Texas Academic Performance Report for 2017-18

Arlington Classics Academy

in compliance with TEC Ch. 39
January 17, 2019

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 of 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 2017-18 academic year, a new accountability system began summarizing overall district performance with a A-F grading system. The same system will be applied to each campus next year. ACA is proud to continue a legacy of excellence in our instructional program having received the highest available rating from the Texas Education Agency earning an A in the overall score. More information about the new 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.

Additional to the financial reporting available in the TAPR, the Division of School Finance provides a PEIMS Financial Standards Report of 2016-17 Financial Actual Information. These reports are included as addendum C.

Section 2 - 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.

2017-18 Campus Improvement Plans (CIP) are included in this report for review as addendum D.

District Accreditation Status - Each district annual report must include the 2017-18 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/2017_2018_accreditation_statuses.html Arlington Classics Academy's status is **accredited**.

Section 3 - 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 2017-18 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 the "Right to Your Light" project and assembly. 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 4- 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 9th grade for the 2017-18 school year. Therefore, ACA is not included in this report.

Addendum A

2017-18 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

District Number: **220802**

2018 Accountability Rating: **A**

This district is a Charter District.

2018 Special Education Determination Status:

Meets Requirements

2017 Armed Services Vocational Aptitude Battery (ASVAB) Test:

Meets Requirements

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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)

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

Grade 3 Reading

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	77%	79%	**91%**	93%	88%	92%	-	90%	*	*	*	91%	77%
	2017	73%	75%	**93%**	92%	87%	97%	*	95%	-	85%	*	100%	*
At Meets Grade Level or Above	2018	43%	46%	**64%**	54%	54%	68%	-	75%	*	*	*	56%	54%
	2017	45%	48%	**73%**	68%	60%	87%	*	60%	-	62%	*	76%	*
At Masters Grade Level	2018	25%	27%	**47%**	34%	33%	53%	-	60%	*	*	*	44%	38%
	2017	29%	31%	**51%**	37%	37%	60%	*	55%	-	62%	*	45%	*

Grade 3 Mathematics

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	78%	78%	**89%**	86%	*	91%	-	86%	*	*	*	88%	*
	2017	77%	78%	**89%**	89%	70%	96%	*	95%	-	85%	*	86%	*
At Meets Grade Level or Above	2018	47%	47%	**60%**	48%	*	65%	-	76%	*	*	*	53%	*
	2017	49%	49%	**63%**	63%	40%	73%	*	65%	-	54%	*	52%	*
At Masters Grade Level	2018	23%	23%	**26%**	14%	*	28%	-	57%	*	*	*	21%	*
	2017	26%	25%	**32%**	16%	27%	40%	*	40%	-	38%	*	17%	*

Grade 4 Reading

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	73%	75%	**93%**	95%	90%	96%	*	83%	*	*	*	97%	*
	2017	70%	72%	**91%**	95%	81%	90%	-	96%	-	*	*	86%	*
At Meets Grade Level or Above	2018	46%	49%	**75%**	63%	67%	84%	*	67%	*	*	*	61%	*
	2017	44%	46%	**72%**	66%	61%	77%	-	75%	-	*	*	64%	*
At Masters Grade Level	2018	24%	26%	**43%**	43%	40%	54%	*	28%	*	*	*	42%	*
	2017	24%	26%	**44%**	45%	32%	53%	-	38%	-	*	*	27%	*

Grade 4 Mathematics

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	78%	79%	**89%**	85%	83%	97%	*	89%	*	*	*	90%	*
	2017	76%	76%	**87%**	81%	81%	90%	-	96%	-	*	*	86%	*
At Meets Grade Level or Above	2018	49%	49%	**67%**	58%	63%	74%	*	72%	*	*	*	61%	*
	2017	47%	48%	**58%**	54%	39%	63%	-	75%	-	*	*	50%	*
At Masters Grade Level	2018	27%	27%	**39%**	28%	47%	44%	*	44%	*	*	*	29%	*
	2017	27%	27%	**35%**	24%	26%	34%	-	58%	-	*	*	23%	*

Grade 4 Writing

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	63%	64%	**90%**	90%	83%	94%	*	89%	*	*	*	94%	*
	2017	65%	65%	**86%**	89%	*	89%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	39%	41%	**72%**	79%	57%	74%	*	78%	*	*	*	68%	*
	2017	34%	35%	**57%**	55%	*	57%	-	*	-	*	*	50%	*
At Masters Grade Level	2018	11%	12%	**34%**	33%	23%	43%	*	33%	*	*	*	32%	*
	2017	11%	11%	**19%**	26%	*	19%	-	*	-	*	*	23%	*

Grade 5 Reading^^

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	84%	86%	**98%**	100%	96%	97%	-	100%	-	100%	*	100%	93%
	2017	82%	83%	**96%**	91%	97%	97%	*	100%	-	*	*	97%	95%
At Meets Grade Level or Above	2018	54%	56%	**79%**	67%	75%	83%	-	82%	-	100%	*	71%	87%
	2017	48%	50%	**65%**	59%	52%	72%	*	81%	-	*	*	45%	45%
At Masters Grade Level	2018	26%	28%	**52%**	56%	39%	50%	-	50%	-	100%	*	61%	53%
	2017	25%	27%	**44%**	43%	35%	46%	*	56%	-	*	*	33%	25%

Grade 5 Mathematics^^

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	91%	91%	**97%**	97%	93%	97%	-	100%	-	*	*	96%	93%
	2017	87%	87%	**92%**	87%	97%	92%	*	100%	-	*	*	91%	95%
At Meets Grade Level or Above	2018	58%	57%	**71%**	71%	48%	72%	-	86%	-	*	*	61%	79%
	2017	50%	50%	**60%**	44%	58%	63%	*	75%	-	*	*	42%	50%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

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)
At Masters Grade Level	2018	30%	29%	**40%**	40%	22%	39%	-	61%	-	*	*	39%	57%
	2017	24%	25%	**29%**	18%	26%	30%	*	56%	-	*	*	18%	30%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	**93%**	92%	89%	92%	-	100%	-	*	*	93%	*
	2017	74%	74%	**88%**	77%	84%	93%	*	100%	-	*	*	75%	85%
At Meets Grade Level or Above	2018	41%	42%	**64%**	47%	46%	70%	-	79%	-	*	*	54%	*
	2017	42%	43%	**61%**	45%	48%	73%	*	69%	-	*	*	47%	55%
At Masters Grade Level	2018	17%	17%	**29%**	25%	25%	33%	-	29%	-	*	*	21%	*
	2017	18%	18%	**32%**	20%	29%	37%	*	38%	-	*	*	19%	25%
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	72%	**90%**	85%	94%	90%	*	*	-	*	*	83%	*
	2017	69%	72%	**84%**	74%	89%	86%	-	89%	-	*	*	75%	85%
At Meets Grade Level or Above	2018	39%	42%	**62%**	62%	57%	63%	*	*	-	*	*	52%	*
	2017	37%	41%	**60%**	45%	59%	68%	-	67%	-	*	*	38%	40%
At Masters Grade Level	2018	19%	21%	**40%**	41%	43%	42%	*	*	-	*	*	31%	*
	2017	18%	20%	**37%**	31%	48%	43%	-	22%	-	*	*	25%	25%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	79%	**90%**	81%	97%	89%	*	100%	-	*	*	*	94%
	2017	76%	79%	**87%**	*	85%	93%	-	96%	-	*	*	*	89%
At Meets Grade Level or Above	2018	44%	47%	**61%**	40%	66%	65%	*	89%	-	*	*	*	69%
	2017	43%	46%	**55%**	*	44%	66%	-	64%	-	*	*	*	37%
At Masters Grade Level	2018	18%	20%	**23%**	14%	26%	21%	*	44%	-	*	*	*	38%
	2017	18%	20%	**22%**	*	19%	31%	-	24%	-	*	*	*	26%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	77%	**93%**	84%	89%	97%	-	96%	-	*	*	78%	86%
	2017	73%	76%	**93%**	97%	88%	93%	-	90%	-	*	*	84%	*
At Meets Grade Level or Above	2018	48%	52%	**71%**	55%	67%	80%	-	74%	-	*	*	61%	55%
	2017	42%	46%	**62%**	54%	50%	69%	-	65%	-	*	*	35%	*
At Masters Grade Level	2018	29%	32%	**47%**	32%	52%	53%	-	41%	-	*	*	48%	27%
	2017	23%	26%	**39%**	29%	21%	53%	-	35%	-	*	*	16%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	72%	**92%**	88%	93%	93%	-	92%	-	*	*	80%	91%
	2017	70%	70%	**90%**	89%	79%	95%	-	95%	-	*	*	81%	*
At Meets Grade Level or Above	2018	40%	39%	**56%**	28%	67%	58%	-	72%	-	*	*	52%	55%
	2017	40%	40%	**58%**	41%	42%	69%	-	73%	-	*	*	45%	*
At Masters Grade Level	2018	18%	17%	**34%**	22%	30%	39%	-	40%	-	*	*	24%	23%
	2017	17%	16%	**27%**	19%	25%	26%	-	41%	-	*	*	19%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	73%	**89%**	81%	96%	89%	-	89%	-	*	*	80%	*
	2017	70%	72%	**95%**	94%	92%	97%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	43%	48%	**64%**	53%	67%	70%	-	59%	-	*	*	52%	*
	2017	39%	43%	**70%**	54%	71%	83%	-	*	-	*	*	*	*
At Masters Grade Level	2018	15%	17%	**31%**	22%	30%	36%	-	30%	-	*	*	20%	*
	2017	12%	14%	**29%**	17%	29%	38%	-	*	-	*	*	*	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	88%	**98%**	100%	95%	100%	*	95%	-	*	*	97%	*
	2017	86%	88%	**97%**	95%	100%	100%	*	100%	*	*	*	88%	*
At Meets Grade Level or Above	2018	49%	52%	**73%**	75%	68%	75%	*	68%	-	*	*	56%	*
	2017	50%	54%	**81%**	77%	75%	87%	*	86%	*	*	*	72%	*

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)
At Masters Grade Level	2018	27%	29%	**41%**	31%	36%	51%	*	36%	-	*	*	22%	*
	2017	23%	26%	**49%**	48%	44%	60%	*	48%	*	*	*	52%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	86%	*	*	*	*	-	*	-	-	*	*	*
	2017	85%	85%	*	*	*	*	-	-	-	-	*	*	*
At Meets Grade Level or Above	2018	51%	51%	*	*	*	*	-	*	-	-	*	*	*
	2017	45%	45%	*	*	*	*	-	-	-	-	*	*	*
At Masters Grade Level	2018	15%	15%	*	*	*	*	-	*	-	-	*	*	*
	2017	13%	13%	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	78%	*	*	*	*	-	*	-	-	*	*	*
	2017	76%	78%	*	*	*	*	-	-	-	-	*	*	*
At Meets Grade Level or Above	2018	52%	55%	*	*	*	*	-	*	-	-	*	*	*
	2017	48%	51%	*	*	*	*	-	-	-	-	*	*	*
At Masters Grade Level	2018	28%	30%	*	*	*	*	-	*	-	-	*	*	*
	2017	19%	21%	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	68%	**89%**	84%	91%	90%	*	86%	-	*	*	84%	*
	2017	63%	67%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
At Meets Grade Level or Above	2018	36%	39%	**58%**	47%	45%	65%	*	68%	-	*	*	47%	*
	2017	33%	36%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
At Masters Grade Level	2018	21%	23%	**35%**	22%	32%	41%	*	41%	-	*	*	22%	*
	2017	19%	21%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	69%	*	*	*	*	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	44%	49%	*	*	*	*	-	*	-	*	-	*	*
At Masters Grade Level	2018	7%	7%	*	*	*	*	-	*	-	*	-	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	85%	**98%**	97%	100%	98%	*	100%	-	*	*	93%	100%
	2017	83%	84%	**98%**	100%	100%	100%	*	100%	*	*	*	95%	100%
At Meets Grade Level or Above	2018	55%	58%	**77%**	64%	77%	81%	*	87%	-	*	*	69%	62%
	2017	48%	52%	**81%**	74%	73%	85%	*	100%	*	*	*	70%	100%
At Masters Grade Level	2018	32%	31%	**52%**	36%	36%	60%	*	70%	-	*	*	45%	38%
	2017	26%	28%	**58%**	46%	55%	50%	*	95%	*	*	*	50%	80%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	89%	**100%**	100%	100%	100%	*	100%	-	*	*	100%	*
	2017	86%	89%	**97%**	95%	100%	100%	*	100%	*	*	*	95%	100%
At Meets Grade Level or Above	2018	59%	63%	**87%**	88%	82%	90%	*	86%	-	*	*	90%	*
	2017	57%	63%	**89%**	90%	79%	89%	*	100%	*	*	*	86%	91%
At Masters Grade Level	2018	24%	26%	**38%**	22%	36%	50%	*	33%	-	*	*	35%	*
	2017	21%	23%	**38%**	35%	36%	36%	*	52%	*	*	*	48%	45%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	79%	**93%**	90%	92%	94%	*	93%	*	94%	40%	91%	89%
	2017	75%	77%	**91%**	87%	86%	93%	100%	96%	*	91%	34%	85%	86%
At Meets Grade Level or Above	2018	48%	51%	**68%**	58%	62%	72%	*	75%	*	81%	21%	59%	58%
	2017	45%	48%	**65%**	57%	53%	71%	73%	75%	*	67%	13%	51%	53%
At Masters Grade Level	2018	22%	23%	**38%**	30%	33%	43%	*	42%	*	46%	12%	32%	28%
	2017	20%	21%	**36%**	28%	30%	40%	33%	43%	*	43%	9%	27%	28%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	76%	**94%**	93%	92%	95%	*	93%	*	95%	48%	92%	87%

District Name: ARLINGTON CLASSICS ACADEMY
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2017	72%	75%	**92%**	90%	89%	93%	*	95%	*	92%	42%	88%	86%
At Meets Grade Level or Above	2018	46%	50%	**71%**	63%	65%	76%	*	73%	*	87%	32%	60%	58%
	2017	44%	48%	**69%**	62%	58%	76%	*	72%	*	71%	16%	53%	52%
At Masters Grade Level	2018	19%	21%	**45%**	39%	41%	50%	*	40%	*	59%	20%	40%	31%
	2017	19%	21%	**44%**	39%	36%	52%	*	41%	*	45%	16%	33%	25%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	82%	**92%**	89%	92%	94%	*	94%	*	92%	*	92%	92%
	2017	79%	80%	**90%**	85%	84%	93%	*	97%	*	87%	*	84%	87%
At Meets Grade Level or Above	2018	50%	50%	**65%**	51%	61%	69%	*	80%	*	73%	*	56%	62%
	2017	46%	47%	**61%**	51%	47%	68%	*	75%	*	63%	*	45%	52%
At Masters Grade Level	2018	24%	24%	**35%**	25%	28%	38%	*	53%	*	41%	*	28%	34%
	2017	22%	23%	**32%**	21%	26%	33%	*	52%	*	45%	*	20%	33%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	69%	**89%**	86%	89%	92%	*	89%	*	*	*	88%	79%
	2017	67%	69%	**90%**	92%	81%	92%	-	91%	-	100%	*	87%	*
At Meets Grade Level or Above	2018	41%	45%	**69%**	68%	61%	73%	*	67%	*	*	*	61%	56%
	2017	36%	39%	**63%**	55%	54%	69%	-	73%	-	58%	*	49%	*
At Masters Grade Level	2018	13%	15%	**33%**	28%	26%	40%	*	31%	*	*	*	27%	18%
	2017	11%	12%	**23%**	22%	19%	27%	-	16%	-	42%	*	17%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	**95%**	94%	92%	95%	*	98%	-	100%	*	93%	*
	2017	79%	81%	**91%**	83%	89%	94%	*	100%	*	100%	*	81%	88%
At Meets Grade Level or Above	2018	51%	53%	**73%**	65%	61%	77%	*	80%	-	92%	*	70%	*
	2017	49%	53%	**71%**	64%	60%	77%	*	86%	*	83%	*	61%	66%
At Masters Grade Level	2018	23%	25%	**32%**	23%	29%	39%	*	30%	-	46%	*	28%	*
	2017	19%	21%	**34%**	26%	32%	36%	*	46%	*	42%	*	30%	31%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	81%	**89%**	84%	91%	90%	*	86%	-	*	*	84%	*
	2017	77%	80%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
At Meets Grade Level or Above	2018	53%	57%	**58%**	47%	45%	65%	*	68%	-	*	*	47%	*
	2017	49%	53%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
At Masters Grade Level	2018	31%	34%	**35%**	22%	32%	41%	*	41%	-	*	*	22%	*
	2017	27%	30%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*

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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	64	**65**	65	64	71	*	53	-	50	*	61	68
Grade 4 Mathematics	2018	65	66	**71**	67	78	76	*	72	-	*	*	63	95
Grade 5 ELA/Reading	2018	80	80	**83**	83	89	78	-	83	-	100	*	89	86
Grade 5 Mathematics	2018	81	80	**82**	91	74	80	-	81	-	83	*	89	79
Grade 6 ELA/Reading	2018	47	49	**58**	55	70	60	*	35	-	*	*	62	50
Grade 6 Mathematics	2018	56	61	**61**	55	59	58	*	85	-	*	*	60	84
Grade 7 ELA/Reading	2018	76	76	**82**	82	73	82	-	87	-	*	*	74	77
Grade 7 Mathematics	2018	67	66	**77**	77	82	72	-	82	-	*	*	80	80
Grade 8 ELA/Reading	2018	79	78	**79**	81	91	75	*	71	-	*	*	78	77
Grade 8 Mathematics	2018	81	75	**88**	*	*	*	-	*	-	-	*	*	*
End of Course Algebra I	2018	72	74	**85**	80	80	86	*	91	-	*	*	71	73
All Grades Both Subjects	2018	69	70	**74**	73	75	74	75	76	-	69	57	73	77
All Grades ELA/Reading	2018	69	69	**73**	72	76	73	*	70	-	75	63	73	72
All Grades Mathematics	2018	70	70	**75**	73	74	74	100	82	-	63	52	73	82

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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	39%	**55%**	*	42%	67%	-	71%	-	*	*	*	*
	2017	35%	36%	**54%**	62%	45%	45%	-	*	*	*	*	46%	*
Mathematics	2018	47%	46%	**60%**	60%	69%	59%	-	*	-	*	*	57%	*
	2017	43%	43%	**54%**	52%	53%	50%	-	86%	-	*	*	44%	69%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	81%	**96%**	100%	86%	97%	-	100%	-	100%	*	100%	88%
Students Requiring Accelerated Instruction														
	2018	21%	19%	**4%**	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	84%	85%	**98%**	100%	96%	97%	-	100%	-	100%	*	100%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	*	*	-	*	-	*	-	-	*	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	85%	**94%**	94%	89%	94%	-	100%	-	100%	*	93%	86%
Students Requiring Accelerated Instruction														
	2018	15%	15%	**6%**	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	90%	90%	**97%**	97%	93%	97%	-	100%	-	100%	*	96%	86%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	81%	**97%**	94%	95%	100%	*	95%	-	*	*	97%	*
Students Requiring Accelerated Instruction														
	2018	21%	19%	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	85%	87%	**98%**	100%	95%	100%	*	95%	-	*	*	97%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	*	*	-	-	-	-	-	*	*	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	80%	**50%**	*	*	83%	-	*	-	-	*	*	*
Students Requiring Accelerated Instruction														
	2018	20%	20%	**50%**	*	*	*	-	*	-	-	*	*	*
STAAR Cumulative Met Standard														
	2018	86%	86%	**80%**	*	*	83%	-	*	-	-	*	*	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	*	*	-	-	-	-	-	-	*	*	-

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

(Current EL Students)

		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	2018	77%	79%	**93%**	-	-	-	-	-	75%	72%	77%	86%	75%	77%
	2017	75%	77%	**91%**	-	-	-	-	-	*	*	*	81%	*	72%
At Meets Grade Level or Above	2018	48%	51%	**68%**	-	-	-	-	-	47%	51%	44%	46%	47%	47%
	2017	45%	48%	**65%**	-	-	-	-	-	*	*	*	42%	*	30%
At Masters Grade Level	2018	22%	23%	**38%**	-	-	-	-	-	21%	21%	21%	18%	21%	20%
	2017	20%	21%	**36%**	-	-	-	-	-	*	*	*	14%	*	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	76%	**94%**	-	-	-	-	-	70%	75%	*	*	70%	71%
	2017	72%	75%	**92%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	50%	**71%**	-	-	-	-	-	42%	50%	*	*	42%	43%
	2017	44%	48%	**69%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	21%	**45%**	-	-	-	-	-	24%	31%	*	*	24%	21%
	2017	19%	21%	**44%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	82%	**92%**	-	-	-	-	-	85%	*	94%	*	85%	86%
	2017	79%	80%	**90%**	-	-	-	-	-	*	*	*	*	*	78%
At Meets Grade Level or Above	2018	50%	50%	**65%**	-	-	-	-	-	58%	*	59%	*	58%	53%
	2017	46%	47%	**61%**	-	-	-	-	-	*	*	*	*	*	25%
At Masters Grade Level	2018	24%	24%	**35%**	-	-	-	-	-	27%	*	35%	*	27%	28%
	2017	22%	23%	**32%**	-	-	-	-	-	*	*	*	*	*	14%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	69%	**89%**	-	-	-	-	-	*	*	*	*	*	*
	2017	67%	69%	**90%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	45%	**69%**	-	-	-	-	-	*	*	*	*	*	*
	2017	36%	39%	**63%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	13%	15%	**33%**	-	-	-	-	-	*	*	*	*	*	*
	2017	11%	12%	**23%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	81%	**95%**	-	-	-	-	-	*	*	*	*	*	*
	2017	79%	81%	**91%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	53%	**73%**	-	-	-	-	-	*	*	*	*	*	*
	2017	49%	53%	**71%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	25%	**32%**	-	-	-	-	-	*	*	*	*	*	*
	2017	19%	21%	**34%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	81%	**89%**	-	-	-	-	-	*	-	*	*	*	*
	2017	77%	80%	**84%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	53%	57%	**58%**	-	-	-	-	-	*	-	*	*	*	*

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

(Current EL Students)

		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
	2017	49%	53%	**53%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	31%	34%	**35%**	-	-	-	-	-	*	-	*	*	*	*
	2017	27%	30%	**36%**	-	-	-	-	-	*	-	*	*	*	*

School Progress Domain - Academic Growth Score

		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
All Grades Both Subjects	2018	69	70	**74**	-	-	-	-	-	74	64	79	74	74	74
All Grades ELA/Reading	2018	69	69	**73**	-	-	-	-	-	63	*	69	75	63	66
All Grades Mathematics	2018	70	70	**75**	-	-	-	-	-	85	79	88	72	85	82

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		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
Reading	2018	38%	39%	**55%**	-	-	-	-	-	*	*	*	*	*	*
	2017	35%	36%	**54%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2018	47%	46%	**60%**	-	-	-	-	-	*	*	*	-	*	*
	2017	43%	43%	**54%**	-	-	-	-	-	*	*	*	83%	*	69%

Texas Academic Performance Report
2017-18 District STAAR Participation

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)
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%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	99%	97%	98%	100%	97%	*	100%	100%	99%	94%
Not Included in Accountability													
Mobile	4%	4%	**2%**	1%	2%	2%	0%	3%	*	0%	0%	1%	6%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**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

Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

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)
Attendance Rate													
2016-17	95.7%	95.8%	**97.8%**	98.3%	97.6%	97.3%	*	98.7%	*	97.9%	97.5%	97.7%	98.6%
2015-16	95.8%	95.8%	**97.5%**	97.9%	97.3%	96.9%	*	98.8%	*	97.7%	97.6%	97.3%	98.2%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2015-16	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	92.7%	-	-	-	-	-	-	-	-	-	-	-

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)
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	7.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	47.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	41.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	84.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	85.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	40.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	82.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2017-18 District Graduation Profile

