 2017-2018	5	1			
Spring 2016-2017	5	2			
Fall 2016-2017	5	1			

Screening: General Science 6+ TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	4	2			
Spring 2016-2017	6	2			
Fall 2016-2017	8	1			

Screening: Science 2-5 TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2018-2019	3	3			
Winter 2019-2020	4	1			
Spring 2018-2019	4	1			
Winter 2019-2020	5	5			
Fall 2019-2020	5	1			
Spring 2018-2019	5	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2021. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Addendum

C

2018 - 2019 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,550

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$0	0.00%	$0	$0	0.00%	$0	$24,943,497,732	43.99%	$4,605
State Operating Funds	$12,701,218	95.17%	$8,194	$12,880,866	89.40%	$8,310	$21,921,438,167	38.66%	$4,047
Federal Funds	$0	0.00%	$0	$562,234	3.90%	$363	$6,959,931,329	12.27%	$1,285
Other Local	$644,259	4.83%	$416	$964,485	6.69%	$622	$2,882,959,027	5.08%	$532
Total Operating Revenue	$13,345,477	100.00%	$8,610	$14,407,585	100.00%	$9,295	$56,707,826,255	100.00%	$10,470
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0	$7,114,967,591	84.62%	$1,314
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0	$498,243,085	5.93%	$92
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$794,651,977	9.45%	$147
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0	$8,407,862,653	100.00%	$1,552
Subtotal: Operating and Other Revenue	$13,345,477	100.00%	$8,610	$14,407,585	100.00%	$9,295	$65,115,688,908	100.00%	$12,022
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Subtotal: Operating, Other and Recaptured Revenue	$13,345,477	100.00%	$8,610	$14,407,585	100.00%	$9,295	$67,884,151,590	100.00%	$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,691,153,910	63.99%	$682
Estimated State TRS Contributions	$0	0.00%	$0	$0	0.00%	$0	$2,077,222,453	36.01%	$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	$0	0.00%	$0	$0	0.00%	$0	$5,768,376,363	100.00%	$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$13,345,477	100.00%	$8,610	$14,407,585	100.00%	$9,295	$70,884,065,271	100.00%	$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$8,044,672	79.90%	$5,190	$8,538,252	76.93%	$5,509	$42,536,152,378	79.22%	$7,854
Professional & Contracted Services (Object 62xx)	$862,709	8.57%	$557	$879,871	7.93%	$568	$5,053,894,853	9.41%	$933

2018 - 2019 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,550

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$336,129	3.34%	$217	$841,836	7.59%	$543	$4,665,604,291	8.69%	$861
Other Operating Expenditures (Object 64xx)	$824,566	8.19%	$532	$838,528	7.56%	$541	$1,436,788,644	2.68%	$265
Total Operating Expenditures by Object	$10,068,076	100.00%	$6,496	$11,098,487	100.00%	$7,160	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$8,439,295,633	48.78%	$1,558
Capital Outlay(Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Object	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	$11,403,159	100.00%	$7,357	$12,433,570	100.00%	$8,022	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$6,018,988	59.78%	$3,883	$6,521,372	58.76%	$4,207	$30,104,392,112	56.07%	$5,558
Instructional Resources & Media Services (Function 12)	$57,692	0.57%	$37	$57,692	0.52%	$37	$605,276,429	1.13%	$112
Curriculum & Staff Development (Function 13)	$62,640	0.62%	$40	$82,670	0.74%	$53	$1,226,192,940	2.28%	$226
Instructional Leadership (Function 21)	$23,957	0.24%	$15	$44,217	0.40%	$29	$878,926,312	1.64%	$162
School Leadership (Function 23)	$741,047	7.36%	$478	$741,047	6.68%	$478	$3,188,405,674	5.94%	$589
Guidance Counseling Services (Function 31)	$201,923	2.01%	$130	$237,973	2.14%	$154	$2,024,672,783	3.77%	$374
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$152,988,674	0.28%	$28
Health Services (Function 33)	$183,188	1.82%	$118	$183,188	1.65%	$118	$556,828,343	1.04%	$103
Transportation (Function 34)	$0	0.00%	$0	$0	0.00%	$0	$1,636,095,662	3.05%	$302
Food Services (Function 35)	$0	0.00%	$0	$451,687	4.07%	$291	$2,916,390,356	5.43%	$538
Extracurricular (Function 36)	$198,959	1.98%	$128	$198,959	1.79%	$128	$1,647,983,294	3.07%	$304
General Administration (Function 41,92)	$607,725	6.04%	$392	$607,725	5.48%	$392	$1,746,395,855	3.25%	$322
Facilities Maintenance & Operations (Function 51)	$1,597,224	15.86%	$1,030	$1,597,224	14.39%	$1,030	$5,226,340,714	9.73%	$965
Security & Monitoring Services (Function 52)	$89,166	0.89%	$58	$89,166	0.80%	$58	$558,885,118	1.04%	$103
Data Processing Services (Function 53)	$285,267	2.83%	$184	$285,267	2.57%	$184	$956,567,070	1.78%	$177
Community Services (Function 61)	$300	0.00%	$0	$300	0.00%	$0	$266,098,830	0.50%	$49
Total Operating Expenditures by Function	$10,068,076	100.00%	$6,496	$11,098,487	100.00%	$7,160	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$8,439,295,633	48.78%	$1,558

2018 - 2019 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,550

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Function	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	$11,403,159	100.00%	$7,357	$12,433,570	100.00%	$8,022	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$6,691,791	66.47%	$4,317	$6,896,130	62.14%	$4,449	$23,769,020,825	44.27%	$4,389
Gifted and Talented (PIC 21)	$0	0.00%	$0	$0	0.00%	$0	$416,549,053	0.78%	$77
Career and Technical (PIC 22)	$26,282	0.26%	$17	$26,282	0.24%	$17	$1,673,614,337	3.12%	$309
Students with Disabilities (PICs 23,33)	$255,496	2.54%	$165	$470,049	4.24%	$303	$6,603,694,277	12.30%	$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	$278,779	2.77%	$180	$410,031	3.69%	$265	$4,676,522,504	8.71%	$863
Bilingual (PICs 25,35)	$35,837	0.36%	$23	$35,837	0.32%	$23	$690,802,576	1.29%	$128
High School Allotment (PIC 31)	$1,250	0.01%	$1	$1,250	0.01%	$1	$576,205,810	1.07%	$106
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0	$576,398,990	1.07%	$106
Athletics/Related Activities (PIC 91)	$0	0.00%	$0	$0	0.00%	$0	$1,093,452,352	2.04%	$202
Un-Allocated (PIC 99)	$2,778,641	27.60%	$1,793	$3,258,908	29.36%	$2,103	$13,616,179,442	25.36%	$2,514
Total Operating Expenditures by Program Intent Code (PIC)	$10,068,076	100.00%	$6,496	$11,098,487	100.00%	$7,160	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$8,439,295,633	48.78%	$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,335,083	100.00%	$861	$1,335,083	100.00%	$861	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$11,403,159	100.00%	$7,357	$12,433,570	100.00%	$8,022	$70,993,369,584	100.00%	$13,108
Disbursements **Total Disbursements**									
Operating Expenditures	$10,068,076	75.59%	$6,496	$11,098,487	77.34%	$7,160	$53,692,440,166	71.10%	$9,913
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	3.67%	$511
Total Other Uses	$1,916,637	14.39%	$1,237	$1,916,637	13.36%	$1,237	$1,068,121,149	1.41%	$197

2018 - 2019 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,550

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0	$681,757,275	0.90%	$126
Debt Service (Object 6500)	$1,335,083	10.02%	$861	$1,335,083	9.30%	$861	$8,439,295,633	11.18%	$1,558
Capital Projects (Object 6600)	$0	0.00%	$0	$0	0.00%	$0	$8,861,633,785	11.74%	$1,636
Total Disbursements	$13,319,796	100.00%	$8,593	$14,350,207	100.00%	$9,258	$75,511,710,690	100.00%	$13,942
Net Assets**									
Net Assets									
Unrestricted Net Assets	$0		$0	$3,547,059		$2,288	$513,176,056		$1,622
Temporary Restricted Net Assets	$0		$0	$3,246,167		$2,094	$816,203,829		$2,579
Permanently Restricted Net Assets	$0		$0	$0		$0	$213,196		$1
Total Net Asset Balance**	$0		$0	$6,793,226		$4,383	$1,329,799,869		$4,202
Net Assets Reconciliation									
2017-2018 Total Net Assets (Previous Year)	$0		$0	$6,877,646		$4,489	$1,080,364,815		$3,650
2018-2019 Excess (Deficiency) Operating Expenditures	$0		$0	$1,832,217		$1,182	$211,514,052		$668
2018-2019 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$-1,916,637		$-1,237	$5,089,915		$16
2018-2019 Uncommon Items	$0		$0	$0		$0	$32,831,087		$6
2018-2019 Total Net Assets	$0		$0	$6,793,226		$4,383	$1,329,799,869		$4,202

Addendum D

ARLINGTON CLASSICS ACADEMY -PRI

Campus Improvement Plan
2019/2020

Melissa Fambrough
2800 W. Arkansas Ln.
817-274-2008
mfambrough@acaedu.net

Date Reviewed:

Date Approved: 08/29/2019

ARLINGTON CLASSICS ACADEMY -PRI

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY - PRI does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Value Statement:

Arlington Classics Academy Primary students will learn to be respectful, responsible, safe, problem solvers through staff modeling and positive reinforcement. Staff will promote social emotional health by fostering a growth mindset in students.

ACA Board Ends Policies

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:
1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:
1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

For a Title 1, Part A TA program, the LEA identifies students in need of service through a description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. These developmentally appropriate measures include:

retained/did not meet passing standard for nine week grading period

below level on Reading Progress Monitoring assessment

below 50th percentile on MAP Math and/or Reading assessment

Additionally, students identified as homeless, in foster care, Dyslexia, or LEP may receive Title IA targeted assistance supplemental services.

ARLINGTON CLASSICS ACADEMY -PRI Site Base

Name	Position
Amos, Jennette	First Grade Teacher
Briggs, Andrena	Second grade teacher
burns holland, shea	literacy interventionist
Embry, Cathleen	First grade teacher
Fambrough, Melissa	Principal
Froese, Teresa	PE teacher
Hopp, Jina	Assistant Principal
Jantz, Mayre	Second grade teacher
Jones, Amanda	Parent
Lewis, Jessica	Parent
Marsic, Melissa	First grade teacher
Partain, Lisa	First grade teacher
Saliano, Brittany	Kindergarten Teacher

Resources

Resource	Source
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
State Compensatory (420 PIC 24)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY -PRI

Goal 1. Students will demonstrate high academic achievement.

Objective 1. All K-2 Students who perform below the 50th percentile on EOY Math MAP will be 11% or less.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase Title 1 math intervention from four days a week to five days a week by employing the math tutor full time. (Title I TA: 1,2,3,4,5,8) (Target Group: All) (Strategic Priorities: 2)	Principal	August 2019	(F)Title 1 (211) - $55,400, (S)State Compensatory (420 PIC 24)	Summative - End of year program evaluation using MAP Math student growth data. 02/12/20 - Completed (S)
2. Classroom Teachers will receive training in small group interventions and strategies in math and how to use the MAP data to drive instruction. (Title I TA: 6) (Target Group: All,K,1st,2nd) (Strategic Priorities: 2)	Director of Academic Services, Principal, Teacher(s)	August 2019; December 2019, May 2020	(S)General State Revenue (420) - $0	Summative - Students receiving Title 1 math intervention will show growth by an increase in winter RIT score and/or will meet growth by the end of the year MAP administration. 02/12/20 - Significant Progress
3. Research based materials and training will be used to effectively instruct students receiving Title 1 math intervention. (Title I TA: 1) (Target Group: All,K,1st,2nd) (Strategic Priorities: 2)	Principal, Teacher(s)	prior to March 2020	(F)Title 1 (211) - $9,049.50, (S)General State Revenue (420) - $135	02/12/20 - Significant Progress
4. The Academic services department will work with math teachers on effective practices for small group instruction by leading staff development throughout the year. (Title I TA: 4,6) (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Director of Academic Services, Principal, Teacher(s)	August 2019; September2019; February 2020		DAS has met with math teachers during the year (on data days, as well as during their team meeting) to address needs/resources and to help work on ongoing units of study. 02/12/20 - Significant Progress
5. Increase parent involvement and student engagement by hosting Title 1 family nights. (Target Group: ECD,AtRisk)	Math Specialist, Principal		(F)Title 1 (211) - $416.53	Criteria: Parent feedback Parent surveys 02/12/20 - Completed
6. K-2 math teachers will attend professional development based on student need in order to improve instruction for student growth. (Target Group: All)	Director of Academic Services, Principal, Teacher(s)	ongoing	(F)Title 1 (211) - $0	02/12/20 - Some Progress

ARLINGTON CLASSICS ACADEMY -PRI

Goal 2. Students will demonstrate high academic achievement.

Objective 1. Students receving special education services wil increase the percentage of met growth on end of the year reading MAP from 63% to 70% and on math MAP from 64% to 70%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education teacher will meet with classroom teachers of students receiving in-class support for reading and/or math, in order to support student needs. (Title I TA: 4,6) (Target Group: SPED)	Principal, Special Ed Teachers, Teacher(s)	August 2019; continuing bi-weekly until May 2020		Sped. staff is meeting with teachers of students receiving sped. services (In class support and resource) to monitor student progress. 02/12/20 - Completed
2. Special education teacher will keep "working folders" on each student receiving special education services(Resource and In class support) and will update folders weekly. (Title I TA: 2,4,5) (Target Group: SPED)	Principal, Special Ed Teachers, Teacher(s)	August 2019-continuing weekly through May 2020		Working folders are up to date for each student receiving sped. services. 02/12/20 - Completed
3. Special education and classroom teachers will attend research based training on strategies specifically targeting students in special education, and provide materials necessary for students to meet IEP goals. (Title I TA: 6) (Target Group: SPED)	Principal, Special Ed Teachers	August 2019-March 2020	(S)General State Revenue (420) - $1,304.93, (S)State Special Education Funds (420 PIC 23) - $455.40	Sped. staff and admin. attended professional development workshops and have shared strategies with gen. ed staff in order to promote student progress. 02/13/20 - Completed

ARLINGTON CLASSICS ACADEMY -PRI

Goal 3. Students lifelong learning skills will measurably improve and they will view their education with a growth mindset.

Objective 1. The percentage of second-grade students meeting growth on the end of year MAP math test will increase from 28% to 50%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Director of Academics will work with second-grade math teachers to identify areas of need from the MAP math learning continuum and provide staff development on effective small group instruction. (Title I TA: 1,2,3,4,6) (Target Group: 2nd)	Director of Academic Services, Principal, Teacher(s)	September 2019, February 2019 and May 2020		DAS meeting with second grade math team bi weekly to help with instructional planning. 02/13/20 - Significant Progress
2. Second grade math team will meet weekly to plan instruction for whole group and small group instruction based on student needs. (Title I TA: 1,2,4,5) (Target Group: 2nd)	Principal, Teacher(s)	August 2019 and weekly through May 2020		Second grade math team meets weekly, as evidenced by team meeting notes, to plan small group instruction. 02/13/20 - Completed
3. K-2 math teachers will attend research based training on strategies to use during small group instruction. (Title I TA: 1,6) (Target Group: AtRisk,K,1st,2nd)	Principal, Teacher(s)	by February 2020	(F)Title 1 (211) - $0, (S)General State Revenue (420) - $0	DAS is working to bring presenter to campus for second grade math team; 02/13/20 - Discontinued

ARLINGTON CLASSICS ACADEMY -PRI

Goal 4. Students will demonstrate high academic achievement

Objective 1. At least 60% of students receiving literacy intervention services will meet growth on EOY Reading MAP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-2 ELAR teachers will receive training on guided reading best practices through professional development. and materials. (Target Group: All,ESL,LEP,AtRisk,Dys)	Director of Academic Services, Principal, Reading Specialist	August 19-May 20	(S)General State Revenue (420) - $344.53, (S)State Compensatory (420 PIC 24) - $912.60	Criteria: Feedback from training (google surveys), walkthroughs, and MAP progress reports. 02/12/20 - Completed
2. K-2 ELAR teachers will use research based instructional materials to enrich small group instruction, with targeted skills for students(ELL's and students receiving intervention services). (Target Group: All,ECD,ESL,AtRisk,Dys)	Director of Academic Services, Principal, Teacher(s)	September 19-May 20	(S)State ESL Funds (420 PIC 25) - $1,949.95	Criteria: Lesson plans, guided reading observation and feedback from Director of Academic Services and administrators. 02/12/20 - Completed
3. Reading specialist and K-2 teachers with dyslexia students, will attend dyslexia training for students with dyslexia and use dyslexia based instructional materials. (Target Group: Dys)	Principal, Reading Specialist	spring 20	(S)State Compensatory (420 PIC 24) - $584.14	02/13/20 - Completed
4. K-2 ELAR teachers will use common progress monitoring tools in order to align reading levels within K-2. (Target Group: AtRisk)	Principal, Teacher(s)	each nine weeks	(S)State Compensatory (420 PIC 24) - $5,095.75	02/13/20 - Completed
5. Reading specialist will use research based materials to improve student growth of students receiving intervention services. (Target Group: AtRisk,Dys)	Principal, Reading Specialist	ongoing	(S)State Compensatory (420 PIC 24) - $394.84	02/13/20 - Significant Progress
6. Literacy interventionist and reading specialist will attend RTI meetings each nine weeks and offer input and guidance for interventions and progress on current students. (Target Group: AtRisk,Dys)	Principal, Reading Specialist, Teacher(s)	each nine weeks		02/13/20 - Completed

Comprehensive Needs Assessment

Demographics

Demographics Strengths

First grade had the highest attendance rate each nine weeks

Increase in attendance between third and fourth nine weeks

Procedures for addressing families not communicating with the school regarding attendance (receptionist calls/emails families each day if no communication) are in place and consistent

97.15% attendance rate for the year, meets district goal of 97%

The percentage of male:female students is about equal

Schoolwide celebration of diversity with our "Primary Culture" Day

Demographics Weaknesses

Kindergarten had 12 students withdraw during the year

Significant drop in attendance between the first and second nine weeks

Demographics Needs

Need more motivating student incentive for attendance (attendance hero seems to have lost its effectiveness, per classroom teacher input)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

91% of kindergarten Title 1 Math students met growth on end of year MAP

68% Title 1 Math students in grades K-2 met growth on end of year MAP

63% LEP students met growth on end of year MAP (goal from 18-19 was 60%)

Of the second graders seen by the Reading specialist, 82% of these students were reading on grade level by the end of the year.

Kindergarten students exceeded their expected growth on EOY Reading MAP overall

80% of second grade special education students met growth on EOY MAP Reading

80% of first grade special education students met growth on EOY MAP Math

100% of kindergarten students met growth on EOY MAP Math

Kindergarten and first grade students exceeded their projected growth in Math EOY MAP overall

61% of students receiving services in the literacy lab, met growth on EOY MAP Reading

Student Achievement Weaknesses

Students in first and second grade reading did not meet their projected growth overall

10% of second graders in special education met growth on Math EOY MAP;

40% of first grade students in special education met growth on EOY MAP Reading

71 % of kindergarten students in special education met growth on EOY MAP Reading

47% of students in intervention with the reading specialist met growth on EOY Reading MAP

28% of students met growth on second grade Math MAP

63% students in special education met growth on math MAP

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

64% students in special education met growth on reading MAP

Student Achievement Needs

Better understanding of process for parents and staff for referrals and testing for LD

Professional development for teachers in grades 1-2 in the areas of: Reading interventions (Tier 1 interventions), Using the MAP learning continuum, and small group guided reading strategies, and strategies for students with learning disabilities in reading and math

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Martin HS counselors have a high opinion of ACA students and what they bring to Martin HS

A majority of parents on the parent survey, feel that their child is safe at school.

ACA Primary has high ratings on niche.com

ACA parent involvement policy is specific and expectations are outlined for all stakeholders.

Administration has an open door policy and the staff feel "heard"

School Culture and Climate Weaknesses

Teachers have observed negative tone between staff and students, at times, in common areas.

School Culture and Climate Needs

Staff awareness regarding appropriate communication

School Culture and Climate Summary

Offer student incentives to increase attendance at Parent U.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Mentor teachers are given to all new staff members to help acclimate teachers to ACA Primary.

T-tess allows administration and teachers to have conversations regarding continuous improvement.

Staff Quality, Recruitment and Retention Weaknesses

Staff attendance is low.

Staff Quality, Recruitment and Retention Needs

Conversation with staff on the impact that high staff absence rates have on student academic growth.

We need to increase staff attendance rates.

Develop a process for teachers to request specific trainings that they are interested in attending (based on their T-tess goals).

Staff Quality, Recruitment and Retention Summary

Staff attendance does need to be addressed in August.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers served on the district ELAR committee and provided input for a new ELAR adoption for K-2

Teachers and interventionists work together to plan for intervention for struggling learners

Most staff feel comfortable using the learning continuum and are open to learning more about how to use the MAP test to plan for instruction

Curriculum, Instruction and Assessment Weaknesses

No built in days for staff to work on curriculum during the school year

Curriculum, Instruction and Assessment Needs

Staff training on using the learning continuum to plan for small group instruction for higher and lower achieving students.

More time throughout the year for staff to plan and adjust curriculum documents and Year at a glance

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Parent representation on SBDM committee

High attendance at most Family engagement nights (except for Parent U.)

Most parents would recommend ACA Primary to a friend, and feel as if the Primary campus encourages them to participate in their child's learning.

Parents feel welcome and involved in their child's education and feel they know how to help their child be successful in learning

Family and Community Involvement Weaknesses

Parent U. is poorly attended

Child Nutrition concerns

Drop off and dismissal lines are not favorable to some

Family and Community Involvement Needs

Create a system for parent input regarding topics for Parent U. in order to draw more people to attend.

More relevant topics for Parent U.

Lunch program- more parent education regarding understanding the food/nutrition program and how food is chosen, etc.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Master schedule is designed to reflect "target" time multiple times a week for students (on non-PE days) for intervention

All Grade level teachers are ESL certified to work with LEP students

RTI meetings once per nine weeks

Consistent process for entering and exiting students for intervention services

Each special program (SCE, Title 1) has a tracking/monitoring system to look at student progress

Administration conducted individual MAP meeting with staff to gain feedback into areas of improvement (after winter MAP test)

Team leader meetings monthly include feedback from teams regarding possible problems that need to be addressed.

School Context and Organization Weaknesses

Math interventionist was not included in RTI meetings

PLC book study not complete by Campus leadership team

School Context and Organization Needs

continue PLC process

Tier 1 intervention documentation should be more specific during RTI meetings

Master Schedule 2018-2019

2018-2019	Kinder A	Kinder B	1st Grade A	1st Grade B	2nd Grade A	2nd Grade B	Specials	PE
7:00-7:45	Enter Building/ Breakfast/ Announcements at 7:45 AM							
7:45-7:55					Specials 7:50-8:35	PE/TT 7:50-8:35	2nd A 7:50-8:35	2nd B 7:50-8:35
7:55-8:05								
8:05-8:15								
8:15-8:25								
8:25-8:35								
8:35-8:45			Specials 8:40-9:25	PE/ TT 8:40-9:25			1st A 8:40-9:25	1st B 8:40-9:25
8:45-8:55								
8:55-9:05								
9:05-9:15								
9:15-9:25								
9:25-9:35							Conf 9:30-10:15	Conf 9:30-10:15
9:35-9:45								
9:45-9:55								
9:55-10:05	Recess 10:05-10:35	Lunch 10:05-10:35						
10:05-10:15								
10:15-10:25			PE/TT 10:20-11:05	Specials 10:20:11:05			1st B 10:20-11:05	1st B 10:20-11:05
10:25-10:35								
10:35-10:45	Lunch 10:40-11:10	Recess 10:40-11:10						
10:45-10:55								
10:55-11:05								
11:05-11:15					Recess 11:15-11:45	Lunch 11:15-11:45	Other duties 11:05-11:35	Other duties 11:05-11:35
11:15-11:25								
11:25-11:35								
11:35-11:45								
11:45-11:55					Lunch 11:50-12:20	Recess 11:50-12:20	Lunch 11:35-12:05	Lunch 11:35-12:05
11:55-12:05								
12:05-12:15								
12:15-12:25	PE/TT 12:15-1:00	Specials 12:15-1:00	Recess 12:25-12:55	Lunch 12:25-12:55			Kinder B 12:15-1:00	Kinder A 12:15-1:00
12:25-12:35								
12:35-12:45								
12:45-12:55								
12:55-1:05			Lunch 1:00-1:30	Recess 1:00-1:30				
1:05-1:15								
1:15-1:25								
1:25-1:35					PE/TT 1:05-1:50	Specials1:05-1:50	2nd B 1:05-1:50	2nd A 1:05-1:50
1:35-1:45								
1:45-1:55								
1:55-2:05	Specials 1:55-2:40	PE/TT 1:55-2:40					Kinder A 1:55-2:40	Kinder B 1:55-2:40
2:05-2:15								
2:15-2:25								
2:25-2:35								
2:35-2:45								
2:45-2:55								
2:55-3:05	Dismissal at 3:05 PM							

Comprehensive Needs Assessment Data Sources

Community Input
MAP performance reports
Parent Survey (google)
PEIMS Report
Special Programs Evaluations
Special Student Populations
Staff Survey (google)
Staff/Parents/Community/ Business members involved w/SBDM

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Campus Improvement Plan
2019/2020

ACA Intermediate strives to build strong positive relationships with our #GriffinTribe and provide rigor and relevance that will inspire all students to become lifelong learners.

Teri Rodgers
2800B W. Arkansas
817-303-1553
trodgers@acaedu.net

Date Reviewed:

Date Approved:

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Value Statement:

ACA Intermediate strives to build strong positive relationships with our #GriffinTribe and provide rigor and relevance that will inspire all students to become lifelong learners.

Arlington Classics Academy Ends Policy

Adopted by ACA Board April 21, 2016

Global Ends Statement

-ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

Student Outcomes
1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:
1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:
1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE Site Base

Name	Position
Rodgers, Teri	Principal
Champion , Patricia	Nurse
Mowry , Jeanne	Counselor
Maslonka, Alyssa	3rd Grade Teacher
Prellwitz, Barbara	Parent Rep
Vanecek , Michelle	Parent Rep
Whitehead , Darren	Community Rep
Rivera , Carla	Fine Arts Team
Rodriguez , Manny	3rd Grade Team
Aguirre , LeighAnn	4th Grade Team
Padilla , Brenda	5th Grade Team

Resources

Resource	Source
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
State Compensatory (420 PIC 24)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 1. Intermediate staff will continue Capturing Kids Hearts practices & increase positive interactions within the #GriffinTribe, which will result in a 3% increase of positive comments on the EOY parent survey.

Objective 1. CKH practices will increase positive campus communications, #GriffinTribe relationships, and vertical alignment between campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of staff will attend Capturing Kids Hearts initial two day training, by the Flippen Group. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 6)	Principal	Sept 2019 - May 2020	(F)Title 1 (211) - $5,789, (L)Local Charter Funds (198 or 461), (S)State Compensatory (420 PIC 24) - $113.24	Summative - -CKH training certificates 02/14/20 - On Track (S) 02/14/20 - On Track 02/12/20 - On Track 02/12/20 - On Track
2. Continue CKH practices & create/implement a campus wide reporting model for bullying & reporting. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 6)	Principal, SBDM Committee, School Nurse, Teacher(s)	Sept 2019 - May 2020	(L)Local Charter Funds (198 or 461), (S)General State Revenue (420), (S)State Compensatory (420 PIC 24) - $1,427.03	Summative - -Social contract visible in all classrooms -Reporting procedure taught in BOY guidance lesson -Reporting procedures posted in classroom -BOY & EOY student survey in regards to peer relations, harassment/bullying, and how to report/get help. -Reduction in office referrals dealing w/ bullying/harassment. 02/14/20 - On Track (S) 02/14/20 - On Track
3. Align all forms of communication across grade level pods to maintain consistency within the grade level. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 5,6)	Principal, Teacher(s)	Aug 2019 - May 2020	(F)Title 1 (211), (L)Local Charter Funds (198 or 461), (S)State Compensatory (420 PIC 24) - $4,764	Summative - -Reduction in negative EOY parent survey comments, in regards to communication 02/14/20 - On Track (S)
4. Increase vertical alignment and collaboration between campuses to minimize transition struggles. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 4,6)	Principal	Aug 2019 - May 2020	(S)State ESL Funds (420 PIC 25) - $2,284	Summative - -Parent University Fall & Spring semester -BOY & EOY administrative staffing w/ intervention teams -Decrease in negative comments on EOY parent survey, in regards to campus collaboration/transition between campuses.

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 1. Intermediate staff will continue Capturing Kids Hearts practices & increase positive interactions within the #GriffinTribe, which will result in a 3% increase of positive comments on the EOY parent survey.

Objective 1. CKH practices will increase positive campus communications, #GriffinTribe relationships, and vertical alignment between campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				02/14/20 - On Track (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. PBIS team will create school wide campus behavior expectations that will be implemented by 100% of staff & will reduce discipline placements by 5% & # of negative comments on EOY parent survey.

Objective 1. PBIS team will create school wide campus behavior expectations..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PBIS team will create & implement "House" system for students to earn points for positive behaviors w/in the classroom and common areas of the campus. (Title I TA: 4) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 6)	Lead Teacher, Principal	Aug 2019 - May 2020	(L)Local Charter Funds (198 or 461), (S)State Compensatory (420 PIC 24) - $1,057.91, (S)State ESL Funds (420 PIC 25) - $130.32	Summative - -Weekly "House" totals -EOY office referrals reduced by $5% -# of EOY negative comments on parent survey reduced 02/14/20 - On Track (S)
2. PBIS team will provide BOY PD for all Intermediate staff & teach the "House System" based on the 4 ACA Pillars (Courage, Wisdom, Perseverance, & Strength). (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 6)	Lead Teacher, Principal	Aug 2019- Jan 2020		02/14/20 - On Track (S)
3. PBIS team will meet quarterly to discuss campus behavior & discipline needs, campus/staff training, & "House" progress. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 6)	Lead Teacher, Principal	Aug 2019 - May 2020		Summative - -Quarterly PBIS meeting agenda's & sign in sheets -EOY staff survey feedback -EOY parent survey feedback 02/14/20 - On Track (S)
4. Continue use of campus handbook & implement systematic procedures, resources, and consistent campus expectations for 100% staff. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 6,7)	Principal	Aug 2019 - May 2020		Summative - -EOY staff survey feedback -Pre/post T-TESS conference feedback 02/14/20 - On Track (S)
5. Dress code variance will be added to student planner to help maintain consistency amongst the campus/district. (Target Group: 3rd,4th,5th) (CSFs: 6)	Principal	Aug 2019 - May 2020		Summative - -Reduce # of dress code comments on EOY parent survey -Reduce # of dress code comments on EOY staff survey 02/14/20 - On Track 02/14/20 - Completed 02/14/20 - Completed

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 3. Grades 3-5 will increase projected growth on 2020 EOY Reading & Math MAP assessment by 3%.