District Number: 220802

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	334,424	100.0%
By Ethnicity:				
African American	-	-	42,132	12.6%
Hispanic	-	-	164,446	49.2%
White	-	-	105,748	31.6%
American Indian	-	-	1,254	0.4%
Asian	-	-	14,036	4.2%
Pacific Islander	-	-	525	0.2%
Two or More Races	-	-	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	-	-	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	-	-	252,091	75.4%
Foundation H.S. Program (No Endorsement)	-	-	16,650	5.0%
Foundation H.S. Program (Endorsement)	-	-	3,212	1.0%
Foundation H.S. Program (DLA)	-	-	25,399	7.6%
Special Education Graduates	-	-	25,105	7.5%
Economically Disadvantaged Graduates	-	-	159,476	47.7%
LEP Graduates	-	-	17,579	5.3%
At-Risk Graduates	-	-	132,112	39.5%

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2017-18 District College, Career, and Military Readiness (CCMR)

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, and Military Ready (Annual Graduates)													
2016-17	54.2%	53.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	39.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	15.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	12.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-

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)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	21.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	11.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	40.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	16.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	53.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	50.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	53.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	51.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	54.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	38.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	34.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

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)
Social Studies													
2017	41.4%	46.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	47.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	68.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	29.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1051	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1429	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	530	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	941	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	521	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	36.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	35.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	15.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	19.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	23.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	22.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	60.5%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	--------------- District ---------------		--------------- State ---------------	
	Count	**Percent**	**Count**	**Percent**
Total Students	1,532	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	14,684	0.3%
Pre-Kindergarten	0	0.0%	231,297	4.3%
Kindergarten	178	11.6%	371,145	6.9%
Grade 1	176	11.5%	388,362	7.2%
Grade 2	176	11.5%	394,137	7.3%
Grade 3	176	11.5%	409,763	7.6%
Grade 4	175	11.4%	413,654	7.7%
Grade 5	174	11.4%	414,218	7.7%
Grade 6	172	11.2%	402,451	7.5%
Grade 7	154	10.1%	402,350	7.5%
Grade 8	136	8.9%	398,479	7.4%
Grade 9	15	1.0%	432,724	8.0%
Grade 10	0	0.0%	396,968	7.4%
Grade 11	0	0.0%	371,606	6.9%
Grade 12	0	0.0%	343,174	6.4%
Ethnic Distribution:				
African American	331	21.6%	679,472	12.6%
Hispanic	294	19.2%	2,821,189	52.4%
White	644	42.0%	1,498,643	27.8%
American Indian	4	0.3%	20,521	0.4%
Asian	184	12.0%	235,095	4.4%
Pacific Islander	2	0.1%	8,008	0.1%
Two or More Races	73	4.8%	122,084	2.3%
Economically Disadvantaged	288	18.8%	3,164,349	58.8%
Non-Educationally Disadvantaged	1,244	81.2%	2,220,663	41.2%
English Learners (EL)	69	4.5%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	73,713	1.3%
At-Risk	280	18.3%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	21	41.2%	211,650	43.3%
Students with Physical Disabilities	22	43.1%	107,029	21.9%
Students with Autism	*	*	64,238	13.2%
Students with Behavioral Disabilities	*	*	98,927	20.3%
Students with Non-Categorical Early Childhood	*	*	6,619	1.4%

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

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	5.1%	1.8%	0.0%	6.9%
Grade 1	1.8%	3.4%	0.0%	6.2%
Grade 2	1.8%	2.1%	0.0%	2.6%
Grade 3	0.0%	1.3%	0.0%	1.0%
Grade 4	0.0%	0.6%	0.0%	0.5%
Grade 5	1.2%	0.7%	0.0%	0.6%
Grade 6	0.0%	0.5%	0.0%	0.6%
Grade 7	0.7%	0.7%	0.0%	0.6%
Grade 8	0.9%	0.6%	0.0%	0.8%
Grade 9	-	8.0%	-	13.5%

	---------- District ---------- Count	Percent	------------ State ------------ Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,588	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.8	18.7
Grade 1	22.0	18.8
Grade 2	22.0	18.8
Grade 3	22.0	19.0
Grade 4	21.9	19.2
Grade 5	20.5	21.2
Grade 6	22.8	20.3
Secondary:		
English/Language Arts	21.0	16.7
Foreign Languages	17.8	18.6
Mathematics	18.9	17.9
Science	20.3	19.0
Social Studies	20.3	19.3

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

County Name: TARRANT

2017-18 District Staff Information

District Number: 220802

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Total Staff	140.3	100.0%	711,768.0	100.0%
Professional Staff:	113.8	81.1%	456,057.2	64.1%
Teachers	89.7	63.9%	356,838.1	50.1%
Professional Support	14.0	10.0%	69,681.8	9.8%
Campus Administration (School Leadership)	5.1	3.7%	21,435.0	3.0%
Central Administration	5.0	3.6%	8,102.4	1.1%
Librarians				
Full-time	0.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	1.0	n/a	12,131.0	n/a
Part-time	1.0	n/a	1,148.0	n/a
Educational Aides:	7.3	5.2%	71,858.8	10.1%
Auxiliary Staff:	19.2	13.7%	183,852.0	25.8%
Total Minority Staff:	26.9	19.2%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	3.0	3.3%	37,167.9	10.4%
Hispanic	8.0	8.9%	97,091.5	27.2%
White	77.7	86.6%	210,286.3	58.9%
American Indian	0.0	0.0%	1,247.6	0.3%
Asian	0.0	0.0%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	1.0	1.1%	4,051.8	1.1%
Males	15.0	16.7%	84,692.8	23.7%
Females	74.7	83.3%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.4	0.4%	5,127.0	1.4%
Bachelors	61.7	68.8%	264,252.5	74.1%
Masters	26.6	29.6%	85,077.3	23.8%
Doctorate	1.0	1.1%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.2	3.6%	29,351.3	8.2%
1-5 Years Experience	19.8	22.1%	103,862.8	29.1%
6-10 Years Experience	15.8	17.6%	68,263.7	19.1%
11-20 Years Experience	39.0	43.5%	100,698.4	28.2%
Over 20 Years Experience	11.9	13.2%	54,661.9	15.3%
Number of Students per Teacher	17.1	n/a	15.1	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.3	6.3
Average Years Experience of Principals with District	3.3	5.4
Average Years Experience of Assistant Principals	5.0	5.2
Average Years Experience of Assistant Principals with District	2.0	4.6
Average Years Experience of Teachers:	11.6	10.9
Average Years Experience of Teachers with District:	4.2	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$36,796	$47,667
1-5 Years Experience	$46,614	$49,663
6-10 Years Experience	$52,686	$52,056
11-20 Years Experience	$54,832	$55,246
Over 20 Years Experience	$64,035	$61,428
Average Actual Salaries (regular duties only):		
Teachers	$53,217	$53,334
Professional Support	$59,249	$63,165
Campus Administration (School Leadership)	$66,887	$77,712
Central Administration	$88,396	$102,300
Instructional Staff Percent:	71.9%	64.4%
Turnover Rate for Teachers:	12.5%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

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

Program Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	62	4.0%	1,015,456	18.9%
Career & Technical Education	15	1.0%	1,391,689	25.8%
Gifted & Talented Education	0	0.0%	426,953	7.9%
Special Education	51	3.3%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	21,647.8	6.1%
Career & Technical Education	0.0	0.0%	16,795.1	4.7%
Compensatory Education	0.0	0.0%	9,854.5	2.8%
Gifted & Talented Education	0.0	0.0%	6,501.2	1.8%
Regular Education	85.4	95.2%	257,851.7	72.3%
Special Education	2.3	2.6%	31,950.9	9.0%
Other	2.0	2.2%	12,237.0	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   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 2016-17Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802040**

2018 Accountability Rating: **Met Standard**

This school is a Charter School.

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

Total Students: 477
Grade Span: 06 - 09
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)

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

Grade 6 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	69%	90%	**90%**	85%	94%	90%	*	*	-	*	*	83%	*
	2017	69%	84%	**84%**	74%	89%	86%	-	89%	-	*	*	75%	85%
At Meets Grade Level or Above	2018	39%	62%	**62%**	62%	57%	63%	*	*	-	*	*	52%	*
	2017	37%	60%	**60%**	45%	59%	68%	-	67%	-	*	*	38%	40%
At Masters Grade Level	2018	19%	40%	**40%**	41%	43%	42%	*	*	-	*	*	31%	*
	2017	18%	37%	**37%**	31%	48%	43%	-	22%	-	*	*	25%	25%

Grade 6 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	77%	90%	**90%**	81%	97%	89%	*	100%	-	*	*	*	94%
	2017	76%	87%	**87%**	*	85%	93%	-	96%	-	*	*	*	89%
At Meets Grade Level or Above	2018	44%	61%	**61%**	38%	66%	65%	*	89%	-	*	*	*	69%
	2017	43%	55%	**55%**	*	44%	66%	-	64%	-	*	*	*	37%
At Masters Grade Level	2018	18%	23%	**23%**	14%	26%	21%	*	44%	-	*	*	*	38%
	2017	18%	22%	**22%**	*	19%	31%	-	24%	-	*	*	*	26%

Grade 7 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	74%	93%	**93%**	84%	89%	97%	-	96%	-	*	*	78%	86%
	2017	73%	93%	**93%**	97%	88%	93%	-	90%	-	*	*	84%	*
At Meets Grade Level or Above	2018	48%	71%	**71%**	55%	67%	80%	-	74%	-	*	*	61%	55%
	2017	42%	62%	**62%**	54%	50%	69%	-	65%	-	*	*	35%	*
At Masters Grade Level	2018	29%	47%	**47%**	32%	52%	53%	-	41%	-	*	*	48%	27%
	2017	23%	39%	**39%**	29%	21%	53%	-	35%	-	*	*	16%	*

Grade 7 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	72%	92%	**92%**	88%	93%	93%	-	92%	-	*	*	80%	91%
	2017	70%	90%	**90%**	89%	79%	95%	-	95%	-	*	*	81%	*
At Meets Grade Level or Above	2018	40%	56%	**56%**	28%	67%	58%	-	72%	-	*	*	52%	55%
	2017	40%	58%	**58%**	41%	42%	69%	-	73%	-	*	*	45%	*
At Masters Grade Level	2018	18%	34%	**34%**	22%	30%	39%	-	40%	-	*	*	24%	23%
	2017	17%	27%	**27%**	19%	25%	26%	-	41%	-	*	*	19%	*

Grade 7 Writing

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	69%	89%	**89%**	81%	96%	89%	-	89%	-	*	*	80%	*
	2017	70%	95%	**95%**	94%	92%	97%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	43%	64%	**64%**	53%	67%	70%	-	59%	-	*	*	52%	*
	2017	39%	70%	**70%**	54%	71%	83%	-	*	-	*	*	*	*
At Masters Grade Level	2018	15%	31%	**31%**	22%	30%	36%	-	30%	-	*	*	20%	*
	2017	12%	29%	**29%**	17%	29%	38%	-	*	-	*	*	*	*

Grade 8 Reading^^

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	86%	98%	**98%**	100%	95%	100%	*	95%	-	*	*	97%	*

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

Total Students: 477
Grade Span: 06 - 09
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)
	2017	86%	97%	**97%**	95%	100%	100%	*	100%	*	*	*	88%	*
At Meets Grade Level or Above	2018	49%	73%	**73%**	75%	68%	75%	*	68%	-	*	*	56%	*
	2017	50%	81%	**81%**	77%	75%	87%	*	86%	*	*	*	72%	*
At Masters Grade Level	2018	27%	41%	**41%**	31%	36%	51%	*	36%	-	*	*	22%	*
	2017	23%	49%	**49%**	48%	44%	60%	*	48%	*	*	*	52%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	85%	*	*	*	*	*	-	-	-	-	*	*	*
At Meets Grade Level or Above	2018	51%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	45%	*	*	*	*	*	-	-	-	-	*	*	*
At Masters Grade Level	2018	15%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	13%	*	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	76%	*	*	*	*	*	-	-	-	-	*	*	*
At Meets Grade Level or Above	2018	52%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	48%	*	*	*	*	*	-	-	-	-	*	*	*
At Masters Grade Level	2018	28%	*	*	*	*	*	-	*	-	-	*	*	*
	2017	19%	*	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	89%	**89%**	84%	91%	90%	*	86%	-	*	*	84%	*
	2017	63%	84%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
At Meets Grade Level or Above	2018	36%	58%	**58%**	47%	45%	65%	*	68%	-	*	*	47%	*
	2017	33%	53%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
At Masters Grade Level	2018	21%	35%	**35%**	22%	32%	41%	*	41%	-	*	*	22%	*
	2017	19%	36%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	*	*	*	*	*	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	44%	*	*	*	*	*	-	*	-	*	-	*	*
At Masters Grade Level	2018	7%	*	*	*	*	*	-	*	-	*	-	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	98%	**98%**	97%	100%	98%	*	100%	-	*	*	93%	100%
	2017	83%	98%	**98%**	100%	100%	100%	*	100%	*	*	*	95%	100%
At Meets Grade Level or Above	2018	55%	77%	**77%**	64%	77%	81%	*	87%	-	*	*	69%	62%
	2017	48%	81%	**81%**	74%	73%	85%	*	100%	*	*	*	70%	100%
At Masters Grade Level	2018	32%	52%	**52%**	36%	36%	60%	*	70%	-	*	*	45%	38%
	2017	26%	58%	**58%**	46%	55%	50%	*	95%	*	*	*	50%	80%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	100%	**100%**	100%	100%	100%	*	100%	-	*	*	100%	*
	2017	86%	97%	**97%**	95%	100%	100%	*	100%	*	*	*	95%	100%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

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)
At Meets Grade Level or Above	2018	59%	87%	**87%**	88%	82%	90%	*	86%	-	*	*	90%	*
	2017	57%	89%	**89%**	90%	79%	89%	*	100%	*	*	*	86%	91%
At Masters Grade Level	2018	24%	38%	**38%**	22%	36%	50%	*	33%	-	*	*	35%	*
	2017	21%	38%	**38%**	35%	36%	36%	*	52%	*	*	*	48%	45%

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

Total Students: 477
Grade Span: 06 - 09
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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	93%	**93%**	88%	95%	93%	*	93%	-	97%	*	89%	89%
	2017	75%	91%	**91%**	87%	89%	93%	*	95%	*	88%	*	82%	87%
At Meets Grade Level or Above	2018	48%	68%	**67%**	56%	65%	71%	*	73%	-	79%	*	58%	53%
	2017	45%	65%	**66%**	57%	57%	73%	*	76%	*	71%	*	50%	57%
At Masters Grade Level	2018	22%	38%	**37%**	26%	35%	43%	*	39%	-	56%	*	28%	24%
	2017	20%	36%	**36%**	28%	32%	40%	*	42%	*	41%	*	27%	31%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	94%	**93%**	90%	93%	95%	*	94%	-	92%	*	88%	86%
	2017	72%	92%	**91%**	88%	91%	91%	*	93%	*	*	*	82%	84%
At Meets Grade Level or Above	2018	46%	71%	**69%**	65%	64%	73%	*	71%	-	77%	*	58%	53%
	2017	44%	69%	**67%**	60%	60%	72%	*	72%	*	*	*	47%	55%
At Masters Grade Level	2018	19%	45%	**42%**	34%	44%	48%	*	33%	-	62%	*	31%	24%
	2017	19%	44%	**41%**	36%	37%	50%	*	34%	*	*	*	30%	27%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	92%	**93%**	88%	96%	93%	*	96%	-	100%	*	92%	94%
	2017	79%	90%	**90%**	85%	87%	95%	*	97%	*	*	*	80%	91%
At Meets Grade Level or Above	2018	50%	65%	**64%**	42%	68%	67%	*	81%	-	82%	*	54%	60%
	2017	46%	61%	**62%**	49%	48%	70%	*	78%	*	*	*	43%	55%
At Masters Grade Level	2018	24%	35%	**35%**	23%	29%	39%	*	51%	-	55%	*	26%	31%
	2017	22%	32%	**32%**	23%	27%	32%	*	51%	*	*	*	22%	39%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	89%	**89%**	81%	96%	89%	-	89%	-	*	*	80%	*
	2017	67%	90%	**95%**	94%	92%	97%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	69%	**64%**	53%	67%	70%	-	59%	-	*	*	52%	*
	2017	36%	63%	**70%**	54%	71%	83%	-	*	-	*	*	*	*
At Masters Grade Level	2018	13%	33%	**31%**	22%	30%	36%	-	30%	-	*	*	20%	*
	2017	11%	23%	**29%**	17%	29%	38%	-	*	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	95%	**97%**	97%	96%	98%	*	95%	-	*	*	94%	*
	2017	79%	91%	**94%**	89%	100%	97%	*	100%	*	*	*	88%	92%
At Meets Grade Level or Above	2018	51%	73%	**84%**	85%	78%	86%	*	82%	-	*	*	85%	*
	2017	49%	71%	**86%**	82%	81%	87%	*	100%	*	*	*	80%	83%
At Masters Grade Level	2018	23%	32%	**37%**	21%	35%	47%	*	32%	-	*	*	33%	*
	2017	19%	34%	**36%**	32%	38%	33%	*	52%	*	*	*	44%	42%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	89%	**89%**	84%	91%	90%	*	86%	-	*	*	84%	*
	2017	77%	84%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
At Meets Grade Level or Above	2018	53%	58%	**58%**	47%	45%	65%	*	68%	-	*	*	47%	*

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

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)
	2017	49%	53%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
At Masters Grade Level	2018	31%	35%	**35%**	22%	32%	41%	*	41%	-	*	*	22%	*
	2017	27%	36%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*

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

Total Students: 477
Grade Span: 06 - 09
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	58	**58**	55	70	60	*	35	-	*	*	62	50
Grade 6 Mathematics	2018	56	61	**61**	56	59	58	*	85	-	*	*	60	84
Grade 7 ELA/Reading	2018	76	82	**82**	82	73	82	-	87	-	*	*	74	77
Grade 7 Mathematics	2018	67	77	**77**	77	82	72	-	82	-	*	*	80	80
Grade 8 ELA/Reading	2018	79	79	**79**	81	91	75	*	71	-	*	*	78	77
Grade 8 Mathematics	2018	81	88	**88**	*	*	*	-	*	-	-	*	*	*
End of Course Algebra I	2018	72	85	**85**	80	80	86	*	91	-	*	*	71	73
All Grades Both Subjects	2018	69	74	**73**	71	74	72	81	77	-	75	44	71	75
All Grades ELA/Reading	2018	69	73	**72**	71	77	72	*	68	-	77	42	71	69
All Grades Mathematics	2018	70	75	**74**	70	72	72	*	85	-	73	44	71	80

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

Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 477
Grade Span: 06 - 09
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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	55%	**50%**	*	*	69%	-	*	-	-	*	*	*
	2017	35%	54%	**61%**	67%	*	50%	-	*	*	*	*	50%	*
Mathematics	2018	47%	60%	**50%**	53%	*	*	-	*	-	-	*	56%	*
	2017	43%	54%	**51%**	44%	*	54%	-	86%	-	*	*	38%	75%
Student Success Initiative														
Grade 5 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	*	*	*	-	*	-	*	-	-	*	-	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	97%	**97%**	94%	95%	100%	*	95%	-	*	*	97%	*
Students Requiring Accelerated Instruction														
	2018	21%	*	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	85%	98%	**98%**	100%	95%	100%	*	95%	-	*	*	97%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	*	*	*	-	-	-	-	-	*	*	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	50%	**50%**	*	*	83%	-	*	-	-	*	*	*
Students Requiring Accelerated Instruction														
	2018	20%	50%	**50%**	*	*	*	-	*	-	-	*	*	*
STAAR Cumulative Met Standard														
	2018	86%	80%	**80%**	*	*	83%	-	*	-	-	*	*	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	*	*	*	-	-	-	-	-	-	*	*	-

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 477

Grade Span: 06 - 09

(Current EL Students)

STAAR Performance Rate by Subject and Performance Level^

		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
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	93%	**93%**	-	-	-	-	-	73%	-	73%	*	73%	75%
	2017	75%	91%	**91%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	68%	**67%**	-	-	-	-	-	35%	-	35%	*	35%	40%
	2017	45%	65%	**66%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	22%	38%	**37%**	-	-	-	-	-	18%	-	18%	*	18%	19%
	2017	20%	36%	**36%**	-	-	-	-	-	*	-	*	*	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	94%	**93%**	-	-	-	-	-	*	-	*	*	*	*
	2017	72%	92%	**91%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	46%	71%	**69%**	-	-	-	-	-	*	-	*	*	*	*
	2017	44%	69%	**67%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	19%	45%	**42%**	-	-	-	-	-	*	-	*	*	*	*
	2017	19%	44%	**41%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	92%	**93%**	-	-	-	-	-	*	-	*	*	*	90%
	2017	79%	90%	**90%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	50%	65%	**64%**	-	-	-	-	-	*	-	*	*	*	52%
	2017	46%	61%	**62%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	24%	35%	**35%**	-	-	-	-	-	*	-	*	*	*	29%
	2017	22%	32%	**32%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	89%	**89%**	-	-	-	-	-	*	-	*	*	*	*
	2017	67%	90%	**95%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	69%	**64%**	-	-	-	-	-	*	-	*	*	*	*
	2017	36%	63%	**70%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	13%	33%	**31%**	-	-	-	-	-	*	-	*	*	*	*
	2017	11%	23%	**29%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	95%	**97%**	-	-	-	-	-	*	-	*	*	*	*
	2017	79%	91%	**94%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	73%	**84%**	-	-	-	-	-	*	-	*	*	*	*
	2017	49%	71%	**86%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	23%	32%	**37%**	-	-	-	-	-	*	-	*	*	*	*
	2017	19%	34%	**36%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	89%	**89%**	-	-	-	-	-	*	-	*	*	*	*
	2017	77%	84%	**84%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	53%	58%	**58%**	-	-	-	-	-	*	-	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

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

Total Students: 477
Grade Span: 06 - 09
(Current EL Students)

		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
	2017	49%	53%	**53%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	31%	35%	**35%**	-	-	-	-	-	*	-	*	*	*	*
	2017	27%	36%	**36%**	-	-	-	-	-	*	-	*	*	*	*

School Progress Domain - Academic Growth Score

		State	District	Campus						ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades Both Subjects	2018	69	74	**73**	-	-	-	-	-	76	-	76	64	76	73
All Grades ELA/Reading	2018	69	73	**72**	-	-	-	-	-	64	-	64	*	64	63
All Grades Mathematics	2018	70	75	**74**	-	-	-	-	-	87	-	87	*	87	81

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	District	Campus						ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2018	38%	55%	**50%**	-	-	-	-	-	*	-	*	*	*	*
	2017	35%	54%	**61%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2018	47%	60%	**50%**	-	-	-	-	-	*	-	*	-	*	*
	2017	43%	54%	**51%**	-	-	-	-	-	*	-	*	*	*	75%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 477

Grade Span: 06 - 09

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 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%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	98%	**99%**	100%	96%	100%	*	98%	*	100%	100%	100%	90%
Not Included in Accountability													
Mobile	4%	2%	**1%**	0%	4%	0%	*	2%	*	0%	0%	0%	10%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 477

Grade Span: 06 - 09

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													
2016-17	95.7%	97.8%	**97.9%**	98.2%	97.8%	97.1%	*	99.1%	*	97.1%	96.6%	97.9%	98.4%
2015-16	95.8%	97.5%	**97.6%**	97.8%	97.8%	97.0%	*	99.1%	*	97.9%	97.6%	97.6%	98.7%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2015-16	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)													
2016-17	1.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	-	**-**	-	-	-	-	-	-	-	-	-	-

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

Total Students: 477
Grade Span: 06 - 09
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	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	-	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2016-17	87.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2016-17	84.0%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report