Objective 1. Increase 2020 EOY MAP growth for reading & math by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELAR & Math teachers will meet weekly by content to align lessons, review curriculum resources, and discuss differentiation & extension opportunities for students. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 2)	Math Specialist, Principal, Reading Specialist, Teacher(s)	Aug 2019 - May 2020	(F)Title 1 (211) - $1,054.50, (L)Local Charter Funds (198 or 461), (S)State Compensatory (420 PIC 24) - $328.49	02/14/20 - On Track (S) 02/14/20 - On Track 02/14/20 - On Track 02/14/20 - On Track
2. Reading specialist will attend Wilson Reading Program training to vertically align w/ Middle School dyslexia program. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Reading Specialist	Aug 2019- May 2020	(F)Title 1 (211) - $5,042, (F)Title IIA Principal and Teacher Improvement(255) - $724, (S)State Compensatory (420 PIC 24) - $1,214.60	02/14/20 - On Track (S)
3. Math teachers will meet monthly with math specialist to review curriculum resources and discuss differentiation & extension options for students, based on their individual needs. (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Math Specialist, Principal, Teacher(s)	Aug 2019 - May 2020	(F)Title IIA Principal and Teacher Improvement(255) - $220, (S)State Compensatory (420 PIC 24) - $1,054, (S)State Special Education Funds (420 PIC 23) - $558.70	02/14/20 - On Track (S) 02/14/20 - On Track
4. Reading specialist will work with students who do not meet grade level BOY & MOY MAP expectations 3 days a week for intervention during Griffin Time. Reading specialist will also provide dyslexia support 4X a week for eligible students. (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Reading Specialist	Aug 2019 - May 2020	(S)State Compensatory (420 PIC 24) - $512.48	02/14/20 - On Track (S)
5. Math specialist will work with students who do not meet grade level BOY & MOY MAP expectations 3 days a week for intervention during Griffin Time. (Title I SW Elements: 2.4,2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Math Specialist, Principal	Aug 2019 - May 2020	(F)Title IIA Principal and Teacher Improvement(255) - $450.67, (S)State Compensatory (420 PIC 24) - $350	Criteria: EOY MAP results 02/14/20 - On Track (S)
6. Sped team & admin will meet monthly to review current IEP's and discuss appropriate instructional strategies & supports. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Special Ed Teachers	Aug 2019 - May 2020	(S)State Special Education Funds (420 PIC 23) - $65.55	02/14/20 - On Track (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 3. Grades 3-5 will increase projected growth on 2020 EOY Reading & Math MAP assessment by 3%.

Objective 1. Increase 2020 EOY MAP growth for reading & math by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. LEP students will receive intervention / linguistic support during Griffin Time to improve fluency, academic vocabulary, comprehension, and writing strategies. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Teacher(s)	Aug 2019 - May 2020	(F)Title 1 (211) - $1,952.88, (S)State Compensatory (420 PIC 24) - $1,295, (S)State ESL Funds (420 PIC 25) - $2,284	02/14/20 - On Track (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 4. Incoming 4th & 5th grade ELL's will increase projected growth on EOY Math & Reading MAP assessment by 4%.

Objective 1. Increase ELL's EOY MAP by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BOY ELPS training for grade 3-5 content teachers & MOY ELPS review. (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Counselor, Math Specialist, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	Aug 2019 - May 2020	(S)State Compensatory (420 PIC 24) - $110, (S)State ESL Funds (420 PIC 25) - $80.79	02/14/20 - On Track (S)
2. Monthly RTI with admin, LPAC coordinator, grade level teachers & intervention team to review & discuss current LEP student progress and intervention needed. (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Math Specialist, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	Aug 2019 - May 2020	(S)State Compensatory (420 PIC 24) - $683.98	02/14/20 - On Track (S)
3. ELL students that are below BOY & MOY MAP expectation, will receive weekly tier 3 pull out support with reading specialist and/or ESL support. (Title I SW Elements: 2.4,2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Math Specialist, Principal, Reading Specialist, Teacher(s)	Sept 2019 - May 2020	(S)State ESL Funds (420 PIC 25) - $1,278.78	02/14/20 - On Track (S)
4. ELL students will receive weekly writing support from staff during Griffin Time and write a composition quarterly (expository, persuasive, narrative, or descriptive) (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Reading Specialist, Teacher(s)	Sept 2019 - May 2020	(S)State Compensatory (420 PIC 24) - $2,001.64	01/15/21 - On Track (S)

Demographics

Demographics Strengths

Only 4% of student population eligible for special ed supports.

Student by Program (2018 - 2019 Preliminary Summer PEIMS file loaded 05/09/2019)	Count	Percent
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	95	17.46%
Reduced Lunch Participation	20	3.68%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	23	4.23%

Demographics Weaknesses

22% of our students are eligible for tier 3 or tier 2 intervention for reading and/or math.

12% of our student population has a current 504 plan for academic and/or health need.

7% of our student population has a second and/or third language at home.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Other Student Information (2018 - 2019 Preliminary Summer PEIMS file loaded 05/09/2019)	Count	Percent
Economically Disadvantaged	115	21.14%
Title I Homeless	0	0.00%
Limited English Proficient (LEP)	38	6.99%
Migrant	0	0.00%
Military Connected	4	0.74%
Foster Care	0	0.00%
Section 504	66	12.13%
Intervention Indicator	120	22.06%

Demographics Needs

Strong differentiation & enrichment training to equip teachers to support the following sub-pops:

-LEP

-Sped

-504

-Tier 2 needs w/in the classroom

-"Blue/Greens" for extension w/in the classroom

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Demographics (2018 - 2019 Preliminary Summer PEIMS file loaded 05/09/2019)	Count	Percent
Gender		
Female	276	50.74%
Male	268	49.26%
Ethnicity		
Hispanic-Latino	109	20.04%
Race		
American Indian - Alaskan Native	1	0.18%
Asian	56	10.29%
Black - African American	120	22.06%
Native Hawaiian - Pacific Islander	1	0.18%
White	224	41.18%
Two-or-More	33	6.07%

Intermediate STAAR Results / 2019

STAAR Reading	All Students	Masters	LEP	Sped	Title 1	@Risk
3rd Grade	93%	44%	83% (18 students)	* (3 students)	70% (20 students)	84% (58 students)
4th Grade	87%	38%	71% (14 students)	60% (10 students)	64% (11 students)	65% (37 students)
5th Grade	94%	52%	80% (5 students)	* (4 students)	87% (15 students)	73% (37 students)

STAAR Math	All Students	Masters	LEP	Sped	Title 1	@Risk
3rd Grade	95%	43%	78% (18 students)	* (3 students)	75% (20 students)	84% (58 students)
4th Grade	79%	35%	71% (14 students)	50% (10 students)	45% (11 students)	57% (37 students)
5th Grade	94%	47%	100% (5 students)	* (4 students)	67% (15 students)	84% (37 students)

STAAR Writing	All Students	Masters	LEP	Sped	Title 1	@Risk
4th Grade	86%	23%	71% (14 students)	60% (10 students)	73% (11 students)	65% (37 students)

STAAR Science	All Students	Masters	LEP	Sped	Title 1	@Risk
5th Grade	91%	34%	100% (5 students)	17% (4 students)	60% (15 students)	67% (37 students)

*Number of students are total # being served/supported

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Sub-pop #'s are low compared to the total student population.

Other Student Information (2018 - 2019 Preliminary Summer PEIMS file loaded 05/09/2019)	Count	Percent
Economically Disadvantaged	115	21.14%
Title I Homeless	0	0.00%
Limited English Proficient (LEP)	38	6.99%
Migrant	0	0.00%
Military Connected	4	0.74%
Foster Care	0	0.00%
Section 504	66	12.13%
Intervention Indicator	120	22.06%
Unaccompanied Youth	0	0.00%
IGC Reviewed	0	0.00%
[illegible]	[illegible]	[illegible]
Special Education (SPED)	23	4.23%

Student Achievement Weaknesses

Sub-pop #'s are low compared to the total student population, however needs can be easily overlooked. Frequent review of student data & educational history are needed to personalize learning and meet grade level expectations.

Student Achievement Needs

Comprehensive Needs Assessment

Monthly meetings w/ content teachers, admin, counselor, & reading/math specialist to discuss student needs, growth, deficits, and IEP's.

Student Achievement Summary

Reading & math specialist will implement "Coach & Conference" Fridays to discuss the following w/ teachers:

-grade level educational history, by group & by student

-ELAR needs

-math needs

-writing needs

-RTI supports; tier 2 & tier 3

-curriculum resources

-formative & summative assessments

-online home support

-LEP supports

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Discipline placements have decreased since 2017-2018.

2017-18

- OSS -18
- ISS - 35
- Partial ISS - 2
- Total - 55

2018-19

- OSS - 5
- ISS -44
- Partial ISS -1
- Total - 50

School Culture and Climate Weaknesses

Bullying & harassment comments have increased on EOY parent & staff surveys.

School Culture and Climate Needs

-Campus wide bully/reporting procedure.

-Clear understanding of campus wide discipline/behavior expectations.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

-PBIS team will create & implement new "House" model by ACA 4 character traits. Students can earn points based on campus & classroom behaviors.

-PBIS, admin, & counselor will implement a campus wide reporting system to reduce bullying/harassment reports on campus.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

-No vacancies for the 2019-2020 school year, as of yet

-EOY staff survey shows that all enjoy and want to be @ ACA

Staff Quality, Recruitment and Retention Weaknesses

Four new teachers for the 2018-2019 school year.

Staff Quality, Recruitment and Retention Needs

Smoother transition for new staff to acclimate to ACA Curriculum & Instructional methods.

Staff Quality, Recruitment and Retention Summary

-Utilize instructional specialists weekly to help support new & rookie staff

-Monthly "check-ins" w/ admin to help support as well

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

-Content teams are beginning to collaborate w/ one another more than in years past.

-Teams are utilizing common planning built into the master schedule to align curriculum, scaffold instruction, and extend.

Curriculum, Instruction and Assessment Strengths (Continued)

Curriculum, Instruction and Assessment Weaknesses

-Not all teams are consistently meeting face to face to plan.

-Not all team members are "carrying their load" of collaboration.

Curriculum, Instruction and Assessment Needs

-Unified expectations for common planning minutes

-Norms for common planning time

-Periodic visits by campus admin during common planning

Curriculum, Instruction and Assessment Summary

Staff are in the "first steps" of PLC's and collaboration w/ one another. Trust is still being built and we will continue to work towards a more collaborative mindset. Staff will be expected to meet weekly during common planning to align & synchronize lessons, share common planning notes w/ campus admin, and document changes on their district curriculum documents.

Family and Community Involvement

Family and Community Involvement Strengths

-Positive comments from parents, staff, & community that 2018-19 was a positive year and culture growth was made.

Family and Community Involvement Weaknesses

Comments on EOY survey...

-transitions from campuses are difficult

-consideration of religious beliefs in regards to field trips/parties

Family and Community Involvement Needs

Better collaboration/communication w/ other 2 campuses to stay in sync.

Discuss community/parent perceptions w/ staff.

Be mindful of diversity w/in our campus/families.

Embrace the #GriffinTribe mentality...unity.

School Context and Organization

School Context and Organization Strengths

-Staff survey reveals that teachers feel as if they have autonomy to try new things & take risks w/in their classrooms.

-Supports are in place to provide intervention for tier 3 students.

-SBDM meets monthly and has added value to this year's success on our survey's.

School Context and Organization Weaknesses

Teachers share that there is never enough time w/in master schedule.

School Context and Organization Needs

-Transparent conversations about the planning/creation of the master schedule. What comes first?

-Open conversations about readiness TEKS vs. supporting TEKS & CK. What must be taught?

-Open conversations about adding value to learning. Are we providing rigor and relevance?

-Aligning our curriculum documents

School Context and Organization Summary

-Transparent conversations about the planning/creation of the master schedule. What comes first?

-Open conversations about readiness TEKS vs. supporting TEKS & CK. What must be taught?

-Open conversations about adding value to learning. Are we providing rigor and relevance? ?

-Aligning our curriculum documents

Technology

Technology Strengths

-Campus fundraising has allowed us to purchase technology for every teacher.

-Each grade level has a cart of chromebooks, charging stations, and a minimum of 8:1 per class (new inventory is being taken over the summer)

-Staff enjoy/want more technology

Technology Weaknesses

-Not all staff use technology for research, collaboration, or 21st century skill learning.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

-Tech Apps have not been assessed

Technology Needs

-Accurate technology inventory prior to 2019-2020 school year

-Tech training for teachers to provide 21st century learning opportunities vs. games/entertainment

-Tech Apps assessed @ BOY 2019 & EOY 2020

Technology Summary

-Accurate technology inventory prior to 2019-2020 school year

-Tech training for teachers to provide 21st century learning opportunities vs. games/entertainment

-Tech Apps assessed @ BOY 2019 & EOY 2020

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referral report
District Policies
Failure Lists
MAP performance reports
Parent Survey (google)
Special Programs Evaluations
Staff Survey (google)
Staff/Parents/Community/ Business members involved w/SBDM

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*

WISDOM · VIGILANCE · COURAGE · STRENGTH

SBDM / 2018-19

Date: May 2, 2019

Name	Grade	Signature
Teri Rodgers	Principal	
Jennifer Young	AP	
Patricia Champion	Nurse	
Jeanne Mowry	Counselor	
Erin Baltensperger	Sped	
Laura Munoz	3rd	
Cliff Eisenhower	4th	
Barbara Lamb	5th	
Carla Rivera	Fine Arts	
Barbara Prellwitz	Parent	
Michelle Vanecek	Parent	
Cari Dugan	Parent	
Darren Whitehead	Community	
Manny Rodriguez	3rd	
LeighAnn Aguirre	4th	
Brenda Padilla	5th	
Carla Rivera	Fine Arts	
Christal White	Sped	

Name	Grade	Signature

ARLINGTON CLASSICS ACADEMY -MIDDLE

Campus Improvement Plan
2019/2020

Knowledge for a Lifetime

Yolonda Dawson, Principal of Middle School
5200 S. Bowen Road
817-987-1909
ydawson@acaedu.net

Date Reviewed: 02/13/2020

Date Approved: 08/29/2019

ARLINGTON CLASSICS ACADEMY -MIDDLE

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY - MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ARLINGTON CLASSICS ACADEMY -MIDDLE

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY - MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Value Statement:

Arlington Classics Academy Middle School values individual student acceleration through determination and perseverance. Each student that is willing to work hard can achieve acceleration by earning high school credits. We believe that students learn from their mistakes if they are willing to remain diligent. We believe that every student should possess a growth mindset and we strive to foster a growth mindset in our conversations. We aim to model the growth mindset through continuous learning and collaboration. Above all, the student is the most important component of the school and we strive for every student to grow towards independence before leaving Arlington Classics Academy Middle School.

ACA Board Ends Policies

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:

1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:

1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

ARLINGTON CLASSICS ACADEMY -MIDDLE Site Base

Name	Position
Dawson, Yolonda	Principal
Jenson, Angelica	Spanish teacher
O'Brien, Jackie	History teacher
Davenport, Olga	Spanish teacher
Marrocco, Michele	Elective
Sherman, Jeremy	PE
Greathouse, Gaylene	Counselor
Utsumi, Mimi	parent
Battles, Felisha	Parent

Resources

Resource	Source
IDEA Special Education (224)	Federal
General State Revenue (420)	State
State Compensatory (420 PIC 24)	State
State CTE (420 PIC 22)	State
State Dyslexia (420 PIC 37)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students improve in the conventions of learning, including memorization and problem solving.

Objective 1. Students in 6th grade Math will increase the percentage of met growth on the end of the year MAP from 58% to 61%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ math tutor part time to work with 6th grade students who need small group math intervention. (Title I TA: 1,3) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,M,F,At Risk,6th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Principal, Teacher(s)	every 4 weeks	(S)State Compensatory (420 PIC 24) - $10,000	Formative - We will use formative as well as summative to determine the accomplishment of the goal. 02/12/20 - No Progress
2. The academic services department will work with the 6th grade Math teachers on effective practices with problem solving techniques within the small group. As well as 7th and 8th grade. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2) (CSFs: 1)	Director of Academic Services, Principal, Teacher(s)	2019-2020	(S)State Compensatory (420 PIC 24) - $0	Formative - Summative and formative assessments, MAP testing at the end of the year. 02/12/20 - On Track 12/13/19 - Some Progress
3. Send Math Teachers to training to support At- Risk students in the classroom (Target Group: AtRisk)	Principal, Teacher(s)	Spring 2020	(S)State Compensatory (420 PIC 24) - $2,600	02/12/20 - On Track

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. Provide an opportunity for 80% of 8th grade students to earn at least 6 high school credits by the end of 8th grade if they began attendance in 6th grade or before.

Objective 1. Offer high school credits in the following content:Algebra IBiologySpanish ISpanish IIChoir ITheatre IPhysical EducationArt IPrinciples of Business, Marketing and FinanceComputer Science

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. With advanced classes, students in Special Populations might struggle. We will seek to support struggling students with teacher professional development and supplies for the classroom. (Target Group: SPED) (Strategic Priorities: 2,3) (CSFs: 1,2,7)	Coordinator of Special Education, Director of Academic Services, Principal, Special Ed Teachers	2019-2020 School year	(F)IDEA Special Education (224) - $300, (S)State Compensatory (420 PIC 24)	Summative - After attending trainings,, asking teachers how they will implement new strategies in their classroom. Then look for those strategies during observations and walkthroughs. 02/12/20 - Some Progress
2. To help students with enrichment by providing the Maker Space (Target Group: 6th,7th ,8th)	Principal	Fall 2019-Spring 2020	(L)Local Charter Funds (198 or 461)	02/12/20 - Significant Progress

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 3. Students will measurably improve their ability to have a growth mindset instead of a fixed mindset.

Objective 1. The percentage of special education students increase growth on the end of the year MAP reading test will increase from 30% to 33%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To support the struggling Special Education populations, we will incorporate hiring tutors and supplies. (Title I TA: 1,3,8) (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Special Ed Teachers, Teacher(s)	2019-2020 school year	(S)State Compensatory (420 PIC 24) - $770	Summative - Formative and Summative assessment. End of year MAP scores. This is included in the Math Tutors that were hired. 02/12/20 - Some Progress
2. The special education teachers will have training on research based improvement strategies for the special education students. (Title I TA: 6) (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2) (CSFs: 1,7)	Coordinator of Special Education, Director of Academic Services, Principal, Special Ed Teachers	September 2019-March 2020	(F)IDEA Special Education (224) - $149	Summative - Nine weeks exam \; MAP test, beg, middle and end. Families for Effective Autism. Strategies that work for Autistic students. 02/12/20 - On Track
3. Employing teacher and aide to support students. (Target Group: SPED)	Coordinator of Special Education, Principal	Fall 2019-Spring 2020	(F)IDEA Special Education (224) - $94,615, (S)State Special Education Funds (420 PIC 23) - $500	02/12/20 - On Track

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 4. Students lifelong learning skills will measurable improve.

Objective 1. ESL students will increase their MAP score by 2% and in 5 years by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will receive training on the use of the Learning Lab and the Fast Forward program to help the reading comprehension of the ESL student. (Title I SW Elements: 2.5,2.6) (Title I TA: 1,6,8) (Target Group: ESL,6th,7th ,8th) (Strategic Priorities: 1,2) (CSFs: 1)	Principal, Teacher(s)	2019-2020	(S)State Compensatory (420 PIC 24)	Summative - nine weeks exam and end of year MAP testing 02/12/20 - Significant Progress
2. To provide a learning lab and to employ an aide for the learning lab to support student achievement. (Target Group: ESL,AtRisk) (Strategic Priorities: 2,3,4)	Principal	Fall 2019-Spring 2020	(S)State Compensatory (420 PIC 24) - $30,640	Criteria: Increase Map Scores and Nine Weeks Exam 02/12/20 - On Track
3. The ESL students will increase their MAP scores by 2% for using the Fast Forward program. (Target Group: ESL) (Strategic Priorities: 2)	Principal	Fall 2019-Spring 2020	(S)State ESL Funds (420 PIC 25) - $5,000	Criteria: MAP Scores- Spring 2020 02/12/20 - Some Progress

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Sources

Budget
Disaggregated STAAR Data
District Policies
Failure Lists
MAP performance reports
Multi-Year Trends
Parent Survey (google)
PEIMS Report
Semester Exam Grades
Special Programs Evaluations
Special Student Populations
STAAR Performance Reports
Staff Development
Staff Survey (google)
Staff/Parents/Community/ Business members involved w/SBDM

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

ARLINGTON CLASSICS ACADEMY

Charter Improvement Plan
2019/2020

Knowledge for a Lifetime

Craig Sims, Executive Director of Schools
5206 S Bowen Rd
(817) 987-1819
csims@acaedu.net

Date Reviewed: 07/22/2019

Date Approved: 08/29/2019

ARLINGTON CLASSICS ACADEMY

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Student Outcomes:
1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:
1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:
1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

ARLINGTON CLASSICS ACADEMY Site Base

Name	Position
Boswell, Courtney	Coord of Spec Programs & Assess
Condron, Rita	Special Education Coordinator
Dawson, Yolanda	MS Principal
Fambrough, Melissa	Primary Principal
Gatton, Michael	Board Member
Hughes, Mike	Parent
Jaksa, Ray	Technology Coordinator
Marrocco, Michele	Teacher
Neal, Julie	Board Member
Neill, Kim	Director of Academic Services
Rodgers, Teri	Intermediate Principal
Saliano, Brittany	Teacher
Sims, Craig	Executive Director
Staats, Jacob	Parent
Stanley, Marissa	Parent
Stewart, Susan	Admin Asst
Watts, Roy	SpEd Coordinator

Resources

Resource	Source
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
Local Charter Funds (198 or 461)	Local
General State Revenue (420)	State
School Safety Allotment 42.168 (420 Function 52)	State
State Compensatory (420 PIC 24)	State
State CTE (420 PIC 22)	State
State Dyslexia (420 PIC 37)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY

Goal 1. E-1.1 Student's lifelong learning skills measurably improve.

Objective 1. Student will improve literacy in language and technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize "Learning.com" curriculum resource to improve student use of technology. (Target Group: All)	Principal	Aug 2019- May 2020	(S)General State Revenue (420)	Summative - Learning.com summary reports 02/12/20 - On Track
2. Employ tech teacher aides to guide students through curriculum resource and maintain student tech portfolio. (Target Group: All)	Principal	Aug 2019- May 2020	(S)General State Revenue (420) - $50,000	Criteria: Staffing Reports show all positions full. Learning.com reports demonstrate student progress. 8th grade assessment results to demonstrate student proficiency over time at ACA. Summative - EOY tech reports and assessment 08/13/19 - Completed (S)
3. Provide staff support and professional development for tech integration and curriculum resources online toolkits. (Employ 3 campus based stipends for tech support) (Target Group: All)	Coordinator of Technology, Principal	Aug 2019-May 2020	(S)General State Revenue (420) - $3,000	Summative - Staff development survey 09/03/19 - Completed
4. Continue to add student devices for technology access and follow replacement plan for aging devices.	Coordinator of Technology, Principal, Teacher(s)	Aug 2019 - May 2020	(L)Local Charter Funds (198 or 461), (S)General State Revenue (420) - $45,000	Summative - EOY Tech Inventory 02/12/20 - Some Progress

ARLINGTON CLASSICS ACADEMY

Goal 2. E-1.2 Students demonstrate high academic achievement.

Objective 1. 60% of students receiving specialized instruction (labeled special education) will perform at a minimum of "approaches" on the assigned STAAR assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide student support through inclusion and pull-out supplemental instruction for identified students. (Title I TA: 1,3,4,8) (Target Group: SPED,Dys) (Strategic Priorities: 2) (CSFs: 1,2)	Coordinator of Special Education, Director of Academic Services, Principal, Teacher(s)	9 wks	(F)IDEA Special Education (224) - $240,095, (S)State Special Education Funds (420 PIC 23) - $252,754	02/12/20 - On Track
3. Provide educator support: training for inclusion and small group instruction; provide training for IEP goal writing and implementation; provide training for Gen Ed teachers on successful strategies for students with disabilities; provide training specific to dyslexia instruction and support; provide updated dyslexia plan. (Title I TA: 1,2,3,4,6,8) (Target Group: SPED,Dys) (Strategic Priorities: 2) (CSFs: 1,2,7)	Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Reading Specialist, Teacher(s)	Aug 2019-May2020	(F)IDEA Special Education (224), (S)General State Revenue (420), (S)State Compensatory (420 PIC 24), (S)State Special Education Funds (420 PIC 23)	Summative - STAAR and MAP results 02/12/20 - Some Progress
4. Provide administrative and program support by employing a full time SpEd Coordinator and Diagnostician. (Title I TA: 4,6,8) (Target Group: SPED,Dys) (Strategic Priorities: 1,2) (CSFs: 1,2,3,6)	Director of Academic Services, Executive Director	July 2020	(S)State Special Education Funds (420 PIC 23) - $81,000	Summative - HR Report 02/12/20 - Completed

ARLINGTON CLASSICS ACADEMY

Goal 2. E-1.2 Students demonstrate high academic achievement.

Objective 2. Title 1 students in grades K-5 will increase RIT growth from BOY to EOY accordingly:Primary increase from 61% to 65%Intermediate increase 3%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ Math intervention teachers (2 FTE) for grades K-5. (Title I TA: 1,2,3,4,5,6,8) (Target Group: AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Director of HR & SS, Executive Director, Principal	August 2019	(F)Title 1 (211) - $142,377	Summative - MAP Scores 02/12/20 - Completed
2. Provide professional development in differentiating instruction by assessed need through data collection and targeted interventions. (Title I TA: 1,3,4,6,8) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,7)	Director of Academic Services, Principal	Aug 2019-Dec 2020	(F)IDEA Special Education (224) - $5,000, (F)Title 1 (211) - $16,000, (S)General State Revenue (420) - $10,000, (S)State Compensatory (420 PIC 24) - $5,000, (S)State ESL Funds (420 PIC 25) - $5,000	Summative - STAAR and MAP scores 02/12/20 - On Track

ARLINGTON CLASSICS ACADEMY

Goal 2. E-1.2 Students demonstrate high academic achievement.

Objective 3. At the end of grade eight, 80% of students that have been with ACA for at least two years will have earned 5 or more high school credits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide academic guidance along with standard ACA course pathway to inform students and parents of potential for high school credits. (Title I TA: 3,7) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor, Principal	January 2020	(S)General State Revenue (420)	Summative - Course pathway document
2. Utilize Naviance to guide students in career pathways and as a goal setting/monitoring tool for students. (Title I TA: 2,7) (Target Group: All) (Strategic Priorities: 3) (CSFs: 2,5)	Counselor	May 2020	(L)Local Charter Funds (198 or 461)	Summative - 8th grade EOY transcripts Master schedule Principal Board Reports

ARLINGTON CLASSICS ACADEMY

Goal 2. E-1.2 Students demonstrate high academic achievement.

Objective 4. ACA maintains the highest academic rating available through TEA for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide additional advanced opportunities & enrichment: Griffin book club, PSIA involvement, 2nd grade reading bee, Math Facts, STEM lab, strings, chess club, Odyssey of the Mind, etc. (Title I TA: 7) (Target Group: All) (CSFs: 1,6)	Club Sponsors, Director of Academic Services, Executive Director, Principal	Aug 2019 - May 2020	(L)Local Charter Funds (198 or 461), (S)General State Revenue (420)	Summative - Participation and accomplishment reports in principal reports. 02/12/20 - On Track
2. Provide additional supplemental academic opportunities: small group or 1:1 tutoring, reading specialists and interventionists to assist students in reading mastery and support students with dyslexia, provide Learning Labs, SSI accelerated learning opportunities and summer school (in tandem with math intervention) (Title I TA: 1,3,4,5,8)	Director of Academic Services, Math Specialist, Principal, Reading Specialist, Teacher(s)	August 2019-August 2020	(S)General State Revenue (420), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25)	02/12/20 - On Track
3. Provide staff development to master the art and science of teaching: differentiated instruction through student centered, data driven planning, instruction and evaluation; power of words in the classroom and building a daring classroom that takes the right risks for learning for the sake of student achievement. Provide staff development in data systems. (Title I TA: 1,3,4,6) (Target Group: ECD,ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Director of Academic Services, Principal	August 2019-May 2020	(F)IDEA Special Education (224), (F)Title 1 (211), (L)Local Charter Funds (198 or 461), (S)General State Revenue (420), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25), (S)State Special Education Funds (420 PIC 23)	Summative - EOY Staff Development Summary/Survey 08/12/19 - On Track
4. Monitor student data tables that represent multiple years of data in several data points appropriate to content (MAP, STAAR, CBAs) evaluating the data for trends. (Title I TA: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Director of Academic Services	3 x per year	(S)General State Revenue (420)	Summative - Board reports 02/14/20 - On Track 09/20/19 - On Track
5. Continue MAP assessment, improving use of student goal setting where appropriate. (Title I TA: 2,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Teacher(s)	3 x per year	(S)General State Revenue (420) - $25,000	Summative - MAP reports 01/30/20 - On Track 09/30/19 - On Track

ARLINGTON CLASSICS ACADEMY

Goal 3. E-2.1 Parents are satisfied with the education of their ACA students.

Objective 1. 90% of parents surveyed are satisfied, overall, with the education of their students at ACA.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to revise and deploy parent survey for annual feedback to include feedback of parent involvement policy and instructional materials evaluation. (Title I TA: 7) (Target Group: All) (CSFs: 6)	Director of Academic Services	May 2020	(S)General State Revenue (420)	Summative - EOY Parent Surveys and year to year comps

ARLINGTON CLASSICS ACADEMY

Goal 3. E-2.1 Parents are satisfied with the education of their ACA students.

Objective 2. Students and parents feel safe and secure at ACA.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a system of expectations and culture that reinforces strong relationships to bolster student achievement and the core values of ACA (What is a griffin?) including a focus on empathy, Capturing Kids Hearts, and Diana Day strategies (MS). (Title I TA: 6) (Target Group: All) (CSFs: 1,6)	Principal	Aug 2019-2020	(F)Title 1 (211) - $5,000, (L)Local Charter Funds (198 or 461), (S)General State Revenue (420)	Summative - EOY Parent surveys 02/12/20 - Some Progress
2. Complete compliance with safety related legislation from recent session including "Stop the Bleed" training, anti-bullying policies, EOP preparedness, safety committee requirements, etc. (Target Group: All) (CSFs: 6)	Director of HR & SS	Aug 2019-2020	(S)General State Revenue (420)	Summative - Board reports 02/12/20 - Significant Progress
3. Employ counselors (2 FTE) to provide support at campus level. (Target Group: All) (Strategic Priorities: 1)	Principal	Aug 2019-2020	(S)General State Revenue (420) - $156,775	Summative - HR Report 08/05/19 - Completed
4. Continue to partner with local police to provide on-site support as well as advisory functions on safety concerns, audits, protocols, etc. (CSFs: 6)	Director of HR & SS, Executive Director	Year round	(S)General State Revenue (420) - $51,000, (S)School Safety Allotment 42.168 (420 Function 52) - $14,705	EOP and local audit findings 02/12/20 - On Track
5. Provide suicide prevention training as required by HB2186. (Target Group: All) (CSFs: 6)	Director of HR & SS	Aug 2019	(S)General State Revenue (420)	Compliance training reports 02/12/20 - Completed

ARLINGTON CLASSICS ACADEMY

Goal 4. E-2.2 Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.

Objective 1. ACA will utilize multiple platforms to inform parents of the educational status of their student, the specific educational practices in use in each of the student's classes, and provide resources to parents to reinforce learning at home.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen parent use of online resource to track grades, attendance, discipline and implement online enrollment. (Title I TA: 7) (Target Group: All) (CSFs: 6)	Executive Director	Aug 2019	(S)General State Revenue (420)	Summative - Project completion and parent usage reports 02/12/20 - On Track
2. Provide resources to parents to access and utilize instructional materials online and in print. (CSFs: 5,6)	Director of Academic Services, Teacher(s)	September 2019	(S)General State Revenue (420)	02/12/20 - On Track
3. Provide parent curriculum meetings on each campus and additional parent universities that represent our partnership to the benefit of the student. (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Director of Academic Services, Executive Director, Principal	6 x per year	(L)Local Charter Funds (198 or 461), (S)General State Revenue (420)	Summative - Board reports 02/12/20 - On Track

ARLINGTON CLASSICS ACADEMY

Goal 5. E-3.3 ACA receives financial support beyond the ACA community.