2017-18 Campus Graduation Profile

Total Students: 477

Grade Span: 06 - 09

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	-	334,424
By Ethnicity:				
African American	-	-	-	42,132
Hispanic	-	-	-	164,446
White	-	-	-	105,748
American Indian	-	-	-	1,254
Asian	-	-	-	14,036
Pacific Islander	-	-	-	525
Two or More Races	-	-	-	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	-	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	252,091
Foundation H.S. Program (No Endorsement)	-	-	-	16,650
Foundation H.S. Program (Endorsement)	-	-	-	3,212
Foundation H.S. Program (DLA)	-	-	-	25,399
Special Education Graduates	-	-	-	25,105
Economically Disadvantaged Graduates	-	-	-	159,476
LEP Graduates	-	-	-	17,579
At-Risk Graduates	-	-	-	132,112

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 477

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

2017-18 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 06 - 09

Campus Number: 220802040

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	-	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	-	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	-	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	-	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	-	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	-	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

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)
Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
District Name: ARLINGTON CLASSICS ACADEMY
Texas Academic Performance Report
Total Students: 477
Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL
2017-18 Campus Other Postsecondary Indicators
Grade Span: 06 - 09
Campus Number: 220802040
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													
2016-17	37.1%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	-	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	477	100.0%	1,532	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.3%
Kindergarten	0	0.0%	11.6%	6.9%
Grade 1	0	0.0%	11.5%	7.2%
Grade 2	0	0.0%	11.5%	7.3%
Grade 3	0	0.0%	11.5%	7.6%
Grade 4	0	0.0%	11.4%	7.7%
Grade 5	0	0.0%	11.4%	7.7%
Grade 6	172	36.1%	11.2%	7.5%
Grade 7	154	32.3%	10.1%	7.5%
Grade 8	136	28.5%	8.9%	7.4%
Grade 9	15	3.1%	1.0%	8.0%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%
Ethnic Distribution:				
African American	109	22.9%	21.6%	12.6%
Hispanic	88	18.4%	19.2%	52.4%
White	191	40.0%	42.0%	27.8%
American Indian	3	0.6%	0.3%	0.4%
Asian	72	15.1%	12.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	14	2.9%	4.8%	2.3%
Economically Disadvantaged	90	18.9%	18.8%	58.8%
Non-Educationally Disadvantaged	387	81.1%	81.2%	41.2%
English Learners (EL)	18	3.8%	4.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.0%	1.3%
At-Risk	81	17.0%	18.3%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities By Type of Primary Disability	20			
Students with Intellectual Disabilities	13	65.0%	41.2%	43.3%
Students with Physical Disabilities	*	*	43.1%	21.9%
Students with Autism	*	*	*	13.2%
Students with Behavioral Disabilities	*	*	*	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2016-17):				
Total Mobile Students	22	5.0%	5.1%	16.0%
By Ethnicity:				
African American	2	0.5%		
Hispanic	7	1.6%		

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 477

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

2017-18 Campus Student Information

Grade Span: 06 - 09

Campus Number: 220802040

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
White	8	1.8%		
American Indian	0	0.0%		
Asian	4	0.9%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	5.1%	1.8%	-	0.0%	6.9%
Grade 1	-	1.8%	3.4%	-	0.0%	6.2%
Grade 2	-	1.8%	2.1%	-	0.0%	2.6%
Grade 3	-	0.0%	1.3%	-	0.0%	1.0%
Grade 4	-	0.0%	0.6%	-	0.0%	0.5%
Grade 5	-	1.2%	0.7%	-	0.0%	0.6%
Grade 6	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 7	0.7%	0.7%	0.7%	0.0%	0.0%	0.6%
Grade 8	0.9%	0.9%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	-	8.0%	-	-	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.8	18.7
Grade 1	-	22.0	18.8
Grade 2	-	22.0	18.8
Grade 3	-	22.0	19.0
Grade 4	-	21.9	19.2
Grade 5	-	20.5	21.2
Grade 6	22.8	22.8	20.3
Secondary:			
English/Language Arts	21.0	21.0	16.7
Foreign Languages	17.8	17.8	18.6
Mathematics	18.9	18.9	17.9
Science	20.3	20.3	19.0
Social Studies	20.3	20.3	19.3

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

School Type: Middle

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent		
Total Staff	39.0	100.0%	100.0%	100.0%
Professional Staff:	34.2	87.7%	81.1%	64.1%
Teachers	30.5	78.3%	63.9%	50.1%
Professional Support	1.7	4.3%	10.0%	9.8%
Campus Administration (School Leadership)	2.0	5.1%	3.7%	3.0%
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	0.0	n/a	1.0	12,131.0
Part-time	1.0	n/a	1.0	1,148.0
Educational Aides:	4.8	12.3%	5.2%	10.1%
Total Minority Staff:	5.0	12.8%	19.2%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.3%	10.4%
Hispanic	3.0	9.8%	8.9%	27.2%
White	27.5	90.2%	86.6%	58.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.0	29.5%	16.7%	23.7%
Females	21.5	70.5%	83.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.4%
Bachelors	19.8	65.0%	68.8%	74.1%
Masters	10.7	35.0%	29.6%	23.8%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.8	6.0%	3.6%	8.2%
1-5 Years Experience	6.9	22.6%	22.1%	29.1%
6-10 Years Experience	5.8	19.0%	17.6%	19.1%
11-20 Years Experience	13.0	42.6%	43.5%	28.2%
Over 20 Years Experience	3.0	9.8%	13.2%	15.3%
Number of Students per Teacher	15.6	n/a	17.1	15.1

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	3.3	6.3
Average Years Experience of Principals with District	6.0	3.3	5.4
Average Years Experience of Assistant Principals	2.0	5.0	5.2
Average Years Experience of Assistant Principals with District	2.0	2.0	4.6
Average Years Experience of Teachers:	10.5	11.6	10.9
Average Years Experience of Teachers with District:	2.2	4.2	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$35,275	$36,796	$47,667
1-5 Years Experience	$46,574	$46,614	$49,663
6-10 Years Experience	$53,433	$52,686	$52,056
11-20 Years Experience	$54,984	$54,832	$55,246
Over 20 Years Experience	$61,799	$64,035	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$52,283	$53,217	$53,334
Professional Support	$52,468	$59,249	$63,165
Campus Administration (School Leadership)	$68,875	$66,887	$77,712
Instructional Staff Percent:	n/a	71.9%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 477

Grade Span: 06 - 09

School Type: Middle

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	15	3.1%	4.0%	18.9%
Career & Technical Education	15	3.1%	1.0%	25.8%
Gifted & Talented Education	0	0.0%	0.0%	7.9%
Special Education	20	4.2%	3.3%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.1%
Career & Technical Education	0.0	0.0%	0.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	27.6	90.3%	95.2%	72.3%
Special Education	1.0	3.3%	2.6%	9.0%
Other	2.0	6.4%	2.2%	3.4%

'^'   Domain modeling data applied to year 2017.

'^^'   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 2016-17 Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802102**

2018 Accountability Rating: **Met Standard**

This school is a Charter School.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

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

Total Students: 525
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)

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

Grade 3 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	77%	91%	**91%**	93%	88%	92%	-	90%	*	*	*	91%	77%
	2017	73%	93%	**93%**	92%	87%	97%	*	95%	-	85%	*	100%	*
At Meets Grade Level or Above	2018	43%	64%	**64%**	54%	54%	68%	-	75%	*	*	*	56%	54%
	2017	45%	73%	**73%**	68%	60%	87%	*	60%	-	62%	*	76%	*
At Masters Grade Level	2018	25%	47%	**47%**	34%	33%	53%	-	60%	*	*	*	44%	38%
	2017	29%	51%	**51%**	37%	37%	60%	*	55%	-	62%	*	45%	*

Grade 3 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	78%	89%	**89%**	86%	*	91%	-	86%	*	*	*	88%	*
	2017	77%	89%	**89%**	89%	70%	96%	*	95%	-	85%	*	86%	*
At Meets Grade Level or Above	2018	47%	60%	**60%**	48%	*	65%	-	76%	*	*	*	53%	*
	2017	49%	63%	**63%**	63%	40%	73%	*	65%	-	54%	*	52%	*
At Masters Grade Level	2018	23%	26%	**26%**	14%	*	28%	-	57%	*	*	*	21%	*
	2017	26%	32%	**32%**	16%	27%	40%	*	40%	-	38%	*	17%	*

Grade 4 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	73%	93%	**93%**	95%	90%	96%	*	83%	*	*	*	97%	*
	2017	70%	91%	**91%**	95%	81%	90%	-	96%	-	*	*	86%	*
At Meets Grade Level or Above	2018	46%	75%	**75%**	63%	67%	84%	*	67%	*	*	*	61%	*
	2017	44%	72%	**72%**	66%	61%	77%	-	75%	-	*	*	64%	*
At Masters Grade Level	2018	24%	43%	**43%**	43%	40%	54%	*	28%	*	*	*	42%	*
	2017	24%	44%	**44%**	45%	32%	53%	-	38%	-	*	*	27%	*

Grade 4 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	78%	89%	**89%**	85%	83%	97%	*	89%	*	*	*	90%	*
	2017	76%	87%	**87%**	81%	81%	90%	-	96%	-	*	*	86%	*
At Meets Grade Level or Above	2018	49%	67%	**67%**	58%	63%	74%	*	72%	*	*	*	61%	*
	2017	47%	58%	**58%**	54%	39%	63%	-	75%	-	*	*	50%	*
At Masters Grade Level	2018	27%	39%	**39%**	28%	47%	44%	*	44%	*	*	*	29%	*
	2017	27%	35%	**35%**	24%	26%	34%	-	58%	-	*	*	23%	*

Grade 4 Writing

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	63%	90%	**90%**	90%	83%	94%	*	89%	*	*	*	94%	*
	2017	65%	86%	**86%**	89%	*	89%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	39%	72%	**72%**	79%	57%	74%	*	78%	*	*	*	68%	*
	2017	34%	57%	**57%**	55%	*	57%	-	*	-	*	*	50%	*
At Masters Grade Level	2018	11%	34%	**34%**	33%	23%	43%	*	33%	*	*	*	32%	*
	2017	11%	19%	**19%**	26%	*	19%	-	*	-	*	*	23%	*

Grade 5 Reading^^

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
At Approaches Grade Level or Above	2018	84%	98%	**98%**	100%	96%	97%	-	100%	-	100%	*	100%	93%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

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

Total Students: 525
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)
	2017	82%	96%	**96%**	91%	97%	97%	*	100%	-	*	*	97%	95%
At Meets Grade Level or Above	2018	54%	79%	**79%**	67%	75%	83%	-	82%	-	100%	*	71%	87%
	2017	48%	65%	**65%**	59%	52%	72%	*	81%	-	*	*	45%	45%
At Masters Grade Level	2018	26%	52%	**52%**	56%	39%	50%	-	50%	-	100%	*	61%	53%
	2017	25%	44%	**44%**	43%	35%	46%	*	56%	-	*	*	33%	25%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	97%	**97%**	97%	93%	97%	-	100%	-	*	*	96%	93%
	2017	87%	92%	**92%**	87%	97%	92%	*	100%	-	*	*	91%	95%
At Meets Grade Level or Above	2018	58%	71%	**71%**	71%	48%	72%	-	86%	-	*	*	61%	79%
	2017	50%	60%	**60%**	44%	58%	63%	*	75%	-	*	*	42%	50%
At Masters Grade Level	2018	30%	40%	**40%**	40%	22%	39%	-	61%	-	*	*	39%	57%
	2017	24%	29%	**29%**	18%	26%	30%	*	56%	-	*	*	18%	30%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	93%	**93%**	92%	89%	92%	-	100%	-	*	*	93%	*
	2017	74%	88%	**88%**	77%	84%	93%	*	100%	-	*	*	75%	85%
At Meets Grade Level or Above	2018	41%	64%	**64%**	47%	46%	70%	-	79%	-	*	*	54%	*
	2017	42%	61%	**61%**	45%	48%	73%	*	69%	-	*	*	47%	55%
At Masters Grade Level	2018	17%	29%	**29%**	25%	25%	33%	-	29%	-	*	*	21%	*
	2017	18%	32%	**32%**	20%	29%	37%	*	38%	-	*	*	19%	25%
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%	*	*	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 525

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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	93%	**93%**	92%	89%	94%	*	93%	*	93%	48%	93%	87%
	2017	75%	91%	**90%**	88%	84%	93%	*	96%	-	93%	45%	88%	85%
At Meets Grade Level or Above	2018	48%	68%	**69%**	61%	57%	74%	*	78%	*	82%	29%	60%	66%
	2017	45%	65%	**64%**	57%	50%	71%	*	73%	-	65%	22%	53%	48%
At Masters Grade Level	2018	22%	38%	**39%**	34%	30%	43%	*	46%	*	41%	23%	36%	34%
	2017	20%	36%	**36%**	29%	28%	40%	*	44%	-	44%	14%	26%	23%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	94%	**94%**	96%	91%	95%	*	92%	*	96%	*	96%	87%
	2017	72%	92%	**93%**	93%	88%	95%	*	97%	-	93%	*	95%	89%
At Meets Grade Level or Above	2018	46%	71%	**72%**	61%	66%	78%	*	76%	*	92%	*	62%	64%
	2017	44%	69%	**70%**	64%	58%	79%	*	72%	-	68%	*	61%	49%
At Masters Grade Level	2018	19%	45%	**47%**	44%	38%	52%	*	47%	*	58%	*	48%	41%
	2017	19%	44%	**46%**	42%	35%	53%	*	48%	-	46%	*	36%	23%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	92%	**92%**	89%	88%	95%	*	93%	*	88%	*	91%	89%
	2017	79%	90%	**90%**	86%	83%	92%	*	97%	-	89%	*	88%	83%
At Meets Grade Level or Above	2018	50%	65%	**66%**	58%	53%	70%	*	79%	*	69%	*	58%	66%
	2017	46%	61%	**60%**	53%	46%	66%	*	72%	-	61%	*	48%	49%
At Masters Grade Level	2018	24%	35%	**35%**	26%	27%	37%	*	55%	*	35%	*	29%	39%
	2017	22%	32%	**32%**	19%	26%	35%	*	52%	-	46%	*	19%	26%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	89%	**90%**	90%	83%	94%	*	89%	*	*	*	94%	*
	2017	67%	90%	**86%**	89%	*	89%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	41%	69%	**72%**	79%	57%	74%	*	78%	*	*	*	68%	*
	2017	36%	63%	**57%**	55%	*	57%	-	*	-	*	*	50%	*
At Masters Grade Level	2018	13%	33%	**34%**	33%	23%	43%	*	33%	*	*	*	32%	*
	2017	11%	23%	**19%**	26%	*	19%	-	*	-	*	*	23%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	95%	**93%**	92%	89%	92%	-	100%	-	*	*	93%	*
	2017	79%	91%	**88%**	77%	84%	93%	*	100%	-	*	*	75%	85%
At Meets Grade Level or Above	2018	51%	73%	**64%**	47%	46%	70%	-	79%	-	*	*	54%	*
	2017	49%	71%	**61%**	45%	48%	73%	*	69%	-	*	*	47%	55%
At Masters Grade Level	2018	23%	32%	**29%**	25%	25%	33%	-	29%	-	*	*	21%	*
	2017	19%	34%	**32%**	20%	29%	37%	*	38%	-	*	*	19%	25%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 525

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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	65	**65**	65	64	71	*	53	-	50	*	61	68
Grade 4 Mathematics	2018	65	71	**71**	67	78	76	*	72	-	*	*	63	95
Grade 5 ELA/Reading	2018	80	83	**83**	83	89	78	-	83	-	100	*	89	86
Grade 5 Mathematics	2018	81	82	**82**	91	74	80	-	81	-	83	*	89	79
Grade 6 Mathematics	2018	56	61	*	*	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2018	69	74	**75**	75	76	76	*	74	-	66	86	75	82
All Grades ELA/Reading	2018	69	73	**74**	74	76	75	*	71	-	74	100	74	78
All Grades Mathematics	2018	70	75	**76**	77	76	78	*	78	-	58	71	75	86

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 525

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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	55%	**61%**	*	*	63%	-	*	-	*	*	*	*
	2017	35%	54%	**35%**	*	*	*	-	*	-	-	*	*	*
Mathematics	2018	47%	60%	**69%**	70%	64%	78%	-	*	-	*	*	*	*
	2017	43%	54%	**57%**	65%	60%	47%	-	-	-	*	*	63%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	96%	**96%**	100%	86%	97%	-	100%	-	100%	*	100%	88%
Students Requiring Accelerated Instruction														
	2018	21%	4%	**4%**	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	84%	98%	**98%**	100%	96%	97%	-	100%	-	100%	*	100%	88%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	**94%**	94%	89%	94%	-	100%	-	100%	*	93%	86%
Students Requiring Accelerated Instruction														
	2018	15%	6%	**6%**	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	90%	97%	**97%**	97%	93%	97%	-	100%	-	100%	*	96%	86%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 525
Grade Span: 03 - 05
(Current EL Students)

		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	2018	77%	93%	**93%**	-	-	-	-	-	77%	72%	*	*	77%	79%
	2017	75%	91%	**90%**	-	-	-	-	-	*	*	*	87%	*	77%
At Meets Grade Level or Above	2018	48%	68%	**69%**	-	-	-	-	-	57%	51%	*	*	57%	53%
	2017	45%	65%	**64%**	-	-	-	-	-	*	*	*	48%	*	34%
At Masters Grade Level	2018	22%	38%	**39%**	-	-	-	-	-	23%	21%	*	*	23%	21%
	2017	20%	36%	**36%**	-	-	-	-	-	*	*	*	22%	*	13%

All Grades ELA/Reading

At Approaches Grade Level or Above	2018	74%	94%	**94%**	-	-	-	-	-	79%	75%	*	*	79%	78%
	2017	72%	92%	**93%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	71%	**72%**	-	-	-	-	-	58%	50%	*	*	58%	52%
	2017	44%	69%	**70%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	45%	**47%**	-	-	-	-	-	32%	31%	*	*	32%	26%
	2017	19%	44%	**46%**	-	-	-	-	-	*	*	*	*	*	*

All Grades Mathematics

At Approaches Grade Level or Above	2018	81%	92%	**92%**	-	-	-	-	-	78%	*	*	*	78%	82%
	2017	79%	90%	**90%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	50%	65%	**66%**	-	-	-	-	-	61%	*	*	*	61%	55%
	2017	46%	61%	**60%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	24%	35%	**35%**	-	-	-	-	-	28%	*	*	*	28%	27%
	2017	22%	32%	**32%**	-	-	-	-	-	*	*	*	*	*	*

All Grades Writing

At Approaches Grade Level or Above	2018	66%	89%	**90%**	-	-	-	-	-	*	*	-	*	*	*
	2017	67%	90%	**86%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	69%	**72%**	-	-	-	-	-	*	*	-	*	*	*
	2017	36%	63%	**57%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	13%	33%	**34%**	-	-	-	-	-	*	*	-	*	*	*
	2017	11%	23%	**19%**	-	-	-	-	-	*	*	*	*	*	*

All Grades Science

At Approaches Grade Level or Above	2018	80%	95%	**93%**	-	-	-	-	-	*	*	*	*	*	*
	2017	79%	91%	**88%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	73%	**64%**	-	-	-	-	-	*	*	*	*	*	*
	2017	49%	71%	**61%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	32%	**29%**	-	-	-	-	-	*	*	*	*	*	*
	2017	19%	34%	**32%**	-	-	-	-	-	*	*	*	*	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	74	**75**	-	-	-	-	-	72	64	*	92	72	77

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 525

Grade Span: 03 - 05

(Current EL Students)

		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
All Grades ELA/Reading	2018	69	73	**74**	-	-	-	-	-	61	*	*	*	61	71
All Grades Mathematics	2018	70	75	**76**	-	-	-	-	-	83	79	*	*	83	83

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		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
Reading	2018	38%	55%	**61%**	-	-	-	-	-	*	*	-	*	*	*
	2017	35%	54%	**35%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2018	47%	60%	**69%**	-	-	-	-	-	*	*	*	-	*	*
	2017	43%	54%	**57%**	-	-	-	-	-	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 525

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 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%
2017 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%	**98%**	98%	98%	97%	100%	95%	-	100%	100%	98%	97%
Not Included in Accountability													
Mobile	4%	2%	**2%**	2%	1%	3%	0%	5%	-	0%	0%	2%	3%
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

Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 525

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													
2016-17	95.7%	97.8%	**97.7%**	98.4%	97.5%	97.3%	*	98.4%	-	98.2%	97.6%	97.4%	98.8%
2015-16	95.8%	97.5%	**97.5%**	98.0%	97.1%	97.0%	*	98.9%	-	98.0%	97.6%	97.2%	98.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

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

Total Students: 525
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)
Received TxCHSE	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	-	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	87.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	84.0%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus Graduation Profile

Total Students: 525

Grade Span: 03 - 05

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	-	334,424
By Ethnicity:				
African American	-	-	-	42,132
Hispanic	-	-	-	164,446
White	-	-	-	105,748
American Indian	-	-	-	1,254
Asian	-	-	-	14,036
Pacific Islander	-	-	-	525
Two or More Races	-	-	-	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	-	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	252,091
Foundation H.S. Program (No Endorsement)	-	-	-	16,650
Foundation H.S. Program (Endorsement)	-	-	-	3,212
Foundation H.S. Program (DLA)	-	-	-	25,399
Special Education Graduates	-	-	-	25,105
Economically Disadvantaged Graduates	-	-	-	159,476
LEP Graduates	-	-	-	17,579
At-Risk Graduates	-	-	-	132,112

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 525

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, and Military Ready (Annual Graduates)													
2016-17	54.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	-	**-**	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

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

Total Students: 525
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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 525

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

2017-18 Campus CCMR-related Indicators

Grade Span: 03 - 05

Campus Number: 220802102

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)
Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
District Name: ARLINGTON CLASSICS ACADEMY
Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM
Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 525
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													
2016-17	37.1%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	-	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 525

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

2017-18 Campus Student Information

Grade Span: 03 - 05

Campus Number: 220802102

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	525	100.0%	1,532	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.3%
Kindergarten	0	0.0%	11.6%	6.9%
Grade 1	0	0.0%	11.5%	7.2%
Grade 2	0	0.0%	11.5%	7.3%
Grade 3	176	33.5%	11.5%	7.6%
Grade 4	175	33.3%	11.4%	7.7%
Grade 5	174	33.1%	11.4%	7.7%
Grade 6	0	0.0%	11.2%	7.5%
Grade 7	0	0.0%	10.1%	7.5%
Grade 8	0	0.0%	8.9%	7.4%
Grade 9	0	0.0%	1.0%	8.0%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%
Ethnic Distribution:				
African American	118	22.5%	21.6%	12.6%
Hispanic	87	16.6%	19.2%	52.4%
White	222	42.3%	42.0%	27.8%
American Indian	1	0.2%	0.3%	0.4%
Asian	67	12.8%	12.0%	4.4%
Pacific Islander	2	0.4%	0.1%	0.1%
Two or More Races	28	5.3%	4.8%	2.3%
Economically Disadvantaged	89	17.0%	18.8%	58.8%
Non-Educationally Disadvantaged	436	83.0%	81.2%	41.2%
English Learners (EL)	24	4.6%	4.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.0%	1.3%
At-Risk	110	21.0%	18.3%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities By Type of Primary Disability	12			
Students with Intellectual Disabilities	6	50.0%	41.2%	43.3%
Students with Physical Disabilities	**	**	43.1%	21.9%
Students with Autism	0	0.0%	*	13.2%
Students with Behavioral Disabilities	*	*	*	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2016-17):				
Total Mobile Students	28	5.2%	5.1%	16.0%
By Ethnicity:				
African American	4	0.7%		
Hispanic	3	0.6%		