Objective 1. ACA will seek grant opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor grant opportunities along with grant writing consultant for grants that suit the mission and strategic plan of ACA. (Target Group: All) (CSFs: 1)	Coordinator of Fundraising and Development	Aug 2019-July 2020	(L)Local Charter Funds (198 or 461), (S)General State Revenue (420)	Board reports 02/12/20 - Significant Progress

ARLINGTON CLASSICS ACADEMY

Goal 6. Other Accountability Measures: ACA continues to lead in other accountability measures to demonstrate good stewardship of public funds and a commitment to our vision and mission.

Objective 1. ACA maintains acceptable FIRST rating

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate FIRST rating and utilize dashboard to forecast future ratings.	Director of Business Operations	Jan 2020	(S)General State Revenue (420)	FIRST rating 02/12/20 - On Track
2. Utilize consultants to verify assumptions (third party, independent) Employ Dynamic Support Solutions for agreed on fee with greater than $50,000 aggregate costs to complete monthly financials review, reporting, etc. in place of vacant of DBO.	Director of Business Operations	Monthly	(S)General State Revenue (420) - $115,000	10/17/19 - Completed

ARLINGTON CLASSICS ACADEMY

Goal 6. Other Accountability Measures: ACA continues to lead in other accountability measures to demonstrate good stewardship of public funds and a commitment to our vision and mission.

Objective 2. ACA maintains financial standing with no less than 120 (30 days higher than board goal) days operating cash on hand. (credit rating goal)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize DSS dashboard for key indicators, reported monthly to the board.	Director of Business Operations	monthly	(S)General State Revenue (420)	monthly financials/dashboard 02/12/20 - On Track

ARLINGTON CLASSICS ACADEMY

Goal 7. ACA provides quality facilities for all grades.

Objective 1. Improve appeal of facilities for students, staff and parents embedding culture into design.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with graphic designer/printer to design areas needing improvement or appeal and building out marketable, inspiring areas for our students, staff and parents.	Executive Director	Aug 2019	(L)Local Charter Funds (198 or 461) - $40,000, (S)General State Revenue (420)	Board reports 02/12/20 - Some Progress

ARLINGTON CLASSICS ACADEMY

Goal 7. ACA provides quality facilities for all grades.

Objective 2. Provide appropriate level of trained staff to maintain facilities and continue with improvement plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allocate additional funds to attract specific skill sets based on our facility needs assessment.	Executive Director	Aug 2019	(S)General State Revenue (420) - $85,000	HR Report 02/12/20 - Completed
2. Allocate funds for additional service hours of current staff and/or evaluate use of funds for contracted services and determine if we should bring some services in house.	Coordinator of Facilities	Dec 2019	(S)General State Revenue (420) - $25,000	Summary of findings and financial eval 02/12/20 - Significant Progress
3. Employ an improved work order system that allows for tracking of service and record of workorders over time with reporting options to review use of funds, time, etc.	Coordinator of Facilities, Coordinator of Technology	Oct 2019	(S)General State Revenue (420)	Progress reports 02/12/20 - Some Progress
4. Research and allocate funds for the purchase of a maintenance vehicle.	Coordinator of Facilities, Director of Business Operations	September 2019	(S)General State Revenue (420) - $30,000	Purchase/maintenance records 02/12/20 - Completed

Comprehensive Needs Assessment

Demographics

Demographics Strengths

As a charter school, enrollment is always a concern. In general, almost all seats available are filled at each grade level with wait list remaining. A growing trend is the upward movement of wait list numbers through grade levels. Kinder wait list is perceived to be smaller than historical numbers. However, exit surveys indicate that students are leaving due to the demands of the program and parents electing to remove their student with generally no complaints about the program itself. Furthermore, campus staff report that it takes an average of 30 offers to receive an acceptance due to parents do not want to move their students from one school to the next within a semester. The enrollment remains strong and growing.
Attendance continues to be strong and steady with campus efforts and focus on proper record keeping, incentives, and communicating to parents the importance of attendance by every student.
As students age in special education and remain with ACA, staff and services must be reconsidered in order to provide the needs based on the higher grade levels. The additional TEA response to the USDE IDEA audit will add more administrative need for special education. ACA has normally used consultants to add these support measures, but the growing demand of evaluations and campus support will likely necessitate additional part time or full time staff members in special education or other special programs for ACA to remain in compliance with IDEA and TEA.
A growing diversity in population at ACA will always be seen as an advantage to our community. ACA is committed to meeting the academic needs of every student. Each campus has a character program and instills valuing our differences as part of our expectations as Griffins. The greatest challenge in our diversity is the multiple languages represented in our population. It was reported through Home Language Surveys that ACA has the following languages spoken at home: Vietnamese, Arabic, Cantonese (Chinese), Spanish, Swahili, Yoruba, Korean, Amharic, Ibo/Igbo, Gaelic (Irish), Somali, and other languages. The top three languages other than English are Vietnamese, Spanish and then Arabic. Parent Universities hosted at each campus will help draw us all to one focus: student performance. It is difficult to have available resources for so many unique languages. ACA should consider a contract with an translation service that includes a majority of languages spoken in Texas including sign language.

Students labeled through special programs mostly come to us with these labels. In a review of special education, for example, we found that fewer students were identified by us and most students transferred to ACA with the existing labels. Overrepresentation, then, is not a matter of our control at this point. However, the gaining momentum through the USDE report and media coverage is likely to result in more evaluations.
We represent our area well in diversity with 76017 area code reporting 61% white to ACA's 41%, Students of Other color being 39% in the zip code and ACA being 59%. (Discussed individual subpopulations) ACA's low ses numbers are much lower than other schools.

Enrollment stability is strong.

Diversity in staff has improved.

Demographics Needs

Comprehensive Needs Assessment

Demographics Needs (Continued)

Continue to promote diversity in recruitment of both students and staff.

Train staff in cultural awareness and current needs of students.

Resources to assist families of home languages other than English, as appropriate and available. A recommended parent resource network is underway and perhaps these resources in other languages can be included there. Parent Universities are a great resources to share information with parents. Finding a way to make these sessions more accessible to parents that are not comfortable with the English language will allow them to be more inclusive. ACA has key parent resources in a shared library. Making these resources available in other languages is needed as well.

Demographics Summary

Enrollment is steady but not much more room to grow. Student turnover is fairly normal.

We represent our area well in diversity with 76017 area code reporting 61% white to ACA's 41%, Students of Other color being 39% in the zip code and ACA being 59%. (Discussed individual subpopulations) ACA's low ses numbers are much lower than other schools.

Enrollment is maintained in K-5 and still growing in 6-8

Special Education Data (PBMAS) reviewed. AA and Hispanic populations about 1% higher than the SpEd pop avg.

Stability rate is strong with mobility rate being fairly steady (EMMA tables).

Staff demographics (see attachment)

Comprehensive Needs Assessment

Demographics Summary (Continued)

District : Arlington Classics Academy

Information Year 2018 - 2019

Fall Dashboard | Summer Dashboard | Campus Dashboard | Academic

5206 S Bowen
Arlington, TX 76017
(817) 987-1819 Phone
(817) 200-6541 Fax

Administration (2018 - 2019 Fall PEIMS file loaded 03/11/2019)

Superintendent Craig Sims

School Population (2018 - 2019 Fall PEIMS file loaded 03/11/2019)	Count	Percent
Student Total	**1,550**	**100%**
Kindergarten Grade	179	11.55%
1st Grade	176	11.35%
2nd Grade	176	11.35%
3rd Grade	176	11.35%
4th Grade	175	11.29%
5th Grade	175	11.29%
6th Grade	182	11.74%
7th Grade	165	10.65%
8th Grade	138	8.90%
9th Grade	8	0.52%
Late Enrollments (*Notes*)	3	

Student Demographics (2018 - 2019 Fall PEIMS file loaded 03/11/2019)

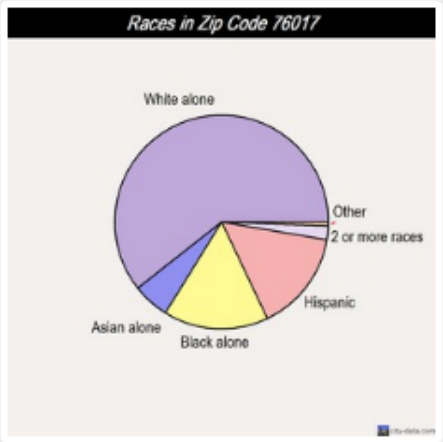
	Count	Percent
Gender		
Female	790	50.97%
Male	760	49.03%
Ethnicity		
Hispanic-Latino	308	19.87%
Race		
American Indian - Alaskan Native	3	0.19%
Asian	191	12.32%
Black - African American	333	21.48%
Native Hawaiian - Pacific Islander	1	0.06%
White	629	40.58%
Two-or-More	85	5.48%

Student by Program (2018 - 2019 Fall PEIMS file loaded 03/11/2019)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	91	5.87%
Career and Technical Education (CTE)	8	0.52%
Free Lunch Participation	251	16.19%
Reduced Lunch Participation	60	3.87%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	57	3.68%
Title I Participation	126	8.13%
Dyslexia	22	1.42%
Homeless Statuses		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Special Services (2018 - 2019 Fall PEIMS file loaded 03/11/2019)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	5	8.77%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.75%
Emotional disturbance	1	1.75%
Learning disability	20	35.09%
Speech impairment	25	43.86%
Autism	5	8.77%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical eary childhood	0	0.00%
Instructional Settings		
Speech Therapy	23	40.35%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	14	24.56%
Resource Room	19	33.33%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	1	1.75%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Other Student Information (2018 - 2019 Fall PEIMS file loaded 03/11/2019)	Count	Percent
At-Risk	334	21.55%
Economically Disadvantaged	311	20.06%
Title I Homeless	0	0.00%
Immigrant	0	0.00%
Limited English Proficient (LEP)	93	6.00%
Migrant	0	0.00%
Military Connected	26	1.68%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	100	6.45%
Intervention Indicator	202	13.03%
IEP Continuer	0	0.00%

Races in zip code 76017



White population	27,111
Black population	7,114
American Indian population	187
Asian population	2,484
Native Hawaiian and Other Pacific Islander population	29
Some other race population	56
Two or more races population	910
Hispanic or Latino population	6,833

Table 6 - New Enrollment at Campuses

Grade	No. of Students Enrolled in 2009-2010	Returning Students	New Students	2010-2011 Total Students	Retention
Kindergarten	59	0	61	60	
1	66	50	16	66	84.75%
2	87	56	7	63	84.85%
3	83	78	10	88	89.66%
4	82	70	14	84	84.34%
5	59	73	4	76	89.02%
6	55	55	3	58	93.22%
Totals	491	382	115	495	87.64%

Grade	No. of Students Enrolled in 2010-2011	Returning Students	New Students	2011-2012 Total Students	Retention
Kindergarten	60	0	61	159	
1	66	50	16	176	83.33%
2	63	56	7	175	84.85%
3	88	78	10	163	123.81%
4	84	70	14	87	79.55%
5	76	73	4	80	86.90%
6	58	55	3	96	72.37%
7	0	0	0	64	0.00%
8		0		0	0.00%
Totals	495	382	115	1000	88.47%

Grade	No. of Students Enrolled in 2011-2012	Returning Students	New Students	2012-2013 Total Students	Retention
Kindergarten	159	0	61	159	
1	176	50	16	176	31.45%
2	175	56	7	172	31.82%
3	163	78	10	175	44.57%
4	87	70	14	176	42.94%
5	80	73	4	99	83.91%
6	96	55	3	99	68.75%
7	64			81	0.00%
8	0			39	0.00%
Totals	936	382	115	1176	50.57%

Grade	No. of Students Enrolled in 2012-2013	Returning Students	New Students	2013-2014 Total Students	Retention
Kindergarten	159	0	61	176	
1	176	50	16	175	31.45%
2	172	56	7	176	31.82%
3	175	78	10	172	45.35%
4	176	70	14	175	40.00%
5	99	73	4	170	41.48%
6	99	55	3	97	55.56%
7	81			81	0.00%
8	39			64	0.00%
Totals	1056	382	115	1286	40.94%

Grade	No. of Students Enrolled in 2013-2014	Returning Students	New Students	2014-2015 Total Students	Retention
Kindergarten	176	0	61	189	
1	175	50	16	176	28.41%
2	176	56	7	174	32.00%
3	172	78	10	172	44.32%
4	175	70	14	174	40.70%
5	170	73	4	173	41.71%
6	97	55	3	170	32.35%
7	81			95	0.00%
8	64			74	0.00%
Totals	1141	382	115	1397	36.58%

Grade	No. of Students Enrolled in 2014-2015	Returning Students	New Students	2015-2016 Total Students	Retention
Kindergarten	181	0	181	181	
1	175	141	16	174	77.90%
2	176	150	3	176	85.71%
3	172	169	10	176	96.02%
4	175	152	14	175	88.37%
5	170	150	4	176	85.71%
6	97	154	7	165	90.59%
7	81	89	23	134	91.75%
8	64	53	21	85	65.43%
Totals	1292	1058	279	1442	87.39%

Grade	No. of Students Enrolled in 2015-2016	Returning Students	New Students	2016-2017 Total Students	Retention
Kindergarten	181	0	187	179	
1	177	152	25	176	83.98%
2	176	158	18	176	89.27%
3	176	150	26	176	85.23%
4	173	157	16	176	89.20%
5	174	154	20	175	89.02%
6	165	154	11	165	88.51%
7	136	133	3	144	80.61%
8	85	121	119	118	88.97%
Totals	1443	1179	425	1485	87.53%

Grade	No. of Students Enrolled in 2016-2017	Returning Students	New Students	2017-2018 Total Students	Retention
Kindergarten	179	0	0	178	
1	175	176	8	177	98.32%
2	176	169	6	176	96.57%
3	176	176	12	176	100.00%
4	176	170	35	175	96.59%
5	176	156	23	174	88.64%
6	166	140	19	172	79.55%
7	144	131	6	154	78.92%
8	118	118	0	136	
9	0	15	0	15	10.42%
Totals	1486	1251	109	1533	93.28%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Student achievement is measured by performance and progress. As an aggregate, student body performance data on both the MAP (Measure of Academic Performance) and the STAAR assessment are compared from year to year by grade level and by cohort group. These assessments monitor student progress through the grade level curriculum (or beyond).
Student achievement at ACA is evaluated with the end in mind. Therefore, the access to high school credits and student performance on assessments at the MS level are weighed more heavily. Additionally, our goals as a college preparatory school compel us to weigh the commended or “masters” rates of each performance category at each grade level as well.
Evaluating performance, ACA students continue to outperform the state average. Two areas of data are impacted greatly by our accelerated curriculum, specifically in MS. Eighth grade students that are struggling in math or science have the option to not take the HS courses and are placed in an appropriate grade level class. This places a small number of students in a critically measured course through the state assessment. Percentages are severely impacted by the small number of students taking the classes. For our purposes, a true evaluation of ACA performance would include grouping the HS course results with the 8th grade assessment results, though TEA does not do this in their reporting.
An area of focus should be the “masters” level rates of each assessment. To stay on pace with state expectations, we should see a yearly increase in these rates. Additionally, the MAP is an annual snapshot of student growth. More opportunities for data outside of the state assessment should be afforded to students, parents, and teachers so that remedies can be implemented prior to the next year based on the data.
Disaggregated data demonstrates a need in certain subpopulations that are not performing as well as peers. The utilization of MAP progress monitoring and data to drive instruction that specifically meets the needs of these students is a consideration to improve access and learning in these subpopulations.

Overall performance is strong. Over 3 years, general growth in advanced. High performance when compared to local schools, region and state.

MAP Growth strong in most grade levels.

Student Achievement Weaknesses

SpEd Passing/Growth Rate

4th grade decrease in performance

6th grade average

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

MAP growth low in grades 2, 4 and 6.