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

Texas Academic Performance Report
2017-18 Campus Student Information

Total Students: 525
Grade Span: 03 - 05
School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
White	18	3.3%		
American Indian	0	0.0%		
Asian	3	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates-------- Campus	District	State	--------Special Education Rates-------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	5.1%	1.8%	-	0.0%	6.9%
Grade 1	-	1.8%	3.4%	-	0.0%	6.2%
Grade 2	-	1.8%	2.1%	-	0.0%	2.6%
Grade 3	0.0%	0.0%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	1.2%	1.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.5%	-	0.0%	0.6%
Grade 7	-	0.7%	0.7%	-	0.0%	0.6%
Grade 8	-	0.9%	0.6%	-	0.0%	0.8%
Grade 9	-	-	8.0%	-	-	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.8	18.7
Grade 1	-	22.0	18.8
Grade 2	-	22.0	18.8
Grade 3	22.0	22.0	19.0
Grade 4	21.9	21.9	19.2
Grade 5	20.5	20.5	21.2
Grade 6	-	22.8	20.3
Secondary:			
English/Language Arts	-	21.0	16.7
Foreign Languages	-	17.8	18.6
Mathematics	-	18.9	17.9
Science	-	20.3	19.0
Social Studies	-	20.3	19.3

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2017-18 Campus Staff Information

Total Students: 525

Grade Span: 03 - 05

School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	33.8	100.0%	100.0%	100.0%
Professional Staff:	33.0	97.5%	81.1%	64.1%
Teachers	28.9	85.4%	63.9%	50.1%
Professional Support	3.0	8.9%	10.0%	9.8%
Campus Administration (School Leadership)	1.1	3.3%	3.7%	3.0%
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	0.0	n/a	1.0	12,131.0
Part-time	1.0	n/a	1.0	1,148.0
Educational Aides:	0.8	2.5%	5.2%	10.1%
Total Minority Staff:	2.8	8.4%	19.2%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	3.5%	3.3%	10.4%
Hispanic	1.0	3.5%	8.9%	27.2%
White	25.9	89.6%	86.6%	58.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	3.5%	1.1%	1.1%
Males	5.0	17.3%	16.7%	23.7%
Females	23.9	82.7%	83.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.4%
Bachelors	20.0	69.3%	68.8%	74.1%
Masters	7.9	27.3%	29.6%	23.8%
Doctorate	1.0	3.5%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.5%	3.6%	8.2%
1-5 Years Experience	3.0	10.4%	22.1%	29.1%
6-10 Years Experience	5.0	17.3%	17.6%	19.1%
11-20 Years Experience	16.0	55.4%	43.5%	28.2%
Over 20 Years Experience	3.9	13.4%	13.2%	15.3%
Number of Students per Teacher	18.2	n/a	17.1	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

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

Total Students: 525
Grade Span: 03 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.3	6.3
Average Years Experience of Principals with District	2.0	3.3	5.4
Average Years Experience of Assistant Principals	5.0	5.0	5.2
Average Years Experience of Assistant Principals with District	2.0	2.0	4.6
Average Years Experience of Teachers:	13.7	11.6	10.9
Average Years Experience of Teachers with District:	4.8	4.2	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$44,801	$36,796	$47,667
1-5 Years Experience	$46,884	$46,614	$49,663
6-10 Years Experience	$52,614	$52,686	$52,056
11-20 Years Experience	$54,936	$54,832	$55,246
Over 20 Years Experience	$66,622	$64,035	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$54,916	$53,217	$53,334
Professional Support	$58,911	$59,249	$63,165
Campus Administration (School Leadership)	$64,927	$66,887	$77,712
Instructional Staff Percent:	n/a	71.9%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

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

Total Students: 525
Grade Span: 03 - 05
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	20	3.8%	4.0%	18.9%
Career & Technical Education	0	0.0%	1.0%	25.8%
Gifted & Talented Education	0	0.0%	0.0%	7.9%
Special Education	12	2.3%	3.3%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.1%
Career & Technical Education	0.0	0.0%	0.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	28.6	98.9%	95.2%	72.3%
Special Education	0.3	1.1%	2.6%	9.0%
Other	0.0	0.0%	2.2%	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   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 2016-17 Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802101**

2018 Accountability Rating: **Not Rated**

This school is a Charter School.

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2017-18 Campus STAAR Performance

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

There is no data for this campus.

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

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
2017-18 Campus Prior Year and Student Success Initiative

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

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

Campus Number: 220802101

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 530

Grade Span: KG - 02

(Current EL Students)

There is no data for this campus.

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

Texas Academic Performance Report
2017-18 Campus STAAR Participation

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 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%	-	-	-	-	-	-	-	-	-	-	-
2017 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

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus Attendance, Graduation, and Dropout Rates

Grade Span: KG - 02

Campus Number: 220802101

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													
2016-17	95.7%	97.8%	**97.7%**	98.2%	97.5%	97.4%	-	98.6%	*	97.9%	98.7%	97.6%	98.4%
2015-16	95.8%	97.5%	**97.2%**	97.8%	97.2%	96.8%	-	98.1%	*	97.2%	97.5%	97.1%	98.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

Campus Number: 220802101

Texas Academic Performance Report

2017-18 Campus Attendance, Graduation, and Dropout Rates

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)
Received TxCHSE	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	-	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2016-17	87.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2016-17	84.0%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus Graduation Profile

Grade Span: KG - 02

Campus Number: 220802101

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	-	334,424
By Ethnicity:				
African American	-	-	-	42,132
Hispanic	-	-	-	164,446
White	-	-	-	105,748
American Indian	-	-	-	1,254
Asian	-	-	-	14,036
Pacific Islander	-	-	-	525
Two or More Races	-	-	-	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	-	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	252,091
Foundation H.S. Program (No Endorsement)	-	-	-	16,650
Foundation H.S. Program (Endorsement)	-	-	-	3,212
Foundation H.S. Program (DLA)	-	-	-	25,399
Special Education Graduates	-	-	-	25,105
Economically Disadvantaged Graduates	-	-	-	159,476
LEP Graduates	-	-	-	17,579
At-Risk Graduates	-	-	-	132,112

TEXAS EDUCATION AGENCY

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

Campus Number: 220802101

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

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, and Military Ready (Annual Graduates)													
2016-17	54.2%	-	■	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	-	■	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	-	■	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	-	■	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	-	■	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	-	■	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	-	■	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	-	■	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	-	■	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	-	■	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	-	■	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	-	■	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	-	■	-	-	-	-	-	-	-	-	-	-

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus CCMR-related Indicators

Grade Span: KG - 02

Campus Number: 220802101

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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus CCMR-related Indicators

Grade Span: KG - 02

Campus Number: 220802101

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)
Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus Other Postsecondary Indicators

Grade Span: KG - 02

Campus Number: 220802101

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													
2016-17	37.1%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	-	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	-	-	-	-	-	-	-	-	-	-	-	-

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

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

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students	530	100.0%	1,532	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.3%
Kindergarten	178	33.6%	11.6%	6.9%
Grade 1	176	33.2%	11.5%	7.2%
Grade 2	176	33.2%	11.5%	7.3%
Grade 3	0	0.0%	11.5%	7.6%
Grade 4	0	0.0%	11.4%	7.7%
Grade 5	0	0.0%	11.4%	7.7%
Grade 6	0	0.0%	11.2%	7.5%
Grade 7	0	0.0%	10.1%	7.5%
Grade 8	0	0.0%	8.9%	7.4%
Grade 9	0	0.0%	1.0%	8.0%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%
Ethnic Distribution:				
African American	104	19.6%	21.6%	12.6%
Hispanic	119	22.5%	19.2%	52.4%
White	231	43.6%	42.0%	27.8%
American Indian	0	0.0%	0.3%	0.4%
Asian	45	8.5%	12.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	31	5.8%	4.8%	2.3%
Economically Disadvantaged	109	20.6%	18.8%	58.8%
Non-Educationally Disadvantaged	421	79.4%	81.2%	41.2%
English Learners (EL)	27	5.1%	4.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.0%	1.3%
At-Risk	89	16.8%	18.3%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities By Type of Primary Disability	19			
Students with Intellectual Disabilities	*	*	41.2%	43.3%
Students with Physical Disabilities	14	73.7%	43.1%	21.9%
Students with Autism	*	*	*	13.2%
Students with Behavioral Disabilities	*	*	*	20.3%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2016-17):				
Total Mobile Students	18	5.0%	5.1%	16.0%
By Ethnicity:				
African American	6	1.7%		
Hispanic	2	0.6%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

Campus Number: 220802101

Total Students: 530

Grade Span: KG - 02

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
White	9	2.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.1%	5.1%	1.8%	0.0%	0.0%	6.9%
Grade 1	1.8%	1.8%	3.4%	0.0%	0.0%	6.2%
Grade 2	1.8%	1.8%	2.1%	0.0%	0.0%	2.6%
Grade 3	-	0.0%	1.3%	-	0.0%	1.0%
Grade 4	-	0.0%	0.6%	-	0.0%	0.5%
Grade 5	-	1.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.0%	0.5%	-	0.0%	0.6%
Grade 7	-	0.7%	0.7%	-	0.0%	0.6%
Grade 8	-	0.9%	0.6%	-	0.0%	0.8%
Grade 9	-	-	8.0%	-	-	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	19.8	18.7
Grade 1	22.0	22.0	18.8
Grade 2	22.0	22.0	18.8
Grade 3	-	22.0	19.0
Grade 4	-	21.9	19.2
Grade 5	-	20.5	21.2
Grade 6	-	22.8	20.3
Secondary:			
English/Language Arts	-	21.0	16.7
Foreign Languages	-	17.8	18.6
Mathematics	-	18.9	17.9
Science	-	20.3	19.0
Social Studies	-	20.3	19.3

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	36.7	100.0%	100.0%	100.0%
Professional Staff:	35.1	95.5%	81.1%	64.1%
Teachers	30.3	82.5%	63.9%	50.1%
Professional Support	2.8	7.6%	10.0%	9.8%
Campus Administration (School Leadership)	2.0	5.4%	3.7%	3.0%
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	0.0	n/a	1.0	12,131.0
Part-time	1.0	n/a	1.0	1,148.0
Educational Aides:	1.6	4.5%	5.2%	10.1%
Total Minority Staff:	7.0	19.1%	19.2%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	6.6%	3.3%	10.4%
Hispanic	4.0	13.2%	8.9%	27.2%
White	24.3	80.2%	86.6%	58.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	3.3%	16.7%	23.7%
Females	29.3	96.7%	83.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.4	1.2%	0.4%	1.4%
Bachelors	21.9	72.4%	68.8%	74.1%
Masters	8.0	26.4%	29.6%	23.8%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.4	1.2%	3.6%	8.2%
1-5 Years Experience	9.9	32.7%	22.1%	29.1%
6-10 Years Experience	5.0	16.5%	17.6%	19.1%
11-20 Years Experience	10.0	33.0%	43.5%	28.2%
Over 20 Years Experience	5.0	16.5%	13.2%	15.3%
Number of Students per Teacher	17.5	n/a	17.1	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.3	6.3
Average Years Experience of Principals with District	2.0	3.3	5.4
Average Years Experience of Assistant Principals	8.0	5.0	5.2
Average Years Experience of Assistant Principals with District	2.0	2.0	4.6
Average Years Experience of Teachers:	10.7	11.6	10.9
Average Years Experience of Teachers with District:	5.6	4.2	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$22,366	$36,796	$47,667
1-5 Years Experience	$46,561	$46,614	$49,663
6-10 Years Experience	$51,891	$52,686	$52,056
11-20 Years Experience	$54,469	$54,832	$55,246
Over 20 Years Experience	$63,371	$64,035	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$52,540	$53,217	$53,334
Professional Support	$66,905	$59,249	$63,165
Campus Administration (School Leadership)	$66,000	$66,887	$77,712
Instructional Staff Percent:	n/a	71.9%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2017-18 Campus Staff Information

Grade Span: KG - 02

Campus Number: 220802101

School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	27	5.1%	4.0%	18.9%
Career & Technical Education	0	0.0%	1.0%	25.8%
Gifted & Talented Education	0	0.0%	0.0%	7.9%
Special Education	19	3.6%	3.3%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.1%
Career & Technical Education	0.0	0.0%	0.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.3	96.7%	95.2%	72.3%
Special Education	1.0	3.3%	2.6%	9.0%
Other	0.0	0.0%	2.2%	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   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 2016-17 Financial Actual Report

Addendum
B

Arlington Classics Academy – Winter 2018 – District Summary

District BOY Mathematics – Fall 2017

	Lo	LoAvg	Avg	HiAvg	High
1525 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	41 students	41 students	118 students	446 students	652 students
	2.6%	7.7%	17.5%	29.2%	42.7%
1,253 **(82%)** students at or above the norm grade level mean RIT					

District Mid-Year Mathematics – Winter 2018

	Lo	LoAvg	Avg	HiAvg	High
1514 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	47students	113 students	253 students	417 students	684 students%
	3.0%	7.0%	17.0%	28.0%	45.0%
1,254 **(83%)** students at or above the norm grade level mean RIT					

District EOY Mathematics – Spring 2018

	Lo	LoAvg	Avg	HiAvg	High
1502 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	36 students	108 students	232 students	402 students	724 students
	2.3%	7.1%	15.4%	27.70%	48.2%

District BOY Reading – Fall 2017

	Lo	LoAvg	Avg	HiAvg	High
1516 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	49 students	102 students	229 students	430 students	706 students
	3%	7%	15.1%	28.4%	46.6%
1,272 **(84%)** students at or above the norm grade level mean RIT					

District Mid-Year Reading – Winter 2018

	Lo	LoAvg	Avg	HiAvg	High
1512 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	33 students	89 students	205 students	389 students	796 students
	2%	6%	14%	26%	53%
1,319 **(87%)** students at or above the norm grade level mean RIT					

District EOY Reading – Spring2018

	Lo	LoAvg	Avg	HiAvg	High
1518 students tested	%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
	39 students	76 students	234 students	442 students	727 students
	2.50%	5.0%	15.4%	29.0%	47.9%
1,319 **(87%)** students at or above the norm grade level mean RIT					

2017 - 2018 Math Summary

Lo	LoAvg	Avg	HiAvg	High
%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
-0.30%	-0.60%	-2.10%	-1.50%	**Increased 5.5%**

2017 - 2018 Reading Summary

Lo	LoAvg	Avg	HiAvg	High
%ile < 21	%ile 21 - 41	%ile 41-60	%ile 61-80	%ile >80
-0.50%	-2.00%	**Increased 0.3%**	**Increased 0.6%**	**Increased 1.3%**

Addendum C

2016-2017 Actual Financial data

Totals for Arlington Classics Academy (220802)

Total Enrolled Students in Membership: 1,486

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	12,012,514	100.00%	8,084	12,736,876	100.00%	8,571	60,069,643,793	100.00%	11,247
Local Tax	0	0.00%	0	0	0.00%	0	27,976,965,437	46.57%	5,238
Other Local and Intermediate	534,930	4.45%	360	732,168	5.75%	493	2,578,511,223	4.29%	483
State	11,477,583	95.55%	7,724	11,573,206	90.86%	7,788	23,445,734,687	39.03%	4,390
Federal	1	0.00%	0	431,502	3.39%	290	6,068,432,446	10.10%	1,136
Total Receipts	12,012,514	100.00%	8,084	12,736,876	100.00%	8,571	78,161,853,731	100.00%	14,634
Total Revenue	12,012,514	100.00%	8,084	12,736,876	100.00%	8,571	60,069,643,793	100.00%	11,247
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Resources	0	0.00%	0	0	0.00%	0	16,374,680,365	20.95%	3,066
Net Assets (Charters schools)									
Total Net Assets**	N/A			5,718,566	44.90%	3,848	953,945,109	35.06%	3,536
Unrestricted Net Assets	N/A			3,328,765	26.13%	2,240	339,150,736	12.46%	1,257
Temporarily Restricted Net Assets	N/A			2,389,801	18.76%	1,608	606,530,188	22.29%	2,248
Permanently Restricted Net Assets	N/A			0	0.00%	0	8,076,288	0.30%	30
Disbursements									
Total Expenditures									
BY OBJECT	10,914,766	100.00%	7,345	11,630,713	100.00%	7,827	68,297,721,380	100.00%	12,787
Payroll (Objects 6100)	7,447,082	68.23%	5,011	7,818,839	67.23%	5,262	40,042,127,663	58.63%	7,497
Other Operating (Objects 6200-6400)	1,776,415	16.28%	1,195	2,120,605	18.23%	1,427	11,104,856,740	16.26%	2,079
Debt Service (Objects 6500)	1,691,269	15.50%	1,138	1,691,269	14.54%	1,138	8,139,910,713	11.92%	1,524
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	9,010,826,264	13.19%	1,687
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0	0	0	0	0	0	0		0

Debt Service (71)								
Facilities Acquisition & Construction (81)	0		0	0		0	392,644,180	74
Total Operating Expenditures	9,223,497	100.00%	6,207	9,939,444	100.00%	6,689	50,754,340,223	100.00%	9,503
Instruction (11,95)	5,480,709	59.42%	3,688	5,816,501	58.52%	3,914	28,512,879,011	56.18%	5,338
Instructional Res Media (12)	63,298	0.69%	43	63,298	0.64%	43	602,919,895	1.19%	113
Curriculum/Staff Develop (13)	188,161	2.04%	127	220,457	2.22%	148	1,118,753,712	2.20%	209
Instructional Leadership (21)	7,912	0.09%	5	7,912	0.08%	5	795,765,497	1.57%	149
School Leadership (23)	629,935	6.83%	424	629,935	6.34%	424	2,963,688,517	5.84%	555
Guidance Counseling Svcs (31)	191,991	2.08%	129	197,781	1.99%	133	1,831,230,685	3.61%	343
Social Work Services (32)	0	0.00%	0	0	0.00%	0	134,915,660	0.27%	25
Health Services (33)	126,085	1.37%	85	126,085	1.27%	85	509,956,324	1.00%	95
Transportation (34)	0	0.00%	0	0	0.00%	0	1,484,237,419	2.92%	278
Food (35)	0	0.00%	0	342,069	3.44%	230	2,805,541,879	5.53%	525
Extracurricular (36)	153,270	1.66%	103	153,270	1.54%	103	1,528,128,443	3.01%	286
General Administration (41,92)	640,361	6.94%	431	640,361	6.44%	431	1,639,918,265	3.23%	307
Plant Maint/Operation (51)	1,406,141	15.25%	946	1,406,141	14.15%	946	5,158,862,799	10.16%	966
Security/Monitoring (52)	80,631	0.87%	54	80,631	0.81%	54	468,780,126	0.92%	88
Data Processing Services (53)	252,163	2.73%	170	252,163	2.54%	170	957,336,378	1.89%	179
Community Services (61)	2,840	0.03%	2	2,840	0.03%	2	241,425,613	0.00%	45
Total Disbursements	10,914,766	100.00%	7,345	11,630,713	100.00%	7,827	76,498,619,030	100.00%	14,323
Total Expenditures	10,914,766	100.00%	7,345	11,630,713	100.00%	7,827	68,297,721,380	100.00%	12,787
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Uses	0	0.00%	0	0	0.00%	0	5,851,782,329	7.65%	1,096
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	631,585,748	1.24%	118

Program Expenditures

Operating Expenditures - Program	6,688,091	100.00%	4,501	7,061,969	100.00%	4,752	37,683,988,239	100.00%	7,056
Regular	6,252,654	93.49%	4,208	6,314,134	89.41%	4,249	22,669,107,496	60.16%	4,244
Gifted and Talented	0	0.00%	0	0	0.00%	0	403,184,949	1.07%	75
Career and Technical	1,736	0.03%	1	1,736	0.02%	1	1,488,862,268	3.95%	279
Students with Disabilities	195,912	2.93%	132	375,869	5.32%	253	5,868,618,104	15.57%	1,099
Accelerated Education	221,302	3.31%	149	353,743	5.01%	238	1,669,659,901	4.43%	313
Bilingual	16,487	0.25%	11	16,487	0.23%	11	660,108,586	1.75%	124
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	0.40%	28
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	222,892,282	0.59%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,002,915,866	5.32%	375

Athletics/Related Activities	0	0.00%	0	0	0.00%	0	1,015,226,210	2.69%	190
High School Allotment	0	0.00%	0	0	0.00%	0	510,744,718	1.36%	96
Prekindergarten	0	0.00%	0	0	0.00%	0	995,399,706	2.64%	186

	District	**State**
Instructional Expenditure Ratio	63.9%	63.1%

Net Assets Percentage of total budgeted expenditures

2016-2017 Charter Schools' All Funds Unrestricted Net Assets***	3,328,765	339,150,736
2016-2017 Charter Schools' All Funds Total Budgeted Expenditures	11,206,205	2,364,573,292
2016-2017 Charter Schools' Percent of Total Budgeted Expenditures	29.7%	14.3%

** Net Assets percentages are calculated by dividing the net asset balance by the all funds total revenue. Open-enrollment charter schools report net assets instead of fund balances and do not report the net assets by fund.

The percentages illustrate the size of the net assets in relation to total revenues.

*** The TEA does not have encumbrance data to subtract from the net assets.

Addendum D

ACA Primary School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

The District maintains policies and procedures to ensure that effective planning occur at each campus to direct and support the improvement of student performance for all students.

ACA's policies and procedures have established campus-level planning and decision-making committees in the spirit of stakeholder input. The committee includes representative professional staff, parents of students enrolled in the campus, and community members.

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

The campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Targeted Assisted Components Codified

Eight Components of a Title I, Part A Targeted Assistance Program

1. Use program resources to help participating children meet the State's challenging student academic achievement standards expected for all children
    a. Required: Establish a planning team of educators, parents, community members, and business representatives to review and analyze data from multiple sources and identify campus needs
    b. Best practice: Involve total school staff in identifying campus needs

2. Ensure that planning for students served is incorporated into existing school planning
    a. Required: Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement
    b. Required: Supplemental instructional support strategies and methods of evaluation are included in the campus plan
    c. Best practice: Progress monitoring for individual students occurs every three weeks

3. Use effective methods and instructional strategies that are supported by scientifically based research that strengthens the core academic program of the school
    a. Required: Give primary consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities
    b. Required: Provide an accelerated, high quality curriculum, including applied learning; minimize removing children from the regular classroom during regular school hours
    c. Best practice: Provide individualized tutoring and computer assisted instruction based on student needs

4. Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs
    a. Required: Provide transition assistance for students coming from preschool
    b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
    c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
    d. Best practice: Arrange guided site visits to high school for middle school students

5. Provide instruction by Highly Qualified Teachers
    a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017

b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified

6. Provide High-Quality and Ongoing Professional Development

a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others who work with participating children

b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers

7. Provide strategies to Increase Parental Involvement

a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)

b. Required: Include parents in developing the parental involvement policy and school-parent compact

c. Required: Help parents understand the state's academic content and achievement standards

d. Best practice: Provide a family literacy program

8. Coordinate and Integrate Federal, State, and Local Services and Programs

a. Required: Include violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure

c. Best practice: List Federal, State, and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose and document coordination of program funds in the CIP

Ends Policy

Global Ends Statement

ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

E-1 Student outcomes

Students develop knowledge, skills, and attitudes consistent with the rigorous standards of ACA and to the degree appropriate for their individual developmental levels.

1. Students' lifelong learning skills measurably improve.
    A. Students develop improved executive function and performance character traits.
    B. Students develop social and emotional intelligence through school opportunities and programs
    C. Students view their education with a growth mindset versus a fixed mindset.
        i. Students understand that learning is largely the result of effort rather than being talented or smart.
        ii. Students understand the neurological underpinnings of learning.
    D. Students improve in conventions of learning, including memorization and problem solving.
    E. Students develop a high degree of multi-modal literacy.
        i. Students are able to read and write fluently in the English language.
        ii. Students are proficient with the tools of technology, able to process, analyze, and create information.
        iii. Students are able to use the Internet for self-directed learning.
        iv. Students are able to manage, analyze, and synthesize multiple streams of simultaneous information.
        v. Students are able to create, critique, analyze, and evaluate an array of printed and digital resources.
2. Students demonstrate high academic achievement.
    A. Students demonstrate accelerated mastery in core academic subjects as appropriate.
    B. Students improve their academic fundamentals at a high rate compared to local, statewide, and nationwide standards.
    C. Students develop skills in fine arts and foreign languages, including Latin and Spanish.
    D. Students learn as quickly and deeply as their motivation and achievement allow.
    E. Students are proud of their accomplishments at ACA.
    F. Students exceed expectations on nationally norm-referenced assessment

3. Students possess and can demonstrate the skills and attributes of an effective citizen or collaborator.
   A. Students are good citizens.
      i. Students understand the origins of our liberty.
      ii. Students possess good character.
      iii. Students are familiar with the aspects of western and world culture described in the Core Knowledge Curriculum.
   B. Students are able to communicate effectively and persuasively.
   C. Students are able to work effectively as part of a team and develop leadership skills.

E-2 Family outcomes

Active parental participation is critical to the success of the school. ACA supports and respects the role of families in providing a positive, healthy, and effective educational environment for ACA students.

1. Parents are gratified 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.
   A. Parents are fully informed regarding the specific educational practices in use in each of their ACA students' classes.
   B. Parents understand the current educational status of their ACA students.
   C. Both during and after school, parents demonstrate a sense of ownership and engagement regarding the education of their ACA students.
   D. Parents receive guidance for each of their ACA students regarding any skills that need additional reinforcement at home.
   E. Parents receive guidance for each of their ACA students regarding appropriately challenging home-study activities and recreational reading.

3. Parents are an integral part of the ACA community.
   A. Parents understand they are welcomed and encouraged to be active participants in ACA activities.
   B. Parents are aware of and commonly participate in volunteer opportunities at ACA.
   C. Parents actively participate in ACA sponsored activities, both on and off campus.

4. Parents financially support ACA.

E-3 Public outcomes
ACA maintains a positive public image.

1. ACA publicly provides current practice and performance information.
   A. Curriculum
   B. Summaries of results for referenced assessments.

C.   Each practice in use is clearly identified on the ACA web site, including an explanation of the practice, relevant scientific research, and any effectiveness data from our own usage.

2.   ACA is perceived as an excellent school, a good neighbor, and a good citizen.
   A.   Public directory information is current and accurate, including a presence on sites such as greatschools.org.
   B.   Each grade maintains a significant waiting list.
   C.   ACA maintains a good relationship with our neighbors.

3.   ACA receives financial support from sources beyond the ACA community.
   A.   State appropriations
   B.   Grants
   C.   Donations from private organizations

Mission, Vision, and Values

ACA 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.

ACA 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.

Campus Values

Arlington Classics Academy Primary students will learn to be respectful, responsible, safe, problem solvers through staff modeling and positive reinforcement.

Focus Goal 1: First and Second grade students will increase the percentage of met growth on MAP reading by 5% (first grade will meet or exceed 60% met growth; second grade will meet or exceed 54% met growth)

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will meet with students regularly in small groups for guided reading, and progress monitor students at least once a month, in order to track student growth.	Classroom teachers Admin			Google doc- reading levels of each student	Increased student achievement on reading levels- progress monitoring for all students	August/Sept- Initiated December (after Winter MAP testing)- check progress of grade level goal; May- (after EOY testing)- all classes should have at least 60% meet/exceed growth
Staff will continue current RTI process and meet at least once per nine weeks to discuss student progress.	Classroom teachers Admin. Reading Spec./Literacy interventionist			RTI Progress monitoring sheet Walkthroughs (evidence of implementation)	Progress monitoring tools, assessment results, and student work samples will show increased student achievement. Walk-through data	August/Sept- : Initiated September/Oct. first RTI meeting January: Decreased number of RTI students from fall March- Decreasing number of students in RTI (receiving Tier 2-3 interventions)
Teachers will utilize learning continuum to guide instruction in small and whole groups as needed.	Classroom teachers Admin District Inst. specialist			Meeting agendas from campus training with dist. Inst. specialists Walkthrough feedback Lesson plans	Student growth on winter and Spring MAP, due to increased emphasis on learning continuum	August- initiated December- Student RIT scores improved from fall administration; students should move on the learning continuum May- students should have met or exceeded growth on MAP reading
Teachers and Interventionists will work together to create an intervention plan that best meets the needs of struggling students	Classroom teachers Admin Reading Specialist Literacy Interventionist	2FTE's SCE $103,000		RTI Intervention plan- listing tier 1,2,3 interventions	Student improvement in RTI process and moving to tier 1 interventions only as the year progresses	September-/October Initial RTI meeting January- Number of RTI students decreased from previous nine weeks March- Number of RTI students decreased from previous nine weeks May- Number of RTI students decreased from previous nine weeks.

Focus Goal 1: First and Second grade students will increase the percentage of met growth on MAP reading by 5% (first grade will meet or exceed 60% met growth; second grade will meet or exceed 54% met growth)

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Employ Reading Specialist and Literacy Interventionist and schedule training on intervention strategies in order to increase growth in reading	Reading Specialist Literacy Interventionist Admin.	2FTE's SCE $103,000		Students receiving services will move out of Tier 2-3 RTI and move to Tier 1 intervention status	Students will remain in classroom and receive Tier 1 intervention during Target time	August- Initiate; create intervention list based on BOY MAP data/other AR criteria Fall semester- ensure at least one training has been attended/implemented with RTI students. Follow through with admin. Regarding progress of students January- schedule training for early spring semester on intervention strategies.
All classroom teachers will receive training/guidance in guided reading strategies and phonics strategies	Admin Classroom teachers	255($1,020)		Walkthroughs Follow up meetings with Region XI	Increase in the number of teachers implementing guided reading in the classroom Student achievement on MAP and guided reading levels will increase.	August- Initiate teacher training with Region XI Follow through monthly to check progress of students' reading levels December- MAP reports May- MAP reports

Focus Goal 2: Schoolwide office referrals for physical contact will decrease by 10%						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff will attend professional development training in PBIS/CHAMPS strategies to use in the classroom	All staff	Local Title IV-289- ($1003.25)		Walkthroughs Monthly discipline report	Students remain in classroom Students will exhibit four school rules (respectful, responsible,safe,problem solvers) Students will continue to receive golden tickets as positive incentive	August- Implement Monthly- PBIS team will discuss and review discipline data and give feedback/suggestions on improvement
Counselor will use Kelso's choice counseling program for guidance lessons	Counselor			Walkthroughs Schedule of counselor guidance lessons	Teachers will report status of classroom behaviors through PBIS committee	August/Sept- Implement Each nine weeks- check in with counselor regarding feedback of Kelso program
Continue to implement behavior expectations matrix for each classroom/grade level	PBIS committee /All Staff			Walkthroughs Staff Meeting discussions	Students will receive E's or S's each nine weeks for conduct grade	Conduct report by nine weeks
Develop resource library/materials for counselor and teachers to use when teaching guidance lessons and meeting with individual students to help develop empathy	Counselor admin	Title IV-289- ($1224.35) Local		Walkthroughs Monthly discipline report	Decrease in discipline referrals dealing with disrespect for others	

Focus Goal Attendance : Students will meet and maintain an attendance rate of 98% each six weeks						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Class with the highest attendance rate will be recognized weekly with brag tags and attendance banner	All staff	Local		Attendance banner Google Sheet to record attendance rate per class	Decreased absences	August- Implement Each six weeks- Report at end of each six weeks; increase each six weeks
Use Truancy Prevention Measures form to document absences and call parents regarding absences	Receptionist Admin			TPM documentation	Increased attendance reports on TXEIS	August-Implement
Communicate with parents about the importance of attendance, compulsory attendance laws, and the effect of attendance on student performance	Admin			Parent University presentation	Increased number of students attendance each six weeks on TXEIS reports	July- Initiate Weekly- review attendance reports and continue to communicate with parents; good progress

Focus Goal 4: Curriculum, Instruction, and Assessment- 85% o f Title 1 students will meet growth on EOY Math MAP						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Classroom Teachers will receive training in small group interventions and strategies in math	Classroom teachers Admin District Inst. Specialists	255($438) 211($1344))		Small group instruction in all K-2 classrooms in math daily	Title 1 student math RIT scores will increase and MAP data will reflect that students met growth	August- Research possible math PD December- PD will be completed or scheduled January- Evidence of small group instruction seen in classroom through walkthroughs May- Teachers should be effectively using small group strategies learned.
Teachers will create scope and sequence to be communicated to parents	Classroom teachers Admin District Inst. Specialists			Teacher emails Teacher webpages ACA website	Parents will be knowledgeable about topics learned in the classroom each nine weeks (include this topic in the end of year parent survey)	August- Year at a glance documents will be available to parents
All classroom teachers will use guiding documents (Year at a glance, TEKS review), to plan for instruction.	Classroom teachers Admin			Lesson plans Team meeting notes	Parents will be knowledgeable about topics learned in the classroom each nine weeks (include this topic in the end of year parent survey)	August- Year at a glance documents will be available to parents

Focus Goal 4: Curriculum, Instruction, and Assessment- 85% o f Title 1 students will meet growth on EOY Math MAP						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Resource materials will be used by Title tutors and classroom teachers to effectively instruct title 1 students.	Admin Title 1 tutors	211 ($832)		Walkthroughs Nine week progress monitoring reports RTI reports	There will be a decrease in the number of students receiving services There will be an increase in students meeting or exceeding growth on MAP Winter and MAP EOY	Fall- Create list of Title 1 students based on need through RTI meeting Monitor each nine weeks through RTI meetings
Employ title 1 tutors based on demand after assessing student needs and identification of title 1 students according to criteria.	admin	Title 1 ($12,810)		Tutors employed Tutor schedule T1 Documentation	MAP results	Monitor tutor documentation and student progress during RtI meetings.

Focus Goal 5: Curriculum, Instruction, and Assessment: The % of LEP students meeting growth on Reading MAP will increase by 5%

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will utilize Vocabulary Instruction resource book, and leveled readers (vocabulary based) to address the needs of ELL's in the classroom.	Classroom teachers Admin.	LEP- PIC 25-($6,574.89)		Observable by walkthroughs and discussions in RTI meetings	Student achievement and understanding of vocabulary will increase	Each nine weeks, during RTI meetings beginning in September.
Teachers of ELL's will attend SIOP training, or other specific ESL strategy training during the year.	Classroom teachers Admin Interventionists	LEP -PIC25($756.00))		Lesson plans Walkthroughs Certificates from training	Student MAP scores will increase; overall % of met growth will increase during winter and spring MAP window.	August - Analyze % of met growth (1st and 2nd) December/January- Compare % of met growth in K-2 April/May- Compare of met growth in K-2 from Winter to Spring.
Campus wide training on ELPS and LPAC framework(beginning of the year)	Counselor teachers			Sign in sheets from training Walkthroughs	Teachers will use ELPS strategies in the classroom	Weekly lesson plan checks
Parent Meeting for parents of ELL students	Counselor Admin			Sign in sheets from parent meeting Parent Survey	Parents will have a better understanding of how their students learn and feel informed of what interventions their child is receiving.	September/October 2017

Focus Goal 6: Curriculum, Instruction, and Assessment: 75 % of students in special education will meet growth on MAP math						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
RTI meetings each nine weeks will include data for all sped. students	Classroom teacher Sped. teacher Admin Reading interventionists Math tutors			Progress Monitoring sheets per student Grades MAP student reports	Student progress will be observed and noted in RTI meeting Passing math grades Students meeting growth on MAP at Winter and EOY	Each nine weeks, and during the progress reporting period
Sped. teacher will work with Sped. consultant to monitor student data to ensure instructional gaps are closing	Sped. consultant Sped. teacher at Primary admin	.93 FTE IDEA ($53,942) Local		Notes from meetings	Winter and EOY MAP data Progress reports/report cards	Twice per nine weeks, beginning the second nine weeks.
Sped. teacher will collaborate with gen. Ed. teacher to use the learning continuum to design instruction. Including the use of materials designed for small group instruction for students receiving special education services.	Sped. teacher Gen. ed teacher Admin. Math tutor	.93 FTE PIC 25-($108.54) 255($300)		Walkthroughs MAP student reports RTI meeting notes	Student grades Learning continuum Inclusion logs Notes from meetings	Bimonthly meetings

Focus Goal 7: School Culture and Climate- Teachers and staff will feel included in the decision making processes at the campus level.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Leadership retreat with team leaders and interventionists to discuss CIP, goals for the year, and plan staff development	Admin. Team leaders interventionists			Notes and sign in from retreat Notes from weekly team meeting	Staff survey results	Follow up during monthly team leader meetings
Staff culture club has formed and meets monthly to discuss ideas for boosting teacher/staff morale.	One teacher per grade level admin			Notes from monthly meetings Sign in sheets	Monthly teacher luncheons Monthly recess/lunch duty coverage by admin to give teachers time together for lunch Monthly spirit dress days for staff	Scheduled in admin. calendar
Team leaders, interventionists, and counselor will be included in campus level principal's meeting with EDS and directors	Team leaders Interventionists Counselor admin			Notes from monthly meetings Sign in sheets	Two-way communication between staff and district admin	December 2017, February 2018, and April 2018

Stakeholder Committee

SBDM Members

Role	Name
Principal	Melissa Fambrough
Assistant Principal	Jina Hopp
Teacher- Kindergarten	Shea Burns-Holland
Teacher- First grade	Jennette Amos
Teacher- First grade	Melissa Marsic
Teacher- Second grade	Andrena Briggs
Nurse	Denise Dewalt
Parent	Katie Curtis
Parent-	Cassandra Korchid

Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
5-1-2017	4:00	Instructional Services House

Summary report- TAPR- Primary campus

Goal- 75% of students receiving special education services will meet growth on MAP math.
Outcome- 85% of students receiving special education services met growth on MAP math. 85 % is the baseline used for the goal for the 18-19 school year.

Goal - First and second grade students will increase the percentage of met growth on MAP reading by 5% (first grade will meet or exceed 60% met growth; second grade will meet or exceed 54% met growth).Outcome-Based on the spring 2018 data, ACA Primary will continue to work on increasing the percentage of students who met growth from fall to spring in Reading in grades 1 and 2. This goal is reflected in the 2018-2019 campus improvement plan.

Overview - Met Growth in Reading

	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018
Kindergarten	46.0%	84.1%	90.7%
1st Grade	26.0%	55.7%	53.8%
2nd Grade	23.1%	49.7%	47.4%

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

MAP data (% of students meeting growth in Reading/Math
Specific LEP data/Title 1 data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
District Instructional specialists met with teams or individual teachers weekly or monthly to discuss inst. Strategies (team meeting notes)	More teacher training on MAP disaggregation for first and second grade reading teachers(MAP -% of students met growth in Reading)
Clear expectations from administration regarding direction for high achieving/low achieving students communicated through staff meetings and RTI meetings	Increase the amount of teachers implementing small groups (those who implemented small groups this year, had students in 'high achievement/high growth' quadrant- Quadrant Summary)
Increased focus on teaching students on their academic level vs. only teaching grade level TEKS demonstrated by use of the student learning continuum	
90% of staff agree that teachers and staff discuss instructional strategies (staff survey)	District wide curriculum scope and sequence
	More collaboration of sped. teacher/gen ed. Teacher re: SDI for sped. Students using MAP continuum

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Title 2- MAP training
SCE- Interventionist materials for reading

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
·   Enrollment
·   Attendance
·   Ethnicity
·   Gender
·   Mobility/Stability
·   Special Program Participation
·   At-Risk by Category
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Literacy Interventionist reports, attendance reports

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Number of students receiving accelerated instruction (SCE/Literacy Lab) decreased each nine weeks (9 weeks RTI reports)	Continue to emphasize importance of attendance

Increase attendance rate to stay at or above 98% attendance (current year shows 97.6% average attendance)

55% students receiving accelerated instruction in reading, met growth (Literacy Lab report) |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Attendance
Accelerated Instruction (SCE funds) training

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources
· Family and Community Participation Counts by Type of Activity
· Parent Volunteer Information
· Parent Activity Evaluations and Feedback
· Mobility/Stability
· Demographic Data
· Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Primary Parent University Report, T. Observation of parent involvement at school events, Parent Survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
High parent participation in evening school events (including concerts, young masters, mathoween, science night, literacy night)	Low parent participation in Parent University as the year progresses
96% of parents are likely to recommend ACA-Primary to a friend (Parent Survey)	Parent Survey showed an interest by parents, for teachers to communicate how to help students at home
A majority of responses on the parent survey were rated 3 or higher in all areas. There were few instances of a '1' or '2' rating.	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increase parent communication about Parent University in all formats
Increase parent resources

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedule Schedule for Student Support Services

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Support staff available (Reading specialist, learning lab, title 1 tutors) for accelerated instruction Teacher input on Master Schedule so that instructional time is maximized Master schedule built around student services; Target Time is given 2-3 times per week to support student needs for intervention or enrichment 89% of staff feel involved in decision making processes on the campus (Staff survey)	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources
· Surveys
· Questionnaires
· Focus Groups
· Interviews
· Feedback Data
· Classroom and School Walkthrough Data
· Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Google Reviews
Parent Survey
Walkthrough data (DMAC)
PBIS
Discipline Action Report
Staff survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	**Needs...**
95% of parents feel that teachers at ACA-Primary have high expectations for their child (Parent Survey) PBIS team continues to work on student incentives (PBIS meeting notes) 68% of staff feel ownership for the student code of conduct (Staff survey)	PBIS team met three times during the 16-17 school year # of office referrals decreased from prior year, but referrals reflect students need skills to build empathy and peer relationships. Teacher input into school processes/procedures Increase common time for teachers to collaborate/visit with each other (whole teams)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

PBIS meeting frequency should be once/month
Increased teacher time together (lunch, conference, planning)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
· Teacher Certification/Qualification Data
· Paraprofessional and Other Staff Qualifications
· Staff Effectiveness in Relation to Student Achievement
· PDAS and/or Other Staff Effectiveness Data
· Staff Mobility/Stability
· Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
· Professional Development Data
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Completions, Grades, and Other Data
· Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

# of years experience (from HR) report
Staff absence report
Professional development 16-17 Report

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Recruit from multiple sources (job fairs, online, and through University partnerships), per HR Staff attended professional development based on 16-17 CIP goals and professional goals (Professional Development 16-17 document) Staff used 79 days for 'school business' (PD) 57% of teachers have 11 or more years experience (Staff Quality report)	Staff absences for illness or personal use were 389 days for the year

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Staff absence rate

Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources
· State Assessment Data
· TELPAS and AMAO Results
· SAT/ACT/PSAT Results
· Advanced Course/Dual Enrollment Data
· Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
· State Data Tables
· Texas Success Initiative Data
· Course/Class Grades
· Graduation, Completion, Dropout, and GED Rates, Diploma Types
· Promotion/Retention Rates
· Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

Promotion/retention rates- PEIMS report
Walkthroughs (DMAC)
Grade level MAP reports for Reading and Math
RTI Progress monitoring report

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
MAP data is analyzed at the teacher, campus, and district level for reading and math Percentage of growth met during 16-17 has increased significantly as compared to 15-16 school year(MAP- overall growth in Reading/Map Report)	Teachers who are not using learning continuum to guide small group/large group instruction, saw less growth than teachers who did use learning continuum to form instruction More PD for teachers on using MAP data to guide instruction/small groups Retention rate in Kindergarten increased in 16-17 compared to 15-16 school year First and second grade reading % of students who met growth is 49-55%

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

MAP training
Small group guided reading/math training

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
· Technology Infrastructure, Networks, Etc.
· Technology Hardware and Software
· Classroom Technology Needs by Area, Class, Department, Etc.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

CNA Survey (by site-based committee)

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Increased presence of technology staff (district)	56% of SBDM feels as if staff/students are not proficient in using technology in the classroom

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Technology support for instruction

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Improved Attendance rate   Accelerated instruction (intervention) training - SCE

Student Achievement...

MAP training for classroom teachers   Small group guided reading/math training   % of students who met growth in first and second grade

School Culture and Climate...

More frequent PBIS meetings

Staff Quality, Recruitment and Retention...

Staff absence rate

Curriculum, Instruction, and Assessment...

MAP training -Title 2 funds   Interventionist materials for accelerated reading instruction (SCE)   Continue to employ Reading specialist and interventionist   Increase %of sped. Students meeting growth on MAP math   # of LEP students meeting growth on MAP reading

Family and Community Involvement...

Increase communication about parent involvement events (parent university), in all formats

School Context and Organization...

Technology...

More technology support for instructional use (integrating technology into lessons)

ACA Intermediate School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

The District maintains policies and procedures to ensure that effective planning occur at each campus to direct and support the improvement of student performance for all students.

ACA's policies and procedures have established campus-level planning and decision-making committees in the spirit of stakeholder input. The committee includes representative professional staff, parents of students enrolled in the campus, and community members.

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

The campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Targeted Assisted Components Codified

Eight Components of a Title I, Part A Targeted Assistance Program

1. Use program resources to help participating children meet the State's challenging student academic achievement standards expected for all children
    a. Required: Establish a planning team of educators, parents, community members, and business representatives to review and analyze data from multiple sources and identify campus needs
    b. Best practice: Involve total school staff in identifying campus needs

2. Ensure that planning for students served is incorporated into existing school planning
    a. Required: Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement
    b. Required: Supplemental instructional support strategies and methods of evaluation are included in the campus plan
    c. Best practice: Progress monitoring for individual students occurs every three weeks

3. Use effective methods and instructional strategies that are supported by scientifically based research that strengthens the core academic program of the school
    a. Required: Give primary consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities
    b. Required: Provide an accelerated, high quality curriculum, including applied learning; minimize removing children from the regular classroom during regular school hours
    c. Best practice: Provide individualized tutoring and computer assisted instruction based on student needs

4. Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs
    a. Required: Provide transition assistance for students coming from preschool
    b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
    c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
    d. Best practice: Arrange guided site visits to high school for middle school students

5. Provide instruction by Highly Qualified Teachers
    a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017

b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified

6. Provide High-Quality and Ongoing Professional Development

    a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others who work with participating children

    b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers

7. Provide strategies to Increase Parental Involvement

    a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)

    b. Required: Include parents in developing the parental involvement policy and school-parent compact

    c. Required: Help parents understand the state's academic content and achievement standards

    d. Best practice: Provide a family literacy program

8. Coordinate and Integrate Federal, State, and Local Services and Programs

    a. Required: Include violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

    b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure

    c. Best practice: List Federal, State, and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose and document coordination of program funds in the CIP

Ends Policy

Global Ends Statement

ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

E-1 Student outcomes

Students develop knowledge, skills, and attitudes consistent with the rigorous standards of ACA and to the degree appropriate for their individual developmental levels.

1. Students' lifelong learning skills measurably improve.
   A. Students develop improved executive function and performance character traits.
   B. Students develop social and emotional intelligence through school opportunities and programs
   C. Students view their education with a growth mindset versus a fixed mindset.
      i. Students understand that learning is largely the result of effort rather than being talented or smart.
      ii. Students understand the neurological underpinnings of learning.
   D. Students improve in conventions of learning, including memorization and problem solving.
   E. Students develop a high degree of multi-modal literacy.
      i. Students are able to read and write fluently in the English language.
      ii. Students are proficient with the tools of technology, able to process, analyze, and create information.
      iii. Students are able to use the Internet for self-directed learning.
      iv. Students are able to manage, analyze, and synthesize multiple streams of simultaneous information.
      v. Students are able to create, critique, analyze, and evaluate an array of printed and digital resources.
2. Students demonstrate high academic achievement.
   A. Students demonstrate accelerated mastery in core academic subjects as appropriate.
   B. Students improve their academic fundamentals at a high rate compared to local, statewide, and nationwide standards.
   C. Students develop skills in fine arts and foreign languages, including Latin and Spanish.
   D. Students learn as quickly and deeply as their motivation and achievement allow.
   E. Students are proud of their accomplishments at ACA.
   F. Students exceed expectations on nationally norm-referenced assessment

3. Students possess and can demonstrate the skills and attributes of an effective citizen or collaborator.
   A. Students are good citizens.
      i. Students understand the origins of our liberty.
      ii. Students possess good character.
      iii. Students are familiar with the aspects of western and world culture described in the Core Knowledge Curriculum.
   B. Students are able to communicate effectively and persuasively.
   C. Students are able to work effectively as part of a team and develop leadership skills.