Student Achievement Needs

There is a continued need for accelerated support instruction through interventionists and additional instructional time targeted at specific learning objectives. We noted great growth in areas where MAP data was used to plan and drive instruction. Utilizing staff that show great growth to teach other staff what they are doing differently in their classroom is a helpful way for all of us to see the options for meeting student needs. Staff development should focus on differentiated instruction, improving instructional support, and evidence based methods to improve student achievement. Significant attention should be given to ELL performance and we continue to struggle with SpEd performance. Training for refining skills of utilizing data to drive instruction and personalizing learning for students would be advantageous for ACA.
Since little funds are available in each special program, each campus will need to streamline services and work to make a concerted effort in special program services to meet the unique needs of these students. Online programs could be used to bridge gaps for students who will benefit from such services (ESL, SpEd, At Risk students). However, the value of a teacher should never be underestimated. Additional resources that can assess and target or assist teachers in assessing and targeting specific student needs are vital in order to meet the overwhelming number of unique needs from our students.
Specifically, math and reading instructional improvement efforts that monitor student progress and target specific concepts with micro-lessons, individual or group tutorials during/before/or after school, push-in assistance for students of need within the regular classroom, and/or resources that would accomplish the same ends.

The hiring of an additional interventionist at primary will help early intervention and put students back on track sooner. This will improve strategic interventions for students with special needs/subpops

Training for teachers in curriculum resources, use of technology, instructional support for students with disabilities or other struggling students; strengthening individualized learning (student centered/data driven learning)

MAP Training - how to use the data to drive instruction

Resources aligned with learning continuum

Targeted literacy instruction to support a strong K-3 literacy plan. Professional development to support.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

More conversations and alignment vertically and horizontally.

Arlington Classics Academy
State Assessment Comp

	Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop		
2018-19 STAAR Approaches	Reading	93%	44%	87%	38%	98%	52%	90%	29%	96%	54%	96%	50%	Total Stud:	1550	
	Math	95%	43%	79%	35%	98%	47%	92%	28%	92%	29%	75%	50%	Eco Dis	20%	311
	Writing			86%	23%					94%	48%			LEP	6%	93
	Science					91%	34%					n/a	n/a	At-Risk	22%	334
	History											90%	42%	Alg I	93%/49%	
														Bio I	98%/50%	
2017-18 STAAR Approaches	Reading	91%	46%	93%	42%	97%	51%	89%	38%	91%	46%	98%	41%	Total Stud:	1533	
	Math	89%	26%	88%	38%	96%	40%	91%	22%	92%	35%	80%	30%	Eco Dis	21%	316
	Writing			90%	34%					88%	31%			LEP	5%	69
	Science					92%	28%					33%	0%	At-Risk	18%	274
	History											89%	35%	Alg I	98%/52%	
														Bio I	100%/38%	
2016-17 STAAR Approaches	Reading	93%	51%	91%	43%	95%	43%	84%	35%	93%	39%	97%	49%	Total Stud:	1483	
	Math	89%	32%	87%	35%	92%	28%	87%	23%	90%	27%	80%	15%	Eco Dis	18%	263
	Writing			87%	19%					95%	29%			LEP	4%	58
	Science					89%	31%					50%	13%	At-Risk	21%	317
	History											84%	36%	Alg I	98%/58%	
														Bio I	97%/38%	
2015-16 STAAR Level II -	Reading	96%	46%	95%	34%	91%	39%	86%	23%	88%	31%	99%	40%	Total Stud:	1435	
	Math	92%	32%	81%	28%	89%	26%	84%	15%	84%	25%	62%	0%	Eco Dis	21%	300
	Writing			89%	30%					91%	31%			LEP	5%	69
	Science					88%	20%					100%	0%	At-Risk	15%	213
	History											89%	33%	Alg I	99%/59%	
														Bio I	99%/37%	
2014-15 STAAR Level II - Phase in 1	Reading	95%	33%	88%	40%	95%	39%	91%	28%	94%	36%	97%	26%	Total Stud:	1398	
	Math	87%	23%	79%	22%	89%	23%	87%	19%	92%	33%	77%	0%	Eco Dis	19%	266
	Writing			83%	14%					96%	23%			LEP	5%	70
	Science					91%	22%					56%	6%	At-Risk	23%	315
	History											88%	22%	Alg I	96%/55%	
														Bio I	100%/25%	
2013-14 STAAR Level II - Phase in 1	Reading	89%	33%	87%	24%	97%	32%	94%	29%	90%	31%	100%	57%	Total Stud:	1277	
	Math	78%	18%	80%	21%	94%	41%	92%	38%	81%	17%	93%	0%	Eco Dis	20%	256
	Writing			89%	9%					90%	10%			LEP	6%	78
	Science					88%	22%					90%	51%	At-Risk	19%	243
	History											81%	19%	Alg I	100%/67%	
2012-13 STAAR Level II - Phase in 1	Reading	94%	30%	88%	38%	97%	36%	94%	30%	92%	31%	95%	37%	Total Stud:	1159	
	Math	79%	24%	84%	26%	95%	35%	90%	14%	88%	30%	79%	0%	Eco Dis	22%	252
	Writing			89%	16%					88%	19%			LEP	5%	54
	Science					83%	13%					82%	11%	At-Risk	7%	84
	History											68%	5%	Alg I	100%/38%	
2011-12 STAAR 65% passing rate	Reading	90%	36%	99%	52%	96%	34%	92%	34%	90%	40%			Total Stud:	997	
	Math	79%	17%	77%	11%	93%	16%	92%	46%	94%	34%			Eco Dis	17.20%	171
	Writing			97%	19%					92%	16%			LEP	3.90%	39
	Science					88%	18%							At-Risk	5.10%	51
	History															

Population est. are from DMAC/OnData Suite

last updated 6/10/2019

Department of ACAdemic Services

Janna Allen, Director of Academic Services
Jennifer Young, District Testing Coordinator

June 2019

Continue to work collaboratively with instructional staff to strengthen the curriculum design and level of rigor for the academic growth of all students.

I. Professional Development/Teacher Workday

ACA had two district professional development at the end of June. Various teachers from each campus attended CPR/AED and all teachers received Diabetes overview. English/Language Arts teachers attended product training for their new academic resources which will be implemented in the fall. K-5 math teachers were trained on a new resource, Think Up! Math, which focuses each math TEKS on critical thinking traits. The Nine Traits include: Collaborate, Examine, Communicate, Adapt, Reflect, Inquire, Create, Link, and Strive. Science teachers visited with a content specialist from STEMscopes to review the contents of the program, ask questions, and discussed other ways to use STEMscopes. NWEA specialist, Wendy Ihdes, was on-site to review reports, answer teacher concerns, and discuss updates for the fall.

II. District Testing Updates:

STAAR Testing

The second administration of 5th and 8th grade math and reading STAAR results are back and those students needing accelerated instruction are currently attending summer school at the Intermediate campus. The third and final round of 5 and 8 math/reading STAAR will be given during the last week of June. Students who passed Alg I, Eng I, and Biology courses for the year, but did not meet passing standards on the EOC exam are also attending summer school and will have a second opportunity to take the EOC exam to receive the credit for graduation requirements as they move into high school. Primary students in Kindergarten through second grade were also selected to attend the computer lab at the Intermediate for remediation with the Fast Forward program to better prepare them for the next grade level. Summer school is busy and filled with small group instruction opportunities to allow each student to obtain as much academic growth as possible before moving into the next school year.

NWEA MAP BOY vs. EOY Growth

EOY MAP testing closed without incident on May 3, 2019 with students in grades K-9 completing math and reading. In addition, grades 3-5 completed the science MAP test. A report is attached that shows each grade level BOY percentage by subject in comparison with EOY percentages. Reports went home to parents to show each student's growth this school year. Teachers and Interventionists will utilize this data over the summer to plan for next year's intervention and extension instruction for each of our Griffins. This will allow for a more Individualized Educational Plan in math and reading for all returning students.

III. Academic Resources

A big thank you for your trust in our decisions regarding the best academic resources to inspire and challenge our Griffins. Your generosity has allowed us to purchase needed resources for the upcoming school year. Many resources have already been received and almost all resources will be here by the end of the month.

MAP Math Growth

	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018	Fall 2018 - Spring 2019
Kindergarten	37.6%	87.8%	95.9%	96.4%
1st Grade	26.5%	54.8%	74.4%	77.8%
2nd Grade	44.9%	81.7%	64.0%	28.4%
3rd Grade	35.2%	52.1%	55.9%	69.9%
4th Grade	27.4%	43.4%	60.1%	56.8%
5th Grade	32.1%	47.5%	60.1%	59.2%
6th Grade	25.3%	52.8%	65.0%	60.6%
7th Grade	37.5%	59.4%	55.7%	69.1%
8th Grade	42.5%	52.7%	65.3%	84.9%

MAP Reading Growth

	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018	Fall 2018 - Spring 2019
Kindergarten	46.0%	84.1%	90.7%	87.7%
1st Grade	26.0%	55.7%	53.8%	51.4%
2nd Grade	23.1%	49.7%	47.4%	49.1%
3rd Grade	38.0%	56.7%	64.8%	55.0%
4th Grade	51.3%	66.1%	70.9%	63.3%
5th Grade	43.2%	56.0%	76.5%	70.7%
6th Grade	40.9%	52.7%	52.9%	51.3%
7th Grade	40.2%	53.9%	50.3%	74.5%
8th Grade	45.1%	46.8%	44.5%	64.2%

STAAR 3-8 Academic Performance Title 1 Part A (7) - Targeted Assistance March, April, May, June, July Administration for All Campuses

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Math								
Academic Readiness - Did Not Meet	54	36	22	28	52.43%	45.00%	30.14%	27.72%
Academic Readiness - Approaches	55	49	52	78	53.40%	61.25%	71.23%	77.23%
Academic Readiness - Meets	22	11	15	15	21.36%	13.75%	20.55%	14.85%
Academic Readiness - Masters	8	1	4	4	7.77%	1.25%	5.48%	3.96%
Total Tested (Non-Duplicate Count)	103	80	73	101	-	-	-	-
Reading								
Academic Readiness - Did Not Meet	37	26	15	22	35.58%	35.62%	20.27%	20.00%
Academic Readiness - Approaches	73	54	61	94	70.19%	73.97%	82.43%	85.45%
Academic Readiness - Meets	29	25	26	33	27.88%	34.25%	35.14%	30.00%
Academic Readiness - Masters	12	5	6	13	11.54%	6.85%	8.11%	11.82%
Total Tested (Non-Duplicate Count)	104	73	74	110	-	-	-	-
Writing								
Academic Readiness - Did Not Meet	12	13	5	8	42.86%	36.11%	23.81%	25.81%
Academic Readiness - Approaches	16	23	16	23	57.14%	63.89%	76.19%	74.19%
Academic Readiness - Meets	3	7	9	8	10.71%	19.44%	42.86%	25.81%
Academic Readiness - Masters	0	1	2	4	-	2.78%	9.52%	12.90%

Total Tested (Non-Duplicate Count)	28	36	21	31	-	-	-	-
Social Studies								
Academic Readiness - Did Not Meet	0	0	0	3	0.00%	0.00%	0.00%	33.33%
Academic Readiness - Approaches	0	0	0	6	0.00%	0.00%	0.00%	66.67%
Academic Readiness - Meets	0	0	0	2	0.00%	0.00%	0.00%	22.22%
Academic Readiness - Masters	0	0	0	2	0.00%	0.00%	0.00%	22.22%
Total Tested (Non-Duplicate Count)	0	0	0	9	-	-	-	-
Science								
Academic Readiness - Did Not Meet	22	11	6	6	44.00%	42.31%	25.00%	40.00%
Academic Readiness - Approaches	28	15	18	9	56.00%	57.69%	75.00%	60.00%
Academic Readiness - Meets	13	7	4	2	26.00%	26.92%	16.67%	13.33%
Academic Readiness - Masters	4	1	0	0	8.00%	3.85%	-	-
Total Tested (Non-Duplicate Count)	50	26	24	15	-	-	-	-

STAAR_3thru8_AcademicPerf

STAAR 3-8 Academic Performance

The STAAR 3-8 Academic Performance Report provides up to a 5-year display of academic performance at the all campus level that can be filtered to specific campus, grade tested level, student population, ethnicity and gender.

Normalization of previous years standards to current standard

Readiness standards have been normalized across years for Prior to 2016-17 Standards that were not reported using the new state standard of Did Not Meet, Approaches, Meets and Masters as follows:

Prior to 2016-17 Standard Not Met = Did Not Meet
Prior to 2016-17 Standard Level II Phase in I = Approaches
Prior to 2016-17 Standard Level II Phase in II = Meets
Prior to 2016-17 Standard Masters = Masters

Explanation of represented readiness values

Aggregated values for each tested subject are not calculated by scale score but rather by subject readiness standards coded in the data file. Due to the new standards reported within the data file for tested students, there are students that can be counted more than once within the reported values of readiness.

Example:

John Doe scored a 1732 scale score in his grade 8 reading exam which falls under the "Meets" category. In the data file he is scored as a "1" in both "Approaches" as well as "Meets".
So you will see John Doe counted once under the Approaches Category and once under the Meets Category.

Data file value representation on report for all subjects

Approaches Grade Level in (subject) = No (0); Reported Academic Readiness = Did Not Meet

Meets Grade Level in (subject) = Yes (1); Reported Academic Readiness = Meets

Approaches Grade Level in (subject) = Yes (1); Reported Academic Readiness = Approaches

Masters Grade Level in (subject) = Yes (1); Reported Academic Readiness = Masters

Total Tested (Non-Duplicate Count) This count does not count each instance per student per subject. If a student is counted as tested in a subject they are counted only once and represented in this count.

Represented Percentage Values

Represented percentage values per subject are calculated by taking the subject academic readiness value divided by the total non-duplicate total tested count.

© 2019, On Data Suite www.ondatasuite.com *Last updated on August 09, 2018*
Printed: 08/23/2019 at 04:08 pm

STAAR 3-8 Academic Performance At Risk March, April, May, June, July Administration for All Campuses

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Math								
Academic Readiness - Did Not Meet	63	69	53	52	52.07%	39.20%	29.61%	27.23%
Academic Readiness - Approaches	64	113	131	143	52.89%	64.20%	73.18%	74.87%
Academic Readiness - Meets	20	28	55	60	16.53%	15.91%	30.73%	31.41%
Academic Readiness - Masters	5	8	17	27	4.13%	4.55%	9.50%	14.14%
Total Tested (Non-Duplicate Count)	121	176	179	191	-	-	-	-
Reading								
Academic Readiness - Did Not Meet	55	65	55	52	44.00%	32.66%	29.10%	23.96%
Academic Readiness - Approaches	76	146	137	178	60.80%	73.37%	72.49%	82.03%
Academic Readiness - Meets	27	62	54	67	21.60%	31.16%	28.57%	30.88%
Academic Readiness - Masters	8	21	19	25	6.40%	10.55%	10.05%	11.52%
Total Tested (Non-Duplicate Count)	125	199	189	217	-	-	-	-
Writing								
Academic Readiness - Did Not Meet	17	18	28	22	38.64%	31.03%	46.67%	32.35%
Academic Readiness - Approaches	27	40	32	46	61.36%	68.97%	53.33%	67.65%
Academic Readiness - Meets	11	16	15	20	25.00%	27.59%	25.00%	29.41%
Academic Readiness - Masters	3	1	1	9	6.82%	1.72%	1.67%	13.24%

Total Tested (Non-Duplicate Count)	44	58	60	68	-	-	-	-
Social Studies								
Academic Readiness - Did Not Meet	4	14	7	11	26.67%	42.42%	46.67%	39.29%
Academic Readiness - Approaches	11	19	8	17	73.33%	57.58%	53.33%	60.71%
Academic Readiness - Meets	3	6	2	4	20.00%	18.18%	13.33%	14.29%
Academic Readiness - Masters	0	3	0	1	-	9.09%	-	3.57%
Total Tested (Non-Duplicate Count)	15	33	15	28	-	-	-	-
Science								
Academic Readiness - Did Not Meet	16	14	13	12	41.03%	29.79%	28.26%	33.33%
Academic Readiness - Approaches	23	33	33	24	58.97%	70.21%	71.74%	66.67%
Academic Readiness - Meets	10	18	14	7	25.64%	38.30%	30.43%	19.44%
Academic Readiness - Masters	2	4	0	3	5.13%	8.51%	-	8.33%
Total Tested (Non-Duplicate Count)	39	47	46	36	-	-	-	-

STAAR_3thru8_AcademicPerf

STAAR 3-8 Academic Performance

The STAAR 3-8 Academic Performance Report provides up to a 5-year display of academic performance at the all campus level that can be filtered to specific campus, grade tested level, student population, ethnicity and gender.