E-2 Family outcomes

Active parental participation is critical to the success of the school. ACA supports and respects the role of families in providing a positive, healthy, and effective educational environment for ACA students.

1. Parents are gratified 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.
   A. Parents are fully informed regarding the specific educational practices in use in each of their ACA students' classes.
   B. Parents understand the current educational status of their ACA students.
   C. Both during and after school, parents demonstrate a sense of ownership and engagement regarding the education of their ACA students.
   D. Parents receive guidance for each of their ACA students regarding any skills that need additional reinforcement at home.
   E. Parents receive guidance for each of their ACA students regarding appropriately challenging home-study activities and recreational reading.

3. Parents are an integral part of the ACA community.
   A. Parents understand they are welcomed and encouraged to be active participants in ACA activities.
   B. Parents are aware of and commonly participate in volunteer opportunities at ACA.
   C. Parents actively participate in ACA sponsored activities, both on and off campus.

4. Parents financially support ACA.

E-3 Public outcomes
ACA maintains a positive public image.

1. ACA publicly provides current practice and performance information.
   A. Curriculum
   B. Summaries of results for referenced assessments.

C.   Each practice in use is clearly identified on the ACA web site, including an explanation of the practice, relevant scientific research, and any effectiveness data from our own usage.

2.   ACA is perceived as an excellent school, a good neighbor, and a good citizen.
   A.   Public directory information is current and accurate, including a presence on sites such as greatschools.org.
   B.   Each grade maintains a significant waiting list.
   C.   ACA maintains a good relationship with our neighbors.

3.   ACA receives financial support from sources beyond the ACA community.
   A.   State appropriations
   B.   Grants
   C.   Donations from private organizations

Mission, Vision, and Values

ACA 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.

ACA 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.

Campus Values

ACA Intermediate Griffins will be able to recognize, explain, and apply all "Four Pillars" (Wisdom, Vigilance, Courage, & Strength) to their work and study habits, peer relations, and academic growth.

FOCUS 1: Create and sustain a positive campus culture that celebrates students/staff/parents, builds purposeful relationships, and encourages personal growth for 100% of all stakeholders. Campus staff design and implement comprehensive expectation plan for student behavior, resulting in improved "health check" surveys.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teach all Griffins & staff fundamental character pillars of ACA. ● Wisdom ● Vigilance ● Courage ● Wisdom	All staff	Local		BOY PD agenda Description/definition/ examples in Morning Announcements Displayed in main hallways / building	Student recognition of pillars will increase from BOY to EOY, through student surveys.	Weekly during Griffin Time, morning announcements, lunchroom, hallway, restroom behavior, & Guidance Lessons EOY student survey
Develop a campus PBIS committee. ● Discuss campus strengths ● Areas of need ● Current systems to reinforce/revamp	Principal AP Counselor PBIS members	Local Title IV ($3,000)		Ballot for PBIS committee Agendas & sign in PBIS understanding / survey	Increase awareness of campus expectations Consistent PBIS plan/system for the campus	EOY staff & student survey to receive feedback & adjust as needed.
Create campus wide behavioral expectations that align with ACA pillars. ● What is a Griffin? ● What is Griffin behavior? ● Discuss work ethic, goal setting, mindfulness, & growth mindset.	All staff	Local		BOY PD w/ staff 1st week of school focused on goal setting, mindfulness, team building,, growth mindset, & pillars. Grade levels/pods collaborated w/ students & created social norms for hallways, restrooms, lunch, & recess	Increase awareness of campus expectations from BOY to EOY Consistent mindset amongst the building, classroom, & students/staff. Staff & students create social contracts w/ social norms.	MOY & EOY staff & student survey to receive feedback & adjust as needed. Mindset survey results EOY student & staff survey
Reward students for "Griffin behavior" that aligns with ACA pillars.	All staff	Local		Griffins exhibiting "Griffin behavior" will receive a #GoodNews call home & #GoodNews bracelet from Principal and/or Assistant Principal	Increase awareness of campus expectations Consistent mindset amongst the building, classroom, & students/staff	Weekly Monitor progress each 9wks & keep record of # of students rewarded. Good News Call logs
Team Leaders will attend Capturing Kid's Hearts training. Additional staff will be sent	Principal Team Leaders	Local Title I ($1,559)		Attend CKH in July 2017, Fall 2017, Spring 2018, &	EOY staff survey	July 2017 Fally 2017

FOCUS 1: Create and sustain a positive campus culture that celebrates students/staff/parents, builds purposeful relationships, and encourages personal growth for 100% of all stakeholders. Campus staff design and implement comprehensive expectation plan for student behavior, resulting in improved "health check" surveys.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
each semester, until campus is fully trained in CKH.		Title II ($4,233) Title IV ($3,000)		Summer 2018	Increase positive leadership & stronger relationships on campus	Spring 2018 Summer 2018
Team Leaders and administration will participate in the "Energy Bus" book study.	Principal AP Team Leaders Counselor	Local Title I Title II		Team Leader lunch July 21st Discuss BOY procedures & receive new book	Quarterly team leader meeting feedback Increase positive leadership on campus	Receive book July 21, 2017; once a month book study discussion @ Team Leader meetings
Weekly "Griffin Celebrations" - Staff birthdays, - Student/staff spotlights, & - Monthly luncheons.	Principal AP Front Office Counselor	Local		Monthly staff bday list in Week @ a Glance & campus REMIND. Monthly birthday cake/celebration for staff.	Increased moral and positive climate EOY staff survey	Weekly during Morning Announcements, social media, and Staff Bulletin Board
Increased weekly home/school communication, via ACA website, social media, email, Remind, Google classroom, and ACA planner communication.	Principal Teaching staff	Local		Team/pod website "Morning Mtg" Google Doc shared w/ students,, Principal/AP & linked to grade level websites Parent communication log	Data/ feedback over time EOY Parent survey	Admin will review weekly Planner Google Doc shared by grade levels Admin will monitor social media & Remind messages
Teachers will engage in weekly collaborative PLC's and monthly common planning that focuses on team consistency, TEKS/readiness standards, content mastery, & individual growth.	Principal AP Teaching staff Intervention	Local		Team meeting notes turned into Principal via Google Doc	Increased student achievement on formative assessments and work samples	Meeting agendas Decrease in Tier 3 intervention
Classroom guidance lessons focused on the "Four Pillars", w/ the counselor	Counselor	Local Title II		Guidance lesson on master schedule Quarterly Topic shared w/ Principal/ AP	Guidance Lesson Plans Decrease in office referrals	Weekly

FOCUS 1: Create and sustain a positive campus culture that celebrates students/staff/parents, builds purposeful relationships, and encourages personal growth for 100% of all stakeholders. Campus staff design and implement comprehensive expectation plan for student behavior, resulting in improved "health check" surveys.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Strengthen parent communication: ● Reply to parent email/phone calls within 24 hours ● Team leader will maintain pod website & update weekly ● Planner completed daily during "Morning Meeting" ● Teachers will communicate with 100% of their homeroom parents by the end of first 9weeks.	All staff	Local		Team/pod website "Morning Mtg" Google Doc Parent communication log	Data/ feedback over time EOY Parent survey	Mid -year parent survey input Planner Google Doc Parent Communication log
Increase partnership with community, parents, & PTO ● Campus representatives will attend monthly PTO meetings ● Staff will attend campus/district events (Example: Literacy Night, Math-o-ween, Science Night, etc) ● Staff will attend grade level fine arts programs, spirit nights, & field trips.	All staff	Local		PTO agendas Sign in sheets	Data/ feedback over time EOY Parent survey	PTO Monthly meetings agenda
Dennis Lee Character Education Assembly	Principal	Local		Student survey w/ Google Forms	Student feedback	September 2017
Continue T-TESS appraisal system, collaboration, staff feedback,weekly walk-throughs, & staff PD/goal setting.	Principal AP	Local Title II		Pre/post conference & goal setting	Walk-through data/feedback over time	Admin will complete informal walk thru for each teacher 1X a month. .
Display & post positive words of encouragement & affirmation throughout the new school building (bulletin boards, restrooms, & hallways)	Principal AP PTO	Local		Words of encouragement in girl's & boy's RR Art work displayed on every hall & front office Bulletin Boards on every hall & near classrooms	Staff feedback Student feedback	EOY staff survey EOY parent survey EOY student survey

FOCUS 2: Implement systematic procedures, professional development, resources, and conversations that help 100% of students to set goals & make individual growth on MAP core content areas assessed (R, M, ELA, Sci).

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide BOY & MOY MAP staff training: ● MAP reports and how to access ● RIT scores ● Test administration ● Learning Continuum ● Scaffold instruction, enrichment, & intervention	Admin DOA Instr. Specialist All staff	Title I Title II PIC 23 PIC 24 PIC 25		Training agenda Sign in Sheet Completed PD certificate	Increased data points discussed @ RTI meetings, parent conferences, 504 mtgs, and ARD's.	BOY, MOY, & EOY feedback from staff
Teachers will individually meet w/ students BOY & MOY to discuss: ● Progress (current year & previous) ● Goal setting ● Growth projections ● Grit / Perseverance ● Celebrate achievements	Classroom Teachers Admin	Local		Goal setting sheets "Celebrations" shared over announcements or w/in classrooms (bulletin board)	Increase in student growth performance from BOY to MOY & to EOY Increased work ethic/grit in student performance @ EOY MAP assessment	BOY, MOY, & EOY prior to new assessment window. Assess expected growth each testing window and adjust instruction based on individual need.
Provide Title 1 & ELL parent training @ MOY to explain key terms, purpose or RTI, Title 1 supports, TELPAS, STAAR, individual growth, and "look fors".	Principal AP Team Leaders	Local Title I PIC 24 PIC 25		Powerpoint/presentation Upload information on ACA web page	Parent sign in/ # of participants	Jan 2018
Discuss individualized & LRE testing accommodations for students receiving current testing supports through special education, dyslexia, and/or ESL.	Principal AP Counselor RTI Sped LPAC	Title I PIC 23 PIC 24 PIC 25		Individualized student educational plans / targets ● IEP ● 504 Plan ● ELL Accom ● Dyslexia supports ● RTI interventions	Students receiving specially designed instruction will show growth from BOY to EOY MAP results.	Quarterly monitor progress of students receiving specially designed instruction. BOY, MOY, & EOY
Create/implement campus RtI process to: ● regularly analyze student data, ● identify at-risk students, ● provide appropriate intervention, & ● progress monitor student growth. ● Meet monthly ● Increase tier 2 supports w/ regular education teacher	Admin Rdg & Math Specialist Teaching staff	Title I ($59,231, 1FTE) Title II PIC 23 PIC 24 SCE ($59,833, 1FTE)		Intervention plans Progress Monitoring Tools Walkthroughs (evidence of implementation)	Walk thru/observations, assessment results, and student work samples will show increased student achievement & EOY growth.	September - implement Expectation Monthly RTI meetings

FOCUS 2: Implement systematic procedures, professional development, resources, and conversations that help 100% of students to set goals & make individual growth on MAP core content areas assessed (R, M, ELA, Sci).

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		PIC 25				
Teachers will utilize completed Curriculum Refinement Scope & Sequence for each 9wks to consistently teach grade level TEKS/readiness standards.	All staff	Local		Teacher lesson plans CRP with scope & sequence of TEKS, Readiness & Supporting Standards	Learning targets directly related to state readiness standards. Increase teacher awareness of grade level TEK/standards	BOY, MOY, EOY assessment data Individual student growth & progress measures
Continue differentiation (intervention & enrichment) training to support teachers and varied student needs w/in their classrooms.	All staff	Local Title I Title II PIC 23 PIC 24 PIC 25		Book studies by content ● Literacy/Fluency ● Innovation ● Brain-Friendly Strategies ● Student Engagement	Increase staff professional growth opportunities & educational best practices Quarterly PD implemented in faculty meetings	Discuss teacher book study reviews/ feedback Staff feedback from T-TESS pre/post conferences

FOCUS 3: Increase staff, student, parent awareness of campus behavior expectations , district code of conduct, positive behavior supports, and strengthen home/school communication regarding Griffin behavior. Negative comments regarding parent communication in parent surveys will decrease.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
• Meet with Positive Behavior Intervention & Supports (PBIS) committee monthly and discuss: ○ District Student Code of Conduct ○ Progressive Discipline ○ Restorative Discipline ○ Love & Logic techniques ○ + / - (what's working, what's not working)	Principal AP Counselor PBIS	Local Title IV		-ACA Student Code of Conduct -Consistent campus created classroom expectations -Campus created rewards/consequences -Planner communication -Revised ACA Intermediate discipline referral	-Implement norms/expectations 1st week of school -Re-visit expectations weekly -Increase opportunities to celebrate student successes -Decrease negative behaviors by 30% -Create classroom social contracts	August-develop & implement Sept - follow up progress w/ team leaders Oct-May - follow up progress w/ PBIS committee
• PBIS team members will attend Restorative Discipline training and share w/ additional team members.	Admin PBIS Counselor	Local Title I Title II Title IV		Restorative Discipline training completion certificate Agenda/meeting notes	Increased positive supports & student/teacher relationships Student ownership of behavior through reflection writing & feedback w/ teacher & admin Decreased office referrals	Nov 2017 PBIS feedback
• Admin & PBIS will create a revised campus discipline referral that includes: ○ PBIS supports ○ Restorative Discipline ○ Four Pillar traits	Admin PBIS	Local		Revised office referral PBIS supports Restorative techniques Pillar traits	Student ownership of behavior through reflection writing & feedback w/ teacher & admin Decreased office referrals	Team Leader feedback PBIS Feedback EOY Staff survey
• Staff will collaborate during BOY PD & create grade level behavior expectations/norms and consequences. Results will be shared w/ admin, parents, & students.	All staff	Local		Anchor charts in classrooms Social Contracts Social Norms w/in the classroom Parent communication Website Grade level procedures	Increased positive supports and student/teacher relationships Student ownership of behavior Decreased office referrals	-August-implementation of behavior expectations/norms. -9 weeks reteach and practice throughout the 2017-18 school year. -January- In-depth review with all students in all Griffin Times of behavior expectations/norms.

FOCUS 3: Increase staff, student, parent awareness of campus behavior expectations , district code of conduct, positive behavior supports, and strengthen home/school communication regarding Griffin behavior. Negative comments regarding parent communication in parent surveys will decrease.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
						May-Review progress made by students in each
● Teachers will use "restorative practices" when dealing w/ individual/student discipline. 　○ Private conversation 　○ Behavior expectations clear 　○ Set behavior goals	All staff	Local		Anchor charts in classrooms Expectations posted Expectations communicated Student ownership of behavior through reflection writing & feedback w/ teacher & admin	Increased positive supports and student/teacher relationships Decreased office referrals	Team leader feedback PBIS feedback EOY staff survey EOY Parent survey
● Behavior expectations/norms will be practiced quarterly w/ students by all classroom teachers to: 　○ minimize regression, & 　○ teach newly enrolled Griffins.	All staff	Local		Anchor charts in classrooms Expectations posted Expectations communicated Students take ownership of behavior choices	Increased positive supports and student/teacher relationships Student ownership of behavior Decreased office referrals	Team leader feedback PBIS feedback EOY staff survey EOY Parent survey
● Staff will create social contract to set social norms amongst staff members & campus leadership. 　○ How do you want to be treated by leadership? 　○ How do you want to be treated by colleagues? 　○ How do you think leaders want to be treated? 　○ How should people treat each other during times of conflict?	All staff	Local		Social contract hanging near teacher mailboxes. Expectations revisited Expectations communicated Staff/leadership take ownership of behavior choices	Increased trust amongst staff Increased positive supports & stronger working relationships Decreased negativity	EOY Staff survey PBIS feedback EOY Parent survey
● Create campus handbook with fundamental campus systems & procedure expectations.	Principal AP	Local		Each staff member will have a campus notebook w/ campus procedures in print. Handbooks turned in @ EOY checkout for admin updates	Staff know & understand campus behavior standards. Staff collaborate respectfully with colleagues and administration.	EOY staff survey

FOCUS 3: Increase staff, student, parent awareness of campus behavior expectations , district code of conduct, positive behavior supports, and strengthen home/school communication regarding Griffin behavior. Negative comments regarding parent communication in parent surveys will decrease.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
• All staff will increase parent communication in regards to discipline/ behavior concerns. ○ Minor infractions - Contact within 24 hours of incident, ○ Major infractions -contact before dismissal ○ Voice to voice communication recommended for all parent contact	All staff	Local		Stronger parent / teacher communication Stronger school / home partnership	-Parent surveys will reflect consistent teacher/parent communication and 90% of all parent surveys will reflect parent satisfaction w/ teacher communication. -Contact logs will be submitted to campus admin	Team leader feedback PBIS feedback EOY staff survey EOY Parent survey

FOCUS 4: Increase 100% of student/staff technology capabilities & increase integration of grade level Technology Application TEKS.
Staff surveys will show improved comfort and confidence in instructional tech use from MOY to EOY.
100% of staff will compose an instructional tech goal for growth at BOY and track growth with administrator.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide multiple Google training opportunities for all campus staff.	Principal AP Tech Dept	Title I Title II		BOY training agenda MOY training agenda	Increase in staff "Google skills" Weekly use of Google docs, sheets, & forms w/ routine procedures	Weekly walk through observations Morning Meeting & Google Doc lesson plans Google Classroom
Incorporate Technology Application TEKS into weekly classroom instruction.	All staff	Local IMA funds		Weekly walk-through observations, student engagement, & empowerment w/ technology. Usage of www.learning.com	Increase in student content engagement & empowerment. Increase in content application and DOK (depth of knowledge). Increase in student keyboarding skills.	Weekly walk through observations, student feedback, EOY survey results
Provide additional "Data mining" training opportunities for staff to utilize technology more efficiently. ● DMAC assessments/test bank ● DMAC reports ● MAP reports ● Lead4ward ● Learning.com	Principal AP Tech Dept	Title I Title II Title IV PIC 23 PIC 24 PIC 25		BOY training agenda MOY follow up training agenda	Increase in staff "tech-skills" Quarterly usage of technology to produce assessment reports	Weekly walk through observations Assessment reports brought to parent conferences, RTI mtgs, 504's, LPAC's, & ARD's

FOCUS 5: Increase grade level EOY MAP growth in reading & math .
Each pod will demonstrate a minimum of 50% met RIT growth from the BOY to EOY MAP assessment.
Title 1 students will increase RIT growth by 3% on 2018 BOY to EOY results & increase 10% by 2021 BOY-EOY results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue Curriculum Refinement Process in all content areas. Campus & district staff will develop quarterly scope & sequence w/ content TEKS/readiness standards to ensure mastery of grade level expectations, along w/ enrichment opportunities. .	All staff	Local Title I Title II PIC 23 PIC 24 PIC 25		BOY content PLC's will analyze EOY 2017 MAP data, trends, patterns, & how to increase for BOY 2017. Agenda, notes, & sign in	Increase in 2017 BOY MAP results compared to BOY MAP 2016 Increase in 2017 MOY MAP results compared to MOY MAP 2016	Monthly content PLC's Monthly RTI mtg feedback Progress monitoring each quarter
Continue quarterly common planning (horizontal alignment) for grade level content areas to focus on TEKS/readiness standards and grade level expectations.	All staff	Local Title I Title II PIC 23 PIC 24 PIC 25		Horizontal agenda Meeting notes / Content Scope & Sequence Sign in sheet	Increase horizontal consistency amongst content instruction Expected EOY student growth aligned/similar	Admin will attend quarterly & gather input/feedback Monitor if mtg notes are transferring to instruction
Add vertical alignment 2X a year (once a semester) to allow teachers to collaborate standards needed pre/post grade level content/TEKS/standards.	Principal Team Leaders	Local Title I Title II PIC 24 PIC 25		Vertical agenda Meeting notes / Content Scope & Sequence Sign in sheet	Increase vertical consistency amongst content instruction Expected EOY student growth aligned/similar	Admin will attend quarterly & gather input/feedback Monitor if mtg notes are transferring to instruction
Additional Professional Development for Intervention Team in: • Child Find expectations • Specially Designed Instruction • Writing IEP goals • Least Restrictive Environment • Grade level scaffold instruction	Principal AP Intervention Team Sped Consultant	Local PIC 23 IDEA		Agenda, meeting notes, & sign in sheet	Individualized IEP's & goals for eligible students Increased individualized growth on EOY MAP scores	Quarterly Special Ed PLC's with DOA Quarterly vertical alignment w/ district special ed staff
Continue to employ interventionists for weekly intervention with: • Reading Interventionist • Math Interventionist • Dyslexia / Language Therapy (LT) • Learning Lab	Principal Intervention Team LT AP Counselor	Local Title I (1 FTE) Title II PIC 23 PIC 24 (1.5 FTE) PIC 25		Monthly RTI mtg schedule BOY LPAC/ELL needs BOY 504 plans shared with staff Weekly dyslexia supports	Increased progress measures in individual student portfolios, kept by intervention team members	Monthly RTI feedback Quarterly staff feedback Progress monitoring (progress reports & report card results)

FOCUS 5: Increase grade level EOY MAP growth in reading & math .
Each pod will demonstrate a minimum of 50% met RIT growth from the BOY to EOY MAP assessment.
Title 1 students will increase RIT growth by 3% on 2018 BOY to EOY results & increase 10% by 2021 BOY-EOY results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
● ELL supports		IDEA (.5 FTE)				
Look for opportunities to provide least restrictive environment for students eligible for specially designed instruction.	Principal AP Intervention Team	Local Title 1 PIC 23 PIC 24 IDEA		Co-Teach In Class Support	Increased progress measures and/or growth in individual student MAP reports	Monthly RTI feedback Progress monitoring (progress reports & report card grades)
Continue annual ELP's (English Language Proficiency) training to better serve & support diverse ELL (English Language Learner) population .	Principal AP Counselor	Local Title I Title II PIC 24 PIC 25		BOY ELP's training agenda/powerpoint Sign in sheet List of ELL's shared w/ team leaders/teaching staff	Increased accuracy of linguistic accommodations provided for ELL population	Progress monitoring @ progress reports & report cards LPAC feedback
Provide new staff with mentor staff member to support, offer guidance, coach, and assist with campus transition.	Principal	Local Title I Title II		Mentor Mtg expectations Mentor Mtg notes	Increased awareness of campus procedures & expectations	Quarterly conference w/ admin for feedback
Increase campus systems of intervention for students at risk of not showing growth on EOY MAP .	Principal AP Intervention Team	Local Title 1 PIC 23 PIC 24 PIC 25 IDEA		Analyze MOY MAP Provide tier 2 interventions/extensions during Griffin Time for students at risk of not showing growth on EOY MAP	Increased growth in EOY MAP scores Increased individualized scores of all sub-pops	Progress monitoring (progress reports & report cards) TTM Pathways MOY DRA

Stakeholder Committee

SBDM Members

Role	Name
Principal	Teri Rodgers
Assistant Principal	Jennifer Young
Nurse	Jennifer Maddox
3rd Grade Rep / Rdg Teacher	Laura Munoz
4th Grade Rep / Science Teacher	Cliff Eisenhower
4th Grade Rep / ELA Teacher	Stephanie Thomasson
5th Grade Rep / Science Teacher	Ellen Long
Reading Interventionist	Laurie Lewis
Math Interventionist	Taryn Goulding
Special Education Teacher	Erin Baltensperger
Parent	Brenda Brumfield
Parent	Mike Hughes
Community Member	Jen Brown

Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
5/3/2017	4pm-5pm	Bowen campus
5/18/2017	4pm-5pm	Bowen campus
8/23/17	4pm-5pm	ACA Intermediate
8/31/17	4pm-5pm	ACA Intermediate

*add sign in sheets for this folder

Intermediate 17-18 CIP Performance

Focus 1: Create and sustain a positive campus culture that celebrates students/staff/parents, builds purposeful relationships, and encourages personal growth for 100% of all stakeholders.

Action Steps	Successful	Ongoing	Unsuccessful
Teach all Griffins & staff character pillars of ACA.	X		
Develop campus PBIS committee.	X	X	
Create campus wide behavioral expectations that align w/ ACA pillars.	X	X	
Reward students for "Griffin Behavior" that aligns w/ ACA pillars.	X	X	
Team leaders & staff will attend Capturing Kids Hearts training.	X		
Team leaders will participate in "Energy Bus" book study.	X		
Weekly "Griffin Celebrations"		X	
Weekly home/school communication.	X	X	
Teachers will engage in weekly PLC's & monthly common planning.		X	
Classroom guidance lessons focused on ACA pillars.	X	X	
Strengthen parent communication.		X	
Increase partnership with community, parents, & PTO.		X	
Continue T-TESS, collaboration, weekly walk-throughs, & staff goal setting.		X	

Focus 2: Implement systematic procedures, professional development, resources, and conversations that help 100% of students to set goals & make individual growth on MAP core content areas assessed (R, M, ELA, & Sci).

Action Steps	Successful	Ongoing	Unsuccessful
Provide BOY, MOY, EOY MAP staff training.	X	X	

Action Steps	Successful	Ongoing	Unsuccessful
Teachers will meet & set pre/post MAP goals with students individually.		X	
Provide MAP parent training @ the BOY & discuss MAP vs. STAAR.	X	X	
Discuss individualized testing accommodations for students receiving current testing supports through sped, dyslexia, and/or ESL.	X	X	
Create/implement campus RTI process.		X	
Teachers will utilize completed Curriculum Refinement Scope & Sequence documents.		X	
Continue differentiation training to support teachers & various student needs.		X	

Focus 3: Increase staff, student, parent awareness of campus behavior expectations, district code of conduct, positive behavior supports, and strengthen home/school communications regarding Griffin behavior. Negative comment

Action Steps	Successful	Ongoing	Unsuccessful
Meet w/ PBIS committee members monthly & discuss campus behavior needs.	X	X	
PBIS team members will attend Restorative Discipline training & share w/ additional team members.	X		
Admin & PBIS will create a revised campus discipline referral.	X		
Restorative practices will be used campus w/ discipline.	X		
Behavior expectations and norms will be practiced quarterly w/ students & classroom teachers.		X	
Staff will increase parent communication in regards to discipline/behavior concerns.		X	

Intermediate 17-18 CIP Performance

Focus 4: Increase 100% of student/staff technology capabilities and increase integration of grade level Technology Application TEKS.

Action Steps	Successful	Ongoing	Unsuccessful
Provide multiple Google trainings for staff.	X	X	
Incorporate Technology Application TEKS into weekly classroom instruction.	X	X	
Provide additional "data mining" training for staff to utilize technology more efficiently.	X	X	

Focus 5: Increase grade level EOY MAP growth in reading and math. Each pod demonstrates a minimum of 50% met RIT growth from the BoY to EOY MAP assessment. Title 1 students will increase RIT growth by 3%on 2018 EOY results & increase 10% by 2012 EOY results.

Action Steps	Successful	Ongoing	Unsuccessful
Continue Curriculum Refinement Process in all content areas.		X	
Continue monthly common planning for grade level content areas.	X	X	
Add vertical alignment to campus master schedule.		X	X
Continue to employ interventionist for weekly tier 3 intervention.	X	X	
Continue annual ELPS training.	X	X	
Provide new staff w/ mentor staff member to support & coach.		X	

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

MAP data, STAAR results, RTI progress monitoring, TELPAS results, LPAC/ELL progress monitoring, Special Ed progress monitoring, EOY Parent survey, EOY Staff survey, Individual T-TESS post conference dialogue/feedback

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
• All grade levels made growth on EOY MAP results compared to 2016 EOY MAP results. **Overview - Met Growth in Mathematics** 	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	 Kindergarten	37.6%	87.8%	 1st Grade	26.5%	54.8%	 2nd Grade	44.9%	81.7%	 3rd Grade	35.2%	52.1%	 4th Grade	27.4%	43.4%	 5th Grade	32.1%	47.5%	 **Overview - Met Growth in Reading** 	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	 Kindergarten	46.0%	84.1%	 1st Grade	26.0%	55.7%	 2nd Grade	23.1%	49.7%	 3rd Grade	38.0%	56.7%	 4th Grade	51.3%	66.1%	 5th Grade	43.2%	56.0%	 • Students receiving special education supports made gains in all core content areas and their spring test results showed growth in their progress measures. **Reading/ELA** Tstd | Lim% | Exp% | Acc% 12 | 42 | 25 | 25 **Mathematics** Tstd | Lim% | Exp% | Acc% 12 | 50 | 8 | 33 * Lim% = Limited growth(0), Exp% = Expected growth(1), Acc% = Accelerated growth(2), • ELL intervention and specially designed instruction helped ELL students to show growth in R & M STAAR results.	• More historical data will be needed to assess science instruction and curriculum resources. However, over 58+% students met expected growth for science. **Overview - Met Growth in Science** 	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	 3rd Grade		58.7%	 4th Grade		65.1%	 5th Grade		68.6%	 • Special populations (ELL, special ed, dyslexia, and RTI) still need continued weekly supports with interventionist, to close the gaps & move towards grade level content mastery. • Staff are creating Curriculum Refinement documents over the Summer of 2017, however, need to continue common planning monthly to plan, analyze TEKS/standards, and differentiate instruction based on individual student needs. • To provide grade level instruction w/in the least restrictive environment, students receiving special ed supports receive "in class support". A special education paraprofessional staff

Reading/ELA			
Tstd	Lim%	Exp%	Acc%
14	43	36	21

Mathematics			
Tstd	Lim%	Exp%	Acc%
14	29	43	29

- Collaboration amongst content area teachers strengthened through consistent planning time, instruction was more aligned from pod to pod, and staff used multiple resources to share grade level TEKS/grade level readiness standards.

member is needed to maintain in class support needs.
- Vertical planning time ($ for substitutes/PD) to adjust & monitor Curriculum Refinement instruction/process.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Reading Interventionist; provide weekly intervention to students working below grade level content standards, set by DOA/district. (Title I, Title II, PIC 24)
- Math Interventionist; provide weekly intervention to students working below MAP grade level content standards, set by DOA/district. (Title I, Title II, PIC 24)
- Dyslexia Specialist to work w/ students w/ dyslexia diagnosis; provide language therapy 3-4 days a week. (Title I, Title II, PIC 24)
- ELL curriculum resources for weekly fluency and language proficiency intervention, w/ reading and/or math interventionist. (Title I, Title II, PIC 25)
- Special Ed Para to assist w/ in class support & oral administration of special ed, ELL, & gen ed students w/ dyslexia diagnosis. (Title I, Title II, PIC 23)
- Substitute Budget to allow staff to attend quality instruction/differentiation professional development and plan vertically w/ content area teachers. (Title II, Local)

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
· Enrollment
· Attendance
· Ethnicity
· Gender
· Mobility/Stability
· Special Program Participation
· At-Risk by Category
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Assignments
· College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

- 2016-17 Enrollment Numbers
  - 176 per 3rd, 4th, & 5th grade
- 2017-18 Projected Enrollment Numbers
  - 176 per 3rd, 4th, & 5th grade
- 2016-17 Withdrawal Total
  - 3rd = 6
  - 4th -5
  - 5th -6
    - Total = 17

- ● ELL Population
  - ○ 3rd- 6
  - ○ 4th- 7
  - ○ 5th- 11
    - ■ Total = 24
  - ○ M1 (1st year monitor)- 18
  - ○ M2 (2nd year monitor) -2
    - ■ Total Monitoring = 20
  - ○ Total ELL Population = 44
- ● At-Risk Population
  - ○ 119 total students based on failing a readiness test (27), retention (14), failing STAAR (54), or LEP (24)

**Total for Campus 102:	27	0	14	54	0	0	0	0	0	24	0	0	0

- ● Section 504 population (51)
- ● Dyslexia Population (11)
- ● 2016-17 Attendance

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
● The campus was able to maintain 98% attendance average for 2016-17 school year. ● Intentional ELL intervention & instruction w/ specialist improved 2016-17 ELL STAAR results. Increased growth & progress measures. ● 5th grade ELL students made growth in Reading & Math EOY STAAR results & fewer ELL's attended summer school due to SSI requirements.	● Our ELL population continues to grow & diversify based on our enrollment consistency. Staff need to maintain ELPS training, differentiation, and enrichment opportunities for students living w/ a second home language. ● Provide annual ELPS training w/ staff to meet the needs of our ELL's. ● Increase campus ESL certification & provide opportunities for certification supports/study materials ● Maintain 98+% attendance incentives.

Reading/ELA			
Tstd	Lim%	Exp%	Acc%
14	43	36	21

Mathematics			
Tstd	Lim%	Exp%	Acc%
14	29	43	29

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Continued supports and training for English Language Proficiency and ELL supports. (PIC 25, Title I, Title II, & PIC 25)
- Provide annual ELPS training w/ staff to meet the needs of our ELL's. (Local, PIC 24, PIC 25)
- Increase campus ESL certification & provide opportunities for certification supports/study materials (Local, PIC 24, PIC 25)
- Continue use of instructional specialist to assist ELL's w/ reading comprehension, word fluency, and language proficiency. (Title I, PIC 24, PIC 25)
- Continue to promote attendance expectations and celebrate individual attendance w/ quarterly incentives for students w/ 98+% unexcused absences. (Local, PIC 24)

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources
· Family and Community Participation Counts by Type of Activity
· Parent Volunteer Information
· Parent Activity Evaluations and Feedback
· Mobility/Stability
· Demographic Data
· Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- EOY District Parent Survey
- Parent Conference Schedules & sign-in sheets
- Parent University Sign In Sheets / Participation
- Griffin Goodfellow recipients (25)
- Student Council annual activities

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
- Strong parent involvement - Long waiting list for enrollment. - Positive family feedback as to why they brought their children to ACA. - Parents are very willing to give, volunteer, and serve wherever asked to help. - Parents attend Parent University, fine arts' programs, and campus/district activities.	- Increase Griffin Goodfellow participation. Less than 1% students turned in GG hours. - Improve communication between school & home in regards to assignments, field trips,and weekly events. - Implement a more proactive approach w/ positive contacts vs. negative contacts. More celebrations and affirmations to improve parent/school partnership. - Make Parent Compact information more accessible to parents throughout the year via Admin email, school reach, and/or social media posts. Provide more opportunities for parents to see/review Parent Compact info.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Increase community service opportunities w/in the school calendar & communicate each 9wks via social media, school reach, and grade level websites. (Local)
- Increase teacher outreach to parents. (Local)
    - Teachers will conference with 100% of homeroom parents by the end of the first 9wks
    - Teachers will reply to email/phone calls w/in 24 hours
    - Team leaders will maintain pod website & update weekly
- Continue Capturing Kid's Hearts campus training for staff members. (Local, Title II, PIC 23, PIC 24, PIC 25)
- Provide time for staff to make contact/phone calls to parents during beginning of the school year PD/work days. (Local)

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

- EOY campus staff survey
- SBDM meeting agendas, rosters, & sign-in sheets
- Team Leader meeting agendas, rosters, & sign-in sheets
- Content area (Horizontal Alignment) meeting agendas, rosters, & sign-in sheets
- Master Schedule
- Duty Rosters
- Interventionist schedule
- Special Ed staff schedule

● "Griffin Grapevine" (weekly Principal newsletter)

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
● 86% of the staff feel empowered to make instructional decisions rather than waiting for supervisors to tell them what to do. ● 90% of the staff consistently discuss instructional strategies & curriculum w/ other staff members.	● To incorporate vertical alignment into the quarterly schedule for content planning.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

● Incorporate vertical alignment into the master schedule. Allow core content teachers to plan vertically w/ their content peers. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources
· Surveys
· Questionnaires
· Focus Groups
· Interviews
· Feedback Data
· Classroom and School Walkthrough Data
· Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

- EOY staff survey
- EOY Parent survey
- Pre/Post T-TESS conference topics
- Staff feedback
- Parent feedback/conferences
- Student Code of Conduct

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
- ACA Intermediate staff is very loyal to their "community"/Intermediate family. - Staff are willing to help & step in whenever asked by leadership. - Staff take pride in their work ethic, ACA's legacy, and our Griffin's learning beyond grades 3-5. - Staff are are comfortable sharing input, their passions, and concerns in regards to the vision for the campus.	- Over 50% of the staff do not feel as if the student code of conduct is a result of collaboration and consensus among staff. - A clear explanation of the district/campus "progressive discipline plan" is needed for clarity & consistency. - PBIS committee to create campus behavior expectations. - Train & implement "Restorative Practices" in regards to discipline & student behavior. - Increase positive behavior supports, relationships, & "Love & Logic" techniques/practices. - Clarify ACA uniqueness, campus vision, & goals. - Continue "growth mindset" PD and apply it to staff procedures, systems, and relationships w/ Griffin families.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Develop a campus PBIS committee. (Local, PIC 24, Title I, Title II)
- "Restorative Discipline" training for PBIS members. (Local, Title I, Title II)
- Love & Logic training for PBIS members. (Local, Title I, Title II)
- Define "progressive discipline plan"; Create consistent campus discipline plan. (Local, Title I, Title II, PIC 23, PIC 24)
- Clarify "ACA legacy"...what makes ACA different, what is our campus vision, our goals, & how will we carry them out. (Local, Title I, Title II, PIC 23, PIC 24)
- Continue "growth mindset" PD and apply it to staff procedures, systems, and relationships w/ Griffin families. (Local, Title I, Title II, PIC 23, PIC 24)
- Team Leaders & administration will participate in the "Energy Bus" book study. (Title II, Local)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher Certification / Qualification Data
T-TESS Pre-Post conference feedback
Team Leader input
Admin / Office staff input

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
● ACA Intermediate had a very low turnover rate for the 2016-17 school year. ● Staff choose to be @ ACA and are very grateful for their district, work environment, parent involvement, and the "legacy of ACA".	● Assist non certified ESL teachers in obtaining their certification. ● Provide mentor teacher, of the same content area, for new staff.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

● Assist non certified ESL teachers in obtaining their certification. (Title I, Title II, PIC 25)
● Provide mentor teacher, of the same content area, for new staff. (Local, PIC 24)

Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources
· State Assessment Data
· TELPAS and AMAO Results
· SAT/ACT/PSAT Results
· Advanced Course/Dual Enrollment Data
· Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
· State Data Tables
· Texas Success Initiative Data
· Course/Class Grades
· Graduation, Completion, Dropout, and GED Rates, Diploma Types
· Promotion/Retention Rates
· Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

- STAAR results - all students, ELL, Sped,
- SSI STAAR results - 5th grade
- TELPAS results - all ELL
- MAP results - BOY, MOY, EOY, 2016 EOY
- Quarterly Failure Reports
- Promotion / Retention 2017

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
● Growth was seen in all student EOY MAP results, including special populations. ● Reading EOY MAP increased 13-19% from 2016 EOY results. ● Math EOY MAP increased 15-17% from 2016 EOY results. ● Instructional specialist, interventionist, & ● Director of Academic Services helped teachers utilize MAP data to differentiate and drive instruction w/in their content areas/ classroom. ● SSI (5th grade STAAR) passing rates increased due to targeted intervention & instruction.	● Staff are unable to provide individualized instruction w/o basic understanding of MAP reports. ● Staff PD is needed to utilize data efficiently. ● Students receiving special education supports regularly receive testing accommodations, however, no testing accommodations have been discussed at the district level for MAP assessments. Clarification is needed in regards to providing individualized instruction and monitoring an accurate picture of special ed growth. ● Inconsistent growth difference amongst grade levels/content areas, needs to be visited & discussed in 2017-18.

2017 MAP	Math	Reading	Science	ELA
3rd grade	-11.5	-11.1	-7	-7
4th grade	-8.3	-18.1	-1.6	-21
5th grade	-4.6	-7.3	-4.6	-1
Difference of growth between grade level pods.				
Example: Pod A - Pod B = Growth Difference				

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Staff are unable to provide individualized instruction w/o basic understanding of MAP reports. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Staff PD is needed to utilize data efficiently. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Staff will attend MAP conference & share update info w/ teammates. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- More discussion/training is needed in regards to students receiving special education supports, testing accommodations, & the MAP assessment. Clarification is needed in regards

to providing individualized instruction and monitoring an accurate picture of their growth. (Local, Title I, Title II, PIC 23, PIC 24)
- Curriculum Refinement planning, conversations, & documents needed to stabilize instruction targets. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Curriculum Refinement differentiation planning, conversations, & resources needed to provide intervention & enrichment activities. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Differentiation (intervention & enrichment) training needed to support teachers and varied needs w/in the classroom.   (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)

Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
· Technology Infrastructure, Networks, Etc.
· Technology Hardware and Software
· Classroom Technology Needs by Area, Class, Department, Etc.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

- 2016-17 Technology infrastructure
- 2016-17 Technology schedule w/ the librarian
- T-TESS Post-conference / informal survey of "tech needs"
- Current Technology inventory
- New campus Technology inventory
- Walk-thru /observations...how much tech observed w/in classrooms

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
- District technology updates have increased accessibility & student usage for the internet. - Campus & district technology staff is very user friendly, respond quickly to campus needs, and repair/replace damaged items in a timely matter. - Classroom teachers are utilizing technology on a weekly basis. - Students are using technology for inquiry, assessments, TEK review, group projects, extension, & coding .	- Increase student awareness & application of Technology Application TEKS - Additional staff PD needed for: - Google Doc's - MAP reports - DMAC assessments - DMAS reports

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Increase student awareness & application of Technology Application TEKS (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Share Technology Application TEKS w/ Team Leaders. Team leaders will share w/ team members and discuss opportunities to add to existing curriculum/instruction. (Local, Title I, Title II)
- Additional staff PD needed for (Local, Title 1, Title II, PIC 23, PIC 24, PIC 25):
    - Google Doc's
    - MAP reports
    - DMAC assessments
    - DMAS reports

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

- Continued supports and training for English Language Proficiency and ELL supports. (PIC 25, Title I, Title II, & PIC 25)
- Provide annual ELPS training w/ staff to meet the needs of our ELL's. (Local, PIC 24, PIC 25)
- Increase campus ESL certification & provide opportunities for certification supports/study materials (Local, PIC 24, PIC 25)
- Continue use of instructional specialist to assist ELL's w/ reading comprehension, word fluency, and language proficiency. (Title I, PIC 24, PIC 25)
- Continue to promote attendance expectations and celebrate individual attendance w/ quarterly incentives for students w/ 98+% unexcused absences. (Local, PIC 24)

Student Achievement...

- Staff are unable to provide individualized instruction w/o basic understanding of MAP reports. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Staff PD is needed to utilize data efficiently. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Staff will attend MAP conference & share update info w/ teammates. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- More discussion/training is needed in regards to students receiving special education supports, testing accommodations, & the MAP assessment. Clarification is needed in regards to providing individualized instruction and monitoring an accurate picture of their growth. (Local, Title I, Title II, PIC 23, PIC 24)
- Curriculum Refinement planning, conversations, & documents needed to stabilize instruction targets. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Curriculum Refinement differentiation planning, conversations, & resources needed to provide intervention & enrichment activities. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Differentiation (intervention & enrichment) training needed to support teachers and varied needs w/in the classroom. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)

School Culture and Climate...

- Develop a campus PBIS committee. (Local, PIC 24, Title I, Title II)
- Define "progressive discipline plan"; Create consistent campus discipline plan. (Local, Title I,

Title II, PIC 23, PIC 24)
- Clarify "ACA legacy"...what makes ACA different, what is our campus vision, our goals, & how will we carry them out. (Local, Title I, Title II, PIC 23, PIC 24)
- Continue "growth mindset" PD and apply it to staff procedures, systems, and relationships w/ Griffin families. (Local, Title I, Title II, PIC 23, PIC 24)
- Team Leaders & administration will participate in the "Energy Bus" book study. (Title II, Local)

Staff Quality, Recruitment and Retention...

- Assist non certified ESL teachers in obtaining their certification. (Title I, Title II, PIC 25)
- Provide mentor teacher, of the same content area, for new staff. (Local, PIC 24)

Curriculum, Instruction, and Assessment...

- Reading Interventionist; provide weekly intervention to students working below grade level content standards, set by DOA/district. (Title I, Title II, PIC 24)
- Math Interventionist; provide weekly intervention to students working below MAP grade level content standards, set by DOA/district. (Title I, Title II, PIC 24)
- Dyslexia Specialist to work w/ students w/ dyslexia diagnosis; provide language therapy 3-4 days a week. (Title I, Title II, PIC 24)
- ELL curriculum resources for weekly fluency and language proficiency intervention, w/ reading and/or math interventionist. (Title I, Title II, PIC 25)
- Special Ed Para to assist w/ in class support & oral administration of special ed, ELL, & gen ed students w/ dyslexia diagnosis. (Title I, Title II, PIC 23)
- Substitute Budget to allow staff to attend quality instruction/differentiation professional development and plan vertically w/ content area teachers. (Title II, Local)

Family and Community Involvement...

- Increase community service opportunities w/in the school calendar & communicate each 9wks via social media, school reach, and grade level websites. (Local)
- Increase teacher outreach to parents. (Local)
  - Teachers will conference with 100% of homeroom parents by the end of the first 9wks
  - Teachers will reply to email/phone calls w/in 24 hours
  - Team leaders will maintain pod website & update weekly
- Continue Capturing Kid's Hearts campus training for staff members. (Local, Title II, PIC 23, PIC 24, PIC 25)
- Provide time for staff to make contact/phone calls to parents during beginning of the school year PD/work days. (Local)

School Context and Organization...

- Incorporate vertical alignment into the master schedule. Allow core content teachers to plan vertically w/ their content peers. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)

Technology...

- Increase student awareness & application of Technology Application TEKS (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Incorporate Technology TEKS into weekly classroom instruction. (Local, Title I, Title II, PIC 23, PIC 24, PIC 25)
- Additional staff PD needed for Google docs, MAP reports, DMAC assessments & reports, (Local, Title 1, Title II, PIC 23, PIC 24, PIC 25):

ACA Middle School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

The District maintains policies and procedures to ensure that effective planning occur at each campus to direct and support the improvement of student performance for all students.

ACA's policies and procedures have established campus-level planning and decision-making committees in the spirit of stakeholder input. The committee includes representative professional staff, parents of students enrolled in the campus, and community members.

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

The campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Targeted Assisted Components Codified

Eight Components of a Title I, Part A Targeted Assistance Program

1. Use program resources to help participating children meet the State's challenging student academic achievement standards expected for all children
    a. Required: Establish a planning team of educators, parents, community members, and business representatives to review and analyze data from multiple sources and identify campus needs
    b. Best practice: Involve total school staff in identifying campus needs

2. Ensure that planning for students served is incorporated into existing school planning
    a. Required: Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement
    b. Required: Supplemental instructional support strategies and methods of evaluation are included in the campus plan
    c. Best practice: Progress monitoring for individual students occurs every three weeks

3. Use effective methods and instructional strategies that are supported by scientifically based research that strengthens the core academic program of the school
    a. Required: Give primary consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities
    b. Required: Provide an accelerated, high quality curriculum, including applied learning; minimize removing children from the regular classroom during regular school hours
    c. Best practice: Provide individualized tutoring and computer assisted instruction based on student needs

4. Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs
    a. Required: Provide transition assistance for students coming from preschool
    b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
    c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
    d. Best practice: Arrange guided site visits to high school for middle school students

5. Provide instruction by Highly Qualified Teachers
    a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017

b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified

6. Provide High-Quality and Ongoing Professional Development

    a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others who work with participating children

    b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers

7. Provide strategies to Increase Parental Involvement

    a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)

    b. Required: Include parents in developing the parental involvement policy and school-parent compact

    c. Required: Help parents understand the state's academic content and achievement standards

    d. Best practice: Provide a family literacy program

8. Coordinate and Integrate Federal, State, and Local Services and Programs

    a. Required: Include violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

    b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure

    c. Best practice: List Federal, State, and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose and document coordination of program funds in the CIP

Ends Policy

Global Ends Statement

ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

E-1 Student outcomes

Students develop knowledge, skills, and attitudes consistent with the rigorous standards of ACA and to the degree appropriate for their individual developmental levels.