Normalization of previous years standards to current standard

Readiness standards have been normalized across years for Prior to 2016-17 Standards that were not reported using the new state standard of Did Not Meet, Approaches, Meets and Masters as follows:

Prior to 2016-17 Standard Not Met = Did Not Meet
Prior to 2016-17 Standard Level II Phase in I = Approaches
Prior to 2016-17 Standard Level II Phase in II = Meets
Prior to 2016-17 Standard Masters = Masters

Explanation of represented readiness values

Aggregated values for each tested subject are not calculated by scale score but rather by subject readiness standards coded in the data file. Due to the new standards reported within the data file for tested students, there are students that can be counted more than once within the reported values of readiness.

Example:

John Doe scored a 1732 scale score in his grade 8 reading exam which falls under the "Meets" category. In the data file he is scored as a "1" in both "Approaches" as well as "Meets".
So you will see John Doe counted once under the Approaches Category and once under the Meets Category.

Data file value representation on report for all subjects

Approaches Grade Level in (subject) = No (0); Reported Academic Readiness = Did Not Meet

Meets Grade Level in (subject) = Yes (1); Reported Academic Readiness = Meets

Approaches Grade Level in (subject) = Yes (1); Reported Academic Readiness = Approaches

Masters Grade Level in (subject) = Yes (1); Reported Academic Readiness = Masters

Total Tested (Non-Duplicate Count) This count does not count each instance per student per subject. If a student is counted as tested in a subject they are counted only once and represented in this count.

Represented Percentage Values

Represented percentage values per subject are calculated by taking the subject academic readiness value divided by the total non-duplicate total tested count.

© 2019, On Data Suite www.ondatasuite.com *Last updated on August 09, 2018*
Printed: 08/23/2019 at 04:08 pm

STAAR 3-8 Academic Performance LEP March, April, May, June, July Administration for All Campuses

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Math								
Academic Readiness - Did Not Meet	14	9	8	11	31.82%	24.32%	19.05%	20.37%
Academic Readiness - Approaches	30	29	36	43	68.18%	78.38%	85.71%	79.63%
Academic Readiness - Meets	16	9	21	27	36.36%	24.32%	50.00%	50.00%
Academic Readiness - Masters	3	5	10	17	6.82%	13.51%	23.81%	31.48%
Total Tested (Non-Duplicate Count)	44	37	42	54	-	-	-	-
Reading								
Academic Readiness - Did Not Meet	10	12	14	11	22.22%	31.58%	32.56%	18.33%
Academic Readiness - Approaches	36	27	29	50	80.00%	71.05%	67.44%	83.33%
Academic Readiness - Meets	14	12	16	31	31.11%	31.58%	37.21%	51.67%
Academic Readiness - Masters	5	4	8	14	11.11%	10.53%	18.60%	23.33%
Total Tested (Non-Duplicate Count)	45	38	43	60	-	-	-	-
Writing								
Academic Readiness - Did Not Meet	5	3	5	6	27.78%	27.27%	38.46%	26.09%
Academic Readiness - Approaches	13	8	8	17	72.22%	72.73%	61.54%	73.91%
Academic Readiness - Meets	7	4	4	10	38.89%	36.36%	30.77%	43.48%
Academic Readiness - Masters	3	0	0	3	16.67%	-	-	13.04%

Total Tested (Non-Duplicate Count)	18	11	13	23	-	-	-	-
Social Studies								
Academic Readiness - Did Not Meet	1	2	1	1	50.00%	66.67%	50.00%	16.67%
Academic Readiness - Approaches	1	1	1	5	50.00%	33.33%	50.00%	83.33%
Academic Readiness - Meets	0	0	1	3	-	-	50.00%	50.00%
Academic Readiness - Masters	0	0	0	1	-	-	-	16.67%
Total Tested (Non-Duplicate Count)	2	3	2	6	-	-	-	-
Science								
Academic Readiness - Did Not Meet	3	4	3	0	30.00%	33.33%	30.00%	-
Academic Readiness - Approaches	7	8	7	5	70.00%	66.67%	70.00%	100.00%
Academic Readiness - Meets	5	5	4	0	50.00%	41.67%	40.00%	-
Academic Readiness - Masters	1	1	0	0	10.00%	8.33%	-	-
Total Tested (Non-Duplicate Count)	10	12	10	5	-	-	-	-

STAAR_3thru8_AcademicPerf

STAAR 3-8 Academic Performance

The STAAR 3-8 Academic Performance Report provides up to a 5-year display of academic performance at the all campus level that can be filtered to specific campus, grade tested level, student population, ethnicity and gender.

Normalization of previous years standards to current standard

Readiness standards have been normalized across years for Prior to 2016-17 Standards that were not reported using the new state standard of Did Not Meet, Approaches, Meets and Masters as follows:

Prior to 2016-17 Standard Not Met = Did Not Meet
Prior to 2016-17 Standard Level II Phase in I = Approaches
Prior to 2016-17 Standard Level II Phase in II = Meets
Prior to 2016-17 Standard Masters = Masters

Explanation of represented readiness values

Aggregated values for each tested subject are not calculated by scale score but rather by subject readiness standards coded in the data file. Due to the new standards reported within the data file for tested students, there are students that can be counted more than once within the reported values of readiness.

Example:

John Doe scored a 1732 scale score in his grade 8 reading exam which falls under the "Meets" category. In the data file he is scored as a "1" in both "Approaches" as well as "Meets".
So you will see John Doe counted once under the Approaches Category and once under the Meets Category.

Data file value representation on report for all subjects

Approaches Grade Level in (subject) = No (0); Reported Academic Readiness = Did Not Meet

Meets Grade Level in (subject) = Yes (1); Reported Academic Readiness = Meets

Approaches Grade Level in (subject) = Yes (1); Reported Academic Readiness = Approaches

Masters Grade Level in (subject) = Yes (1); Reported Academic Readiness = Masters

Total Tested (Non-Duplicate Count) This count does not count each instance per student per subject. If a student is counted as tested in a subject they are counted only once and represented in this count.

Represented Percentage Values

Represented percentage values per subject are calculated by taking the subject academic readiness value divided by the total non-duplicate total tested count.

© 2019, On Data Suite www.ondatasuite.com *Last updated on August 09, 2018*
Printed: 08/23/2019 at 04:08 pm

STAAR 3-8 Academic Performance Special Education March, April, May, June, July Administration for All Campuses

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Math								
Academic Readiness - Did Not Meet	23	21	20	21	69.70%	70.00%	68.97%	63.64%
Academic Readiness - Approaches	10	9	11	14	30.30%	30.00%	37.93%	42.42%
Academic Readiness - Meets	7	3	5	8	21.21%	10.00%	17.24%	24.24%
Academic Readiness - Masters	3	2	2	3	9.09%	6.67%	6.90%	9.09%
Total Tested (Non-Duplicate Count)	33	30	29	33	-	-	-	-
Reading								
Academic Readiness - Did Not Meet	22	19	16	15	64.71%	61.29%	53.33%	42.86%
Academic Readiness - Approaches	12	13	14	21	35.29%	41.94%	46.67%	60.00%
Academic Readiness - Meets	9	5	8	9	26.47%	16.13%	26.67%	25.71%
Academic Readiness - Masters	6	5	5	7	17.65%	16.13%	16.67%	20.00%
Total Tested (Non-Duplicate Count)	34	31	30	35	-	-	-	-
Writing								
Academic Readiness - Did Not Meet	8	8	5	9	66.67%	80.00%	71.43%	50.00%
Academic Readiness - Approaches	4	2	2	9	33.33%	20.00%	28.57%	50.00%
Academic Readiness - Meets	3	1	1	5	25.00%	10.00%	14.29%	27.78%
Academic Readiness - Masters	1	1	1	2	8.33%	10.00%	14.29%	11.11%

Total Tested (Non-Duplicate Count)	12	10	7	18	-	-	-	-
Social Studies								
Academic Readiness - Did Not Meet	1	4	3	2	50.00%	100.00%	75.00%	66.67%
Academic Readiness - Approaches	1	0	1	1	50.00%	-	25.00%	33.33%
Academic Readiness - Meets	1	0	0	1	50.00%	-	-	33.33%
Academic Readiness - Masters	0	0	0	0	-	-	-	-
Total Tested (Non-Duplicate Count)	2	4	4	3	-	-	-	-
Science								
Academic Readiness - Did Not Meet	8	7	5	5	66.67%	58.33%	83.33%	83.33%
Academic Readiness - Approaches	4	5	1	1	33.33%	41.67%	16.67%	16.67%
Academic Readiness - Meets	2	3	0	1	16.67%	25.00%	-	16.67%
Academic Readiness - Masters	2	0	0	1	16.67%	-	-	16.67%
Total Tested (Non-Duplicate Count)	12	12	6	6	-	-	-	-

STAAR_3thru8_AcademicPerf

STAAR 3-8 Academic Performance

The STAAR 3-8 Academic Performance Report provides up to a 5-year display of academic performance at the all campus level that can be filtered to specific campus, grade tested level, student population, ethnicity and gender.

Normalization of previous years standards to current standard

Readiness standards have been normalized across years for Prior to 2016-17 Standards that were not reported using the new state standard of Did Not Meet, Approaches, Meets and Masters as follows:

Prior to 2016-17 Standard Not Met = Did Not Meet
Prior to 2016-17 Standard Level II Phase in I = Approaches
Prior to 2016-17 Standard Level II Phase in II = Meets
Prior to 2016-17 Standard Masters = Masters

Explanation of represented readiness values

Aggregated values for each tested subject are not calculated by scale score but rather by subject readiness standards coded in the data file. Due to the new standards reported within the data file for tested students, there are students that can be counted more than once within the reported values of readiness.

Example:

John Doe scored a 1732 scale score in his grade 8 reading exam which falls under the "Meets" category. In the data file he is scored as a "1" in both "Approaches" as well as "Meets".
So you will see John Doe counted once under the Approaches Category and once under the Meets Category.

Data file value representation on report for all subjects

Approaches Grade Level in (subject) = No (0); Reported Academic Readiness = Did Not Meet

Meets Grade Level in (subject) = Yes (1); Reported Academic Readiness = Meets

Approaches Grade Level in (subject) = Yes (1); Reported Academic Readiness = Approaches

Masters Grade Level in (subject) = Yes (1); Reported Academic Readiness = Masters

Total Tested (Non-Duplicate Count) This count does not count each instance per student per subject. If a student is counted as tested in a subject they are counted only once and represented in this count.

Represented Percentage Values

Represented percentage values per subject are calculated by taking the subject academic readiness value divided by the total non-duplicate total tested count.

© 2019, On Data Suite www.ondatasuite.com *Last updated on August 09, 2018*
Printed: 08/23/2019 at 04:08 pm

STAAR 3-8 Academic Performance March, April, May, June, July Administration for All Campuses

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Math								
Academic Readiness - Did Not Meet	146	107	82	84	17.68%	12.62%	9.70%	9.62%
Academic Readiness - Approaches	695	755	771	798	84.14%	89.03%	91.24%	91.41%
Academic Readiness - Meets	414	493	528	562	50.12%	58.14%	62.49%	64.38%
Academic Readiness - Masters	196	242	272	319	23.73%	28.54%	32.19%	36.54%
Total Tested (Non-Duplicate Count)	826	848	845	873	-	-	-	-
Reading								
Academic Readiness - Did Not Meet	97	93	73	77	10.75%	9.78%	7.52%	7.66%
Academic Readiness - Approaches	816	877	905	942	90.47%	92.22%	93.20%	93.73%
Academic Readiness - Meets	567	650	676	696	62.86%	68.35%	69.62%	69.25%
Academic Readiness - Masters	310	413	428	440	34.37%	43.43%	44.08%	43.78%
Total Tested (Non-Duplicate Count)	902	951	971	1,005	-	-	-	-
Writing								
Academic Readiness - Did Not Meet	38	30	36	33	12.54%	9.52%	11.08%	9.88%
Academic Readiness - Approaches	265	285	289	301	87.46%	90.48%	88.92%	90.12%
Academic Readiness - Meets	192	199	220	221	63.37%	63.17%	67.69%	66.17%
Academic Readiness - Masters	90	74	105	116	29.70%	23.49%	32.31%	34.73%

Total Tested (Non-Duplicate Count)	303	315	325	334	-	-	-	-
Social Studies								
Academic Readiness - Did Not Meet	10	19	15	14	11.76%	16.10%	11.36%	10.29%
Academic Readiness - Approaches	75	99	117	122	88.24%	83.90%	88.64%	89.71%
Academic Readiness - Meets	50	62	77	95	58.82%	52.54%	58.33%	69.85%
Academic Readiness - Masters	28	42	46	57	32.94%	35.59%	34.85%	41.91%
Total Tested (Non-Duplicate Count)	85	118	132	136	-	-	-	-
Science								
Academic Readiness - Did Not Meet	28	24	17	16	15.47%	13.19%	9.55%	9.14%
Academic Readiness - Approaches	153	158	161	159	84.53%	86.81%	90.45%	90.86%
Academic Readiness - Meets	102	109	110	106	56.35%	59.89%	61.80%	60.57%
Academic Readiness - Masters	32	55	48	59	17.68%	30.22%	26.97%	33.71%
Total Tested (Non-Duplicate Count)	181	182	178	175	-	-	-	-

STAAR_3thru8_AcademicPerf

STAAR 3-8 Academic Performance

The STAAR 3-8 Academic Performance Report provides up to a 5-year display of academic performance at the all campus level that can be filtered to specific campus, grade tested level, student population, ethnicity and gender.

Normalization of previous years standards to current standard

Readiness standards have been normalized across years for Prior to 2016-17 Standards that were not reported using the new state standard of Did Not Meet, Approaches, Meets and Masters as follows:

Prior to 2016-17 Standard Not Met = Did Not Meet
Prior to 2016-17 Standard Level II Phase in I = Approaches
Prior to 2016-17 Standard Level II Phase in II = Meets
Prior to 2016-17 Standard Masters = Masters

Explanation of represented readiness values

Aggregated values for each tested subject are not calculated by scale score but rather by subject readiness standards coded in the data file. Due to the new standards reported within the data file for tested students, there are students that can be counted more than once within the reported values of readiness.

Example:

John Doe scored a 1732 scale score in his grade 8 reading exam which falls under the "Meets" category. In the data file he is scored as a "1" in both "Approaches" as well as "Meets".
So you will see John Doe counted once under the Approaches Category and once under the Meets Category.

Data file value representation on report for all subjects

Approaches Grade Level in (subject) = No (0); Reported Academic Readiness = Did Not Meet

Meets Grade Level in (subject) = Yes (1); Reported Academic Readiness = Meets

Approaches Grade Level in (subject) = Yes (1); Reported Academic Readiness = Approaches

Masters Grade Level in (subject) = Yes (1); Reported Academic Readiness = Masters

Total Tested (Non-Duplicate Count) This count does not count each instance per student per subject. If a student is counted as tested in a subject they are counted only once and represented in this count.

Represented Percentage Values

Represented percentage values per subject are calculated by taking the subject academic readiness value divided by the total non-duplicate total tested count.