1. Students' lifelong learning skills measurably improve.
    A. Students develop improved executive function and performance character traits.
    B. Students develop social and emotional intelligence through school opportunities and programs
    C. Students view their education with a growth mindset versus a fixed mindset.
        i. Students understand that learning is largely the result of effort rather than being talented or smart.
        ii. Students understand the neurological underpinnings of learning.
    D. Students improve in conventions of learning, including memorization and problem solving.
    E. Students develop a high degree of multi-modal literacy.
        i. Students are able to read and write fluently in the English language.
        ii. Students are proficient with the tools of technology, able to process, analyze, and create information.
        iii. Students are able to use the Internet for self-directed learning.
        iv. Students are able to manage, analyze, and synthesize multiple streams of simultaneous information.
        v. Students are able to create, critique, analyze, and evaluate an array of printed and digital resources.
2. Students demonstrate high academic achievement.
    A. Students demonstrate accelerated mastery in core academic subjects as appropriate.
    B. Students improve their academic fundamentals at a high rate compared to local, statewide, and nationwide standards.
    C. Students develop skills in fine arts and foreign languages, including Latin and Spanish.
    D. Students learn as quickly and deeply as their motivation and achievement allow.
    E. Students are proud of their accomplishments at ACA.
    F. Students exceed expectations on nationally norm-referenced assessment

3. Students possess and can demonstrate the skills and attributes of an effective citizen or collaborator.
   A. Students are good citizens.
      i.   Students understand the origins of our liberty.
      ii. Students possess good character.
      iii. Students are familiar with the aspects of western and world culture described in the Core Knowledge Curriculum.
   B. Students are able to communicate effectively and persuasively.
   C. Students are able to work effectively as part of a team and develop leadership skills.

E-2 Family outcomes

Active parental participation is critical to the success of the school. ACA supports and respects the role of families in providing a positive, healthy, and effective educational environment for ACA students.

1. Parents are gratified 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.
   A. Parents are fully informed regarding the specific educational practices in use in each of their ACA students' classes.
   B. Parents understand the current educational status of their ACA students.
   C. Both during and after school, parents demonstrate a sense of ownership and engagement regarding the education of their ACA students.
   D. Parents receive guidance for each of their ACA students regarding any skills that need additional reinforcement at home.
   E. Parents receive guidance for each of their ACA students regarding appropriately challenging home-study activities and recreational reading.

3. Parents are an integral part of the ACA community.
   A. Parents understand they are welcomed and encouraged to be active participants in ACA activities.
   B. Parents are aware of and commonly participate in volunteer opportunities at ACA.
   C. Parents actively participate in ACA sponsored activities, both on and off campus.

4. Parents financially support ACA.

E-3 Public outcomes
ACA maintains a positive public image.

1. ACA publicly provides current practice and performance information.
   A. Curriculum
   B. Summaries of results for referenced assessments.

C.   Each practice in use is clearly identified on the ACA web site, including an explanation of the practice, relevant scientific research, and any effectiveness data from our own usage.

2.   ACA is perceived as an excellent school, a good neighbor, and a good citizen.
   A.   Public directory information is current and accurate, including a presence on sites such as greatschools.org.
   B.   Each grade maintains a significant waiting list.
   C.   ACA maintains a good relationship with our neighbors.

3.   ACA receives financial support from sources beyond the ACA community.
   A.   State appropriations
   B.   Grants
   C.   Donations from private organizations

Focus Goals

After meeting with the Campus Site Based Decision Making Committee (SBDM), the following goals were discussed and created to help focus the Middle School efforts to promote growth in all students.

1: The Mathematics Department will work to improve MAP growth scores by 3% points by Spring 2017-2018 administration compared to the RIT Growth from 2016-2017 school year growth. For the 2016-2017 school year, 52% of our 6th grade students met expected RIT growth, 59% of 7th grade met expected RIT growth, and 52% of 8th grade met expected RIT growth. In 3 years we hope to increase by 6%, and in 5 years we hope to increase growth by 10%.

2: Provide an opportunity for80% of 8th grade students to earn at least 5 high school credits by the end of 8th grade if they began attendance in 6th grade or before.

3: Provide an accelerated curriculum to students by offering Pre-AP classes and strategies. Support students in special populations with achieving success in accelerated coursework.

4: Promote respectful and responsible student to student behaviors and teach students how to identify, cope with, and address negative behaviors.

Mission, Vision, and Values

ACA 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.

ACA 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.

Campus Values

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.

FOCUS 1: The Mathematics Department will work to improve MAP growth scores by 3% points by Spring 2017-2018 administration compared to the RIT Growth from 2016-2017 school year growth. For the 2016-2017 school year, 52% of our 6th grade students met expected RIT growth, 59% of 7th grade met expected RIT growth, and 52% of 8th grade met expected RIT growth. In 3 years we hope to increase by 6%, and in 5 years we hope to increase growth by 10%.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
We feel one of the issues in MAP testing is the testing window being around other testing sessions. To address, teachers will create window for testing that does not compete with other testing windows	Math Teachers Counselor Principal/ Assistant Principal	Local		Calendar of testing outside of other testing windows ● STAAR Test in Spring ● 9 Weeks Exams	Completion of Testing outside of testing window	Calendar turned into Counselor in August and March based upon instructional planning and lesson plans
Overall number sense is an issue with increasing mathematical ability. We plan to purchase TI Navigators to use with our calculators so students can experiment with graphing and increase number sense.	Math Teachers Principal	Local		Lesson Plans with Navigators	Results from assessments from the lessons.	Teacher lessons plans throughout the year when applicable to standards and objectives.
Ideal math instruction happens through a 1 on 1 setting. In order to accomplish this, we will employ a tutor to help students showing signs of struggling.	Principal Math Teachers Counselor	Title 1 (.25 FTE $3,198)		Time Sheets Student Log of Time with Tutor	Increase in grades from students receiving tutoring services	Hire tutor in January after 2 grading periods for students failing 9 weeks exams or the 9 weeks grading period.
To support the struggling Special Education populations, we will incorporate hiring Special Education Aides	SPED Paraprofessional	SPED - 1.75 FTE (IDEA $26,790)		SPED Paraprofessional Schedule	Student results on MAP and credits earned	Monitoring report cards and progress reports.

FOCUS 2: Provide an opportunity for 80% of 8th grade students to earn at least 5 high school credits by the end of 8th grade if they began attendance in 6th grade or before.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
One of the most essential components of the Middle School is to provide the opportunity of advancement through earning High School Credits. We will continue by seeking new innovative credits we can offer to 7th, 8th and 9th grade students.	Principal Assistant Principal Counselor	Local		Master Schedule Course offerings	Number of credits earned each year by 8th grade class.	Grades at semester for credits earned. Transcript monitoring each semester.
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.	Principal Assistant Principal Counselor Teachers	255 Title 1 SCE ESL SpEd		Teacher certificates from professional development sessions.	Observations Walkthroughs	After attending trainings,, asking teachers how they will implement new strategies in their classroom. Then look for those strategies during observations and walkthroughs.
Also with advanced credits, we want to provide an opportunity for students in Special Populations to work in a more individual setting through our learning lab.	Learning Lab Aide	SCE - 1 FTE ($20,518)		Master Schedule	Learning Lab Sign In Sheet	Students sign in logs into the learning lab. Also, tracking how many Special Populations earn High School credits.
To support the struggling Special Education populations, we will incorporate hiring Special Education Aides	SPED Paraprofessionals	SPED - 1.75 FTE		SPED Paraprofessional Schedule	Student results on MAP and credits earned	Monitoring report cards and progress reports.
Our ELL students will need help with comprehension and vocabulary for the accelerated curriculum. So we will purchase FastForward licenses to support their growth in reading.	Learning Lab Aide	ESL ($4,500)		FastForward Reports Learning Lab Schedule/Sign In	MAP results in Reading of ELL FastForward Reports	FastForward reports Report cards/Progress Reports

FOCUS 3: Provide an accelerated curriculum to students by offering Pre-AP classes and strategies. Support students in special populations with achieving success in accelerated coursework.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
To promote our accelerated mindset, we will offer Pre-AP courses to students. In order to offer Pre-AP classes, teachers must be trained in Pre-AP strategies.	Principal Assistant Principal Counselor Teachers			Teacher attendance at AP training Teacher certificates of AP training Master Schedule	Master Schedule Transcripts	Transcript monitoring in January and May.
WIth offering Pre-AP courses, we will need to support our Special Populations to help accommodate the advanced course load.	Principal Assistant Principal Counselor Teachers	Title 1 Title II ESL SpEd SCE		Teacher professional development attendance. Supplies needed for accommodations and supplements	Special populations grades in Pre-AP courses.	Reviewing pass or fail status each grading period for Special Populations on report cards.
To support struggling students in the advanced courses, we will provide a learning lab for more individual assistance	Learning Lab Paraprofessional	SCE - 1 FTE General ESL		Learning Lab Sign In	Special Population grades in all courses	Reviewing pass or fail status each grading period for Special Populations on report cards.
To support the struggling Special Education populations, we will incorporate hiring and additional Special Education Aide	SPED Paraprofessionals	SPED - 1.75 FTE		SPED Paraprofessional Schedule	Student results on MAP and credits earned	Monitoring report cards and progress reports.

FOCUS 4: Promote respectful and responsible student to student behaviors and teach students how to identify, cope with, and address negative behaviors.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
We will host the Right to Your Light assembly in September to help promote Bullying awareness. The entire Middle School will attend the assembly watching skits, speeches and taking a bully free oath.	Counselor Theatre Art Teacher Speech Teacher Students	Local		Right To Your Light Assembly in September will purchased skits specific to bullying prevention and awareness. Program of activities from Assembly.	Parent Survey at the end of the year. Student referrals related to bullying.	Right to your Light Skits in August Right to your Light Performance in September
Many teachers and the SBDM suggest a place for students to report concerns of negative behavior. We will create comment boxes for students to leave concerns or comments based upon behaviors they have experienced or witnessed. The counselor will be responsible for checking the boxes and deciding to report to the Assistant Principal for investigation, or counseling with the students involved to remedy the behavior.	Counselor Assistant Principal Teachers Principal	Local		Monthly spreadsheet from counselor of the comments left in the box.	Counseling meetings with students displaying negative behavior. Discipline records for incidents violating the Code of Conduct	Each week check comment boxes for student concerns Discipline report each semester
To help promote positive behavior and leadership, we will institute a peer mentoring program under the guidance of the counselor. Students will be trained how to mediate minor disputes between students.	Counselor Peer Mentor Students	Local		Peer students training completion. Purchase Peer Mentoring program training	Counselor meetings with student leaders Peer Mentoring Notes	Identify student leaders by September Train peer mentors and implement by November Ongoing mediation until May
One area we feel creates possible negative behavior is lack of engagement for students who have completed their classwork. So we are creating a makerspace to allow students to engage in creative thinking after completing basic requirements	Librarian	Title IV ($1,940)		Maker Space Projects	Student sign in and activities in the Maker Space	Sign in Sheets Maker Space Projects

Stakeholder Committee

SBDM Members

Role	Name
Spanish	Angelica Jenson
History	Jackie O'Brien
Science	D'Ann Sullivan
Music	Kelly Dennington
Assistant Principal	Yolonda Dawson
Elective	Michele Marrocco
PE	Jeremy Sherman
Math	Tammy Montee
Parent	Edna Davidson
Parent	Tim Vo
Counselor	Gaylene Greathouse
Parent	Shafain Lovett
Principal	Kurtis J Flood

Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
05-30-2017	1:30 pm	204 Castle

Each Texas public 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. ACA Middle School allocated local, state, and federal resources that would impact the following goal:

- The Middle School Mathematics Department will work to improve MAP growth scores by 3% points by Spring 2017-2018 administration compared to the RIT Growth from 2016-2017 school year growth. For the 2016-2017 school year, 52% of our 6th grade students met expected RIT growth, 59% of 7th grade met expected RIT growth, and 52% of 8th grade met expected RIT growth. In 3 years we hope to increase by 6%, and in 5 years we hope to increase growth by 10%.

Thanks to the dedicated educators at ACA Middle School and the hard work of our students and families, we were able to reach our goal from the 2017-2018 school year. The overall MAP math growth increased to 65% in 6th grade, 58% in 7th grade, and 65% in 8th grade. We were excited to see the gains in our 6th and 8th grade last year. However, we realize we still have some work to do in our 7th grade.

To help address reaching this goal and continuing our growth in 6th and 8th grade, we have streamlined our curriculum in the 6th and 7th grade. We are blending the 6th and 7th grade TEKS together in 6th grade to give a better foundation for students in the 7th grade. We believe with a stronger foundation, our students will be better prepared for the advanced coursework of Algebra in 8th grade.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

-STAAR Previous year data reports
-STAAR distinction designations
-MAP Grade Level Breakdowns
-MAP District Summary Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
We find our greatest strength in the curriculum, instruction, and assessment categories rests within our High School Credit opportunities. ACA Middle School strives to be an school that provides opportunities for any student to accelerate themselves if they are willing to demonstrate vigilance in their daily actions. We do this by offering students the opportunity to earn up to 8 high school credits before entering high school. Our focus is to make sure the credits offered are taught at rigorous levels as we offer Algebra 1 and Biology at the Pre-AP level. Our MAP scores indicate we have over 60% of our population performing at or above norm reference averages, so students can meet these challenges of High School Credits.	We feel our greatest need in this area rests with improving the growth our students make over the course of the year. This past year we administered the MAP test for a second year, and notice some positive growth. However, we would love to one day be able to boast that every student grew over the course of the year while at ACA. Growth is ultimately difficult to monitor, but we hope to see growth specifically within our MAP math assessment.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

When looking at our strengths and weaknesses, we notice many of our students are performing at or above national norms. However, we believe a growth mindset is important in every child for future success. This mindset is hard to measure, but we believe one area we can measure this mindset is in the results from our MAP math assessment. We notice with this being our second year of administering the MAP test, that we improved in our execution of delivery, but still see errors in the administration. We feel we need to set guidelines for making sure the instruction window is common from year to year to better assess student growth at consistent intervals. During the first year of MAP testing, we had a 36 week window between fall and spring administration. On the second year, we administered the tests between a 34 week window. We would like to see this window at 34 weeks each year to better assess growth at a specific time. We also noticed our Special Populations need support to ensure growth over the year. We plan to incorporate Title 1 and State Comp Ed funds to compile supplies and resources to accommodate our students.

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
· Enrollment
· Attendance
· Ethnicity
· Gender
· Mobility/Stability
· Special Program Participation
· At-Risk by Category
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Assignments
· College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

-Demographic Table
-Enrollment numbers for past 3 years
-Enrollment by special populations

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Over the past 5 years, ACA Middle School has grown from 135 students to 430 for the 2016-2017 school year. Our wait list continues to grow and and ACA Middle School appears to be in high demand.	With the growing student population, our Special Populations continue to grow. For the upcoming 2017-2018 school year we are anticipating 18 special education students, the largest amount for our school. We have also seen growth in ESL and 504 enrollment and need to plan appropriately for these populations.

Summary of Needs

With the added Special Populations, we need to be cognizant of the needs of these students and train our teachers appropriately. Last year, we began offering to help teachers earn their certification in ESL, and we plan to continue to do this until all teachers attain a supplemental ESL certificate. We will also look to determine the need of each Special Education student and spend Federal and State money to provide inclusion and/or resource services.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources
· Family and Community Participation Counts by Type of Activity
· Parent Volunteer Information
· Parent Activity Evaluations and Feedback
· Mobility/Stability
· Demographic Data
· Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

-Parent Survey
-Parent Volunteer opportunities

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
ACA strives to create a family climate where parents are the driving force for their child's education. The school is simply a partner with the parent to provide an opportunity to support the parent's educational goals for their children. We feel our staff excels in communicating with parents and meeting with parents to keep them informed. For the 2017 7th grade field, around 40 parents attend a 2 night 3 day trip with our students. We also have around 7-10 parents each year attend a trip to Washington DC with their 8th graders.	A need in this area is always refining our communication. As our school continues to grow, activities expand and overall general communication can be inconsistent. We can also provide more meaningful parent opportunities to learn how to support their students at home. We also believe as our students continue to grow in age, we must provide opportunities for them to engage in the community.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based upon our parent survey, the responses are positive in regards to the family opportunities at our school. We do believe that we can improve our communication by making it more consistent. We currently provide a weekly newsletter, but we need to ensure we have our parents current emails so they can receive this newsletter via email. We can begin posting the newsletter on our website to provide another option for parents that do not receive the weekly email.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

-Master Schedule
-Building Map for new classrooms

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
One of the greatest strengths of the Middle School is the Block Schedule and common planning time it provides. Every other day, our teachers are able to share common planning time as departments and grade levels. This allows teachers the opportunity to work instructionally and behaviorally with students.	With the growth of the Middle School, we quickly grew out of room. For the past 5 years, we have had from 2 floating teachers upto 4 floating teachers this past school year. The new building for 3-5 grade is complete and we will finally be able to expand to a schedule without floating teachers. However, as the school grows, we must be creative in the extracurricular classes we provide.

Summary of Needs

With the new building completed, it is exciting that this year we will be able to expand our physical school setting and not float any teachers in the 2017-2018 school year. Over the years, we made many sacrifices to simply have school, so this year we look forward to a campus solely devoted to the Middle School. However, with the addition of 9th grade, we must be creative in selecting courses for our new students. We plan on using grant money from the State, State Compensatory Education funds, High School Allotment, and possible Career and Technical Education funds to offer these new electives. We also plan on creatively using our staff to teach independent sections of electives.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources
· Surveys
· Questionnaires
· Focus Groups
· Interviews
· Feedback Data
· Classroom and School Walkthrough Data
· Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

-Parent Survey
-Staff Survey
-SBDM anecdotal knowledge

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
The school culture for ACA Middle School is to provide a college preparatory atmosphere that promotes individual acceleration. We aim to help students accelerate themselves by earning high school credits. We feel we have created a family culture where parents chose ACA over other schools because of our high expectations and excellent teacher staff. Our Parent survey on the whole was overwhelmingly positive and complimentary of the school leadership and teacher quality.	In working with Middle School students, it is ever a challenge and focus to help them learn appropriate behavior with their peers. As they continue to rely more on social engagement, they often fall into negative behaviors as they learn to filter their feelings. Our parent survey highlighted a need to address negative behaviors, specifically bullying, and helping students cope with these behaviors.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

To help out students learn how to engage in positive social behaviors, we will improve our RIght to Your Light assembly by purchasing professional skits regarding bully awareness and prevention. We will also strive to provide an avenue for students peer mediate between negative behaviors. The goal is to teacher leadership skills and provide positive peer pressure to extend kindness and compassion to each other.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

-Teacher Certifications
-Teacher retention for past 3 years

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Over the past 5 years the middle school has grown from 135 students to 430 this past year. With this growth, several teachers have been hired to accommodate the different needs of the students. This past school year, we only lost 2 teachers to resignations, and none to terminations.	With the growing student population, we are adding 7 teachers to the master schedule for the 2017-2018 school year. We are in need of adding a "New Teacher Orientation" guide for new teachers to quickly adapt to ACA culture. We offer 2 days of inservice before new teachers arrive, but a paper copy will allow them to refer to cultural beliefs all year long.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

With a need of a new teacher guide, we will be spending money on supplies and resources to support new teachers in understanding and adding to the ACA Middle School Culture. This will include needing paper and supplies to create the new teacher guide. We will also explore the option of mentor teachers and possibly adding compensation and training for mentor teachers. The 255 federal funds would be a valuable resource for training mentor teachers and new teachers on ACA cultural norms.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources
- · State Assessment Data
- · TELPAS and AMAO Results
- · SAT/ACT/PSAT Results
- · Advanced Course/Dual Enrollment Data
- · Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- · State Data Tables
- · Texas Success Initiative Data
- · Course/Class Grades
- · Graduation, Completion, Dropout, and GED Rates, Diploma Types
- · Promotion/Retention Rates
- · Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

-STAAR Scores
-MAP Scores
-Duke TIP recommendations and award recipients
-PSIA results
-Athletic awards
-Promotion rates
-High School credits earned

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
ACA Middle School excels in many endeavours in which our students participate. We excel in our performance in UIL All Region choir with 3 students being selected this year. Our Track and Field team was crowned State Champions this year. The Boys and Girls basketball teams competed in the playoffs this year with our boys earning title of Division Champions. In art class, several students earned and a rating of 4 at the local VASE competition. Finally, in PSIA we have several students that have earned recognition at the State level for their academic competitions. Our MAP scores are consistently at or above national norms and our STAAR scores earn us distinction designations each year.	Our goal for students at ACA is the learn how to foster a growth mindset. This can be challenging as a growth mindset learns from failure. As many ACA students perform as such high levels, it is challenging to find opportunities for them to fail at so they can learn to grow. The focus for this growth will come from an emphasis on the MAP test. We hope to focus our efforts so our growth scores on MAP increase from the previous 2 years.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our needs for student achievement rest with the ability to help students grow. While most of our students are successful in many avenues at school, we hope to make sure they continue to grow. Often times, successful students can attain a fixed mindset and can fall behind if the do not continue to be provided opportunities to grow. We hope to help students find and foster a growth mindset and will use the MAP test as one of the monitoring tools. We seek to monitor our students progress on math MAP by measuring growth from Fall to Spring administrations. We will plan to adjust the testing schedule to promote valid results on student growth.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

· Technology Infrastructure, Networks, Etc.
· Technology Hardware and Software
· Classroom Technology Needs by Area, Class, Department, Etc.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

-Technology to student ratio
-Technology use during MAP testing

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Our greatest strength in technology is the addition over the past year of 4 Chromebook carts to the Middle School campus. This allows our teachers and students access to online activities without going to a lab space or taking up large amounts of classroom space.	We still have needs of addressing connectability issues within the campus. While administering the MAP test this Spring semester, several of the classrooms experienced connection issues with the MAP test and it delayed testing.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Technology is an always evolving area of need for the Middle School campus. This year, we did add 4 Chromebook carts to the Middle School campus. The main focus of these carts are to aid in administering the MAP test in the Fall and Spring.   However, at times these devices lose connectivity and impede finding valid results from the MAP test. We hope with moving out of the portables and moving into the main building this will help resolve some of these issues. We are also aware the district administration offices are expanding the bandwidth for the campus to allow more devices to log on at one time.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

With the added Special Populations, we need to be cognizant of the needs of these students and train our teachers appropriately. Last year, we began offering to help teachers earn their certification in ESL, and we plan to continue to do this until all teachers attain a supplemental ESL certificate. We will also look to determine the need of each Special Education student and spend Federal and State money to provide inclusion and/or resource services.

Student Achievement...

Our needs for student achievement rest with the ability to help students grow. While most of our students are successful in many avenues at school, we hope to make sure they continue to grow. Often times, successful students can attain a fixed mindset and can fall behind if the do not continue to be provided opportunities to grow. We hope to help students find and foster a growth mindset and will use the MAP test as one of the monitoring tools. We seek to monitor our students progress on math MAP by measuring growth from Fall to Spring administrations. We will plan to adjust the testing schedule to promote valid results on student growth.

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federal funds would be a valuable resource for training mentor teachers and new teachers on ACA cultural norms.

Curriculum, Instruction, and Assessment...

When looking at our strengths and weaknesses, we notice many of our students are performing at or above national norms. However, we believe a growth mindset is important in every child for future success. This mindset is hard to measure, but we believe one area we can measure this mindset is in the results