© 2019, On Data Suite www.ondatasuite.com *Last updated on August 09, 2018*
Printed: 08/23/2019 at 04:08 pm

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Staff and parents describe an overall positive and student focused climate that perpetuates academic excellence.ACA uses a "net-zero" survey for parents and parents overwhelmingly answer that they will recommend ACA to others.

Students continue to feel safe and parents state that they feel their students are safe at ACA.

Survey from parent universities indicate parents appreciate information that assists them in important discussions with students (ACA MS AIM program surveys).

School Culture and Climate Weaknesses

Cultural and diversity awareness.

School Culture and Climate Needs

Areas to target based on parent surveys are effective computer literacy and technology applications instruction and a look at our foreign language vertical alignment is warranted. With the adoption of new laws and a need for bullying awareness according to recent surveys, ACA will look for improved ways for anonymous reporting, student leadership involvement in building awareness, and parent information as well on how to define bullying especially but not limited to technology’s role in such areas. Staff surveys resulted in a self-evaluation of campus cohesion. Need could be described as a district-wide effort to build empathy and engagement amongst its stakeholders. Efforts should include acknowledgement of effort towards goals set, mutual respect for all necessary roles in our school, and continued effort to focus our reward system on students and staff growth mindset.
Campus culture training and efforts that strengthen teacher/parent and teacher/student relationships is key to success. A review of instructional models and time allowed for instruction as well as relationship building would be beneficial.

Continue to build relationships and train staff in special program best practices and requirements.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

Training for staff in cultural differences, awareness and appropriate response.

Continue team building and tearing down barriers between staff.

Vertical and horizontal alignment.

School Culture and Climate Summary

ACA is a college-preparatory school. The school climate and culture is one that supports accelerated academics with the goal of allowing students to learn at their own pace. We annually recognize volunteers and encourage volunteerism. We have a pool of volunteers which represents approximately two-thirds of our student population. We have a very active PTO which interacts seamlessly with the school functioning and enhances the quality of school experience that we enjoy. We seek input regularly from parents either through email requests or through participation on vital committee work. Stakeholders feel extremely safe on campuses and are generally satisfied with the issues of security. Campus efforts on bullying education and prevention are beneficial. No major threats exist in discipline files regarding major infractions: threat of bodily harm with a weapon. Parental participation at student events (curriculum nights, meet the teacher) is strong, though Parent University attendance diminishes throughout the year. Thoughts are that the availability of such information minimizes the feeling that parents need to attend.
ACA has implemented evidence based strategies to improve grit and perseverance through a growth mindset environment. These strategies will be integrated in the everyday routine of students, teachers, and administrators, supporting our goal to create lifelong learners.

Data Sources Reviewed: Parent surveys, staff surveys, parent volunteer applications, discipline records, other demographic data

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All teachers are certified for their areas.

Teacher average years of experience is high.

Teachers have real time access to student performance data and campuses have access to overarching data as well.

Staff attendance rate is fairly high although the incentive program did not seem to work and is not recommended for next year.

Staff drive the professional development opportunities though this can be improved.

Staff Quality, Recruitment and Retention Weaknesses

Lack of central database of training attended that would strengthen our knowledge and use of those who have attended trainings.

Staff Quality, Recruitment and Retention Needs

A strong staff development plan that encourages personal growth plans along an ACA approved continuum would improve our staff quality and potentially improve our staff retention. We continue to encourage our teachers to personalize learning for the student. ACA should seek to personalize learning for the teachers affording a system that includes online learning, face to face as well as third party opportunities that align with district training needs.
Improve utilization of Centralized PD certificate system to assist in providing data to central admin when needed.
Improve use of Frontline PD opportunities including creating our own content for training.

Review the compensation schedule to see if there is any way to equitably value years of experience without bankrupting the available resources. Salary schedule will have to change to comply with HB3.

Quality of teacher is not in years of experience alone. Teachers that are willing to take calculated risks within the boundaries of our goals and expectations can create positive interruptions in our processes that could lead to student achievement. This is another reason why teacher autonomy with accountability is crucial.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

Improve quality of teacher by training and monitoring: specifically, regarding ACA tenets, ACA curriculum guidance documents, use of MAP and other data to drive instruction, student-centered learning, fixed vs growth mindset. Focus resources on what would ultimately give the greatest impact to student learning and accessibility. Areas of personalized learning, training teachers in learning objectives and use of data to drive instruction, educating the whole child, and even some PBL and/or PBIS training would assist in keeping students engaged and in the classrooms to learn.

A review of teacher attendance and substitute teacher supply compels ACA to consider ways to improve opportunities for dedicated substitutes as well as reward staff for being present; however, the local leave incentive program did not show any improvement this year with less than 15% of staff benefiting from the program.

Define a staff development plan that holds staff accountable to trainings attended, including ways to share these training with others.

Staff Quality, Recruitment and Retention Summary

As a charter school, ACA is not compelled to hire certified staff in all positions. However, we value Arlington Classics Academy teachers as professionals who, in general, seek out best practices that benefit their students. Historically, ACA benefits from teachers who want freedom and flexibility to teach outside of a traditional ISD. ACA requires all teachers to be appropriately certified in their assigned areas. ACA is proud to have a staff where advanced degrees are rewarded with compensation.

Teacher Retention Rates
Source: TAPR

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
ACA	88%	89%	80%	83%	79%

Teachers	Fall 2018	Fall 2017
Number of teachers	90	90
Teacher retention rate *(%)*	93%	92.7%
Average classroom student-teacher ratio	17.25	19.5

Describe the competitiveness of teacher compensation compared to the local school district (e.g. above, below, on par): **ACA reviews area school districts/charters within a reasonable driving distance as well as districts of similar size and scope. Beginning teacher pay for these districts range from $39,000 to $54,500. In comparison, ACA raised beginning teacher pay to $47,500 in the fall of 2018. Although ACA pay scales are somewhat lower than some area schools, ACA continues to make higher contributions to insurance benefits when compared to Arlington ISD, for example, by about $1400 per teacher per year which increases the overall compensation package of Arlington Classics Academy teachers. With recent legislative action and expected revenue boosts, ACA expects to increase teacher compensation by 2 to 3%.**

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Curriculum guidance documents have been created and reviewed.

These are live documents being changed as needed.

MAP data and other performance data is considered as part of the review of the curriculum guidance.

Student performance is strong.

Curriculum, Instruction and Assessment Weaknesses

SEL/Executive function guidance documents need to be grade specific and explicit for teachers, parents and students.

Study skillsets missing in places.

Curriculum, Instruction and Assessment Needs

Staff development needs to focus on the tenets of ACA which include individualized education (differentiation), acceleration as well as remediation strategies, guided groups, growth mindsets and brain-based research that fuels strong learning. We have seen success with math and reading small groups, micro-lessons, station based learning, and data driven instructional planning. As teachers grow in these areas, we need to consider how to multiply what is right (results proven) and minimize what distracts us from these efforts. Allowing teachers to observe each other and make recommendations, meet to discuss instructional planning and strategies that work, and following through with curriculum guidance documents that include these resources will help solidify ACA’s ability to meet the needs of our students. Additionally, providing for online and blended staff

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

development opportunities through a collaborative platform would assist ACA in maximizing staff development dollars.

SEL/Executive function is a growing discussion point as students move through an accelerated system, we need to explicitly teach and support teachers in the pedagogy of SEL/Executive Function instruction through guidance documents.

With the ever changing landscape of technology and the use of technology for learning, staff demonstrate a need for continued training in technology in the classroom.

Curriculum, Instruction and Assessment Summary

Arlington Classics Academy values, first and foremost, the ability of the teacher to organize and lead the instruction within the classroom. Therefore, we seek to support and encourage use of instructional resources that align our goals of accelerated instruction and college readiness to classroom instruction. ACA also values informed parents making educational decisions for their children and seeks to provide access to the curriculum and instructional materials on various platforms.

ACA is founded on the principles of classical education and is considered a friend of Core Knowledge (E.D. Hirsch, Jr.). As a public school, ACA is committed to teaching the state curriculum, the Texas Essential Knowledge & Skills. However, students receive much more than the minimum state curriculum. By emphasizing the three stages of the trivium and utilizing Core Knowledge, students gain a surplus of background knowledge that will extend and enrich their high school and college experience.

The ever-changing state accountability system and rollout of new TEKS in certain content will present a challenge to ACA as it has the state. It is going to take all stakeholders working together to navigate the new systems. ESSA has changed many of these processes as well. ACA’s accelerated pace and the state’s new standards must be reconciled with our fidelity to classical education and Core Knowledge. ACA will be impacted by the changes made at the state level and it will take time to reconcile these systems.

The implementation plan for overcoming the change in any TEKS can be summarized in three phases: 1) Adopt and implement TEKS aligned curriculum 2) once teachers are acclimated to the new TEKS and the new resource, plan and implement strategies to accelerate or advance students in the curriculum, identify and fill gaps and 3) review student performance on state assessment and norm-referenced assessments to identify gaps and correct instructional plan to fill those gaps (subsequent years).

ACA uses a standardized teacher evaluation system that is built on concepts of continuous improvement. Curriculum and instructional plans evolve as data is collected and evaluated throughout the school year. Professional Learning Communities, departmentalized staff, and grade level meetings are held to review data points and discuss needed changes. By promoting action at the teacher level, the level most closely involved with the students, we can affect change in response to the needs of the learner more quickly. ACA conducted a review of curriculum guidance documents in 2016-17 and funded a major re-write to ensure fidelity to our promise of serving all students based on their needs. The curriculum guidance review and re-write is still ongoing in core content areas. The next phase will be foreign language and art. This will help align the TEKs and Core

Curriculum, Instruction and Assessment Summary (Continued)

Knowledge learning objectives for teachers. ELA TEKS have been revised and will go into effect for K-8 in the 19-20 school year.

Family and Community Involvement

Family and Community Involvement Strengths

Parent engagements activities like parent universities, curriculum nights and specialized content nights have overall strong attendance.

Parent input is sought via surveys and remind responses as well as parent seats on advisory committees, etc.

Common other languages for ACA are spanish, vietnamese, and

Family and Community Involvement Weaknesses

Availability of interpreters is a challenge.

Parent involvement in advisory committees is limited and could be improved even at the campus levels.

Family and Community Involvement Needs

We need readily available documents in the top three common languages.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

ACA has a long history of results despite the changing paradigm of our educational environment and a growing local competitive force. While we are consistently looking for new ways to challenge and strengthen our students' opportunity for learning, we value the autonomy of the teacher, within provided guidelines, to create an environment where students can accomplish the learning objectives presented. ACA families benefit from average to low-average student to teacher ratios. Schedules are reviewed for time in struggling areas, especially in lower grades. Perceptions of the school are strong in parents, staff and the general community. Parent involvement and volunteerism is high.

School Context and Organization Weaknesses

Traffic causes unnecessary stress on our relationships with neighbors and the city.

Community reports we have some of the "rudest parents" they have ever dealt with.

Special program evaluations seem to change. We need a multi-party look at what's important and create a plan to evaluate the same way over at least three years.

School Context and Organization Needs

Intermediate and Primary currently share a counselor. ACA should consider allocating resources when available to improve access to two FTE's as the role of counselor is critical in the character education of our students.
ACA should annually review the structure or model of instruction at each grade level and evaluate it based on student performance. Noting that relationships are a key part of building an environment for learning, ACA should review and invest in staff development or school culture programs to mitigate relationship barriers that can be found outside of the self-contained model. Improve parent/city relationships and communicate the need to support our communities as well as understand our parents. Special program evaluations are limited in scope and need to be standardized.

School Context and Organization Summary

Arlington Classics Academy operates three individual campuses serving grades K through 8th grade.

School Context and Organization Summary (Continued)

ACA Primary Campus ACA Intermediate Campus ACA Middle School Campus
Max Enrollment: 532 528 500
Grades Served: K-2 3-5 6-8
Principal: Melissa Fambrough Teri Rodgers Yolonda Dawson
Address:2800 W Arkansas LN 2800 B W Arkansas LN 5200 S Bowen Rd

Arlington Classics Supervision Structure:
Central Admin – ACA operates a central administration office where the bulk of systems operations is conducted. The Board of Directors employs the Executive Director of Schools (EDS) who then organizes and employs the functions and operations of each office. Currently, ACA employs three directors and three principals that report directly to the EDS. The three directors are considered central administration staff and oversee Human Resources and Student Services, Academic Services, and Business & Operations. The purpose of the central administration team is to accomplish the ends policies of the Board by streamlining processes and procedures to allow campuses to focus on the most important function of student and staff learning.
Campuses – Each ACA campus is operated by the campus principal with the support of their staff and leadership team. Each campus principal employs an assistant principal, counselor, and relevant staff to conduct the daily operations of the school and to achieve the goals set by the Board while staying compliant with all applicable laws and regulations. Each campus is authorized to select a leadership team in the form of assigning team, grade level, or content based leaders. Each principal will also ensure that each campus has a stakeholder input committee otherwise known as a site based decision making committee to provide input and insight into data that will assist in establishing goals for improvement and monitor that improvement each year.

School Structure – Each ACA campus is operated by the campus principal with stakeholder input into the best operational method of empowering student growth in learning. ACA currently operates accordingly:

Grade Structure/Method
K, 1 Self contained
2 Team Teaching
3-4 Hybrid of Team and Departmentalized
5-8 Departmentalized

Data points discussed for purposes of assessing needs include master schedules, duty rosters, schedule for support services and specific services for special programs.

Technology

Technology Strengths

Overall, students demonstrate high proficiency for technology (8th grade learning.com assessment).

Comprehensive Needs Assessment

Technology Strengths (Continued)

We are at large at a 1:2 tech ratio with some programs even being 1:1 depending on program or grade level.

Network design is strong though internet service has had some complications outside of ACA's control.

Technology Weaknesses

Technology instruction and integration needs to be aligned K-8. (learning.com perhaps)

Tech items are nearing the end of their life cycle. Is there a plan to re-stock?

There are so many curriculum and assessment resources that require uploads.

Technology Needs

We need a technology teacher or para at Intermediate to support tech integration and instruction.

WE need a plan to support teachers using technology and increase everyone's working knowledge of google and google products for productivity.

We need a replacement plan for devices that are beginning to near the end of their life.

Comprehensive Needs Assessment

Technology Summary

Arlington Classics Academy is committed to increasing the presence of technology on each campus as a tool for learning. Campus principals support the use of technology across the curriculum. Additional funds are needed to progress through the technology plan and to lower the student to device ratio. An accurate ratio would be a student use ratio. Current student to device ratio for use is 1:3, though in some programs it is as low as 1:1 and 1:2. With the age of some of the technology available (ipads, ipods, etc), ACA will need to replace aging equipment that is currently in use for students and allow funds for replacement.
Following the technology plan, we are on pace for lowering the student to technology ratio and adding needed support along the continuum. ACA continues to employ an administrative coordinator position to represent ACA's interest in technology as well as campus level support by current personnel earning stipends for their services. Evaluation of effective use of technology, and therefore designating the correlating metrics, was completed this year with a culminating 8th grade assessment.
Campuses will use the results of the assessment and coordinating survey to address in campus improvement.

Technology Inventory

School	Quantity	Description
MS	250	Chromebooks
	25	Ipads
	28	Projectors
	58	Staff Laptops (windows)
	25	Laptops (journalism)
	3	Copiers/printers
Intermediate	303	Chromebooks
	25	Ipads
	25	Ipods
	29	Projectors
	51	Staff Laptops (windows)
	3	Copiers/printers
Primary	50	Chromebooks
	25	Surface machines
	95	Ipads
	28	Projectors
	61	Staff laptops (windows)
	3	Copier/printers

Comprehensive Needs Assessment Data Sources

Budget
Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referral report
District Policies
Expense Report
Historical Post-Lottery Waitlist Report
MAP performance reports
Mobility Rates
Multi-Year Trends
OnData Suite Report
Parent Survey (google)
Parental Involvement Policy
Special Programs Evaluations
Special Student Populations
STAAR Cohort Performance Report
STAAR Performance Reports
Staff Development
Staff Survey (google)
TAPR Report
Teacher Turnover Rates
Tech Inventory

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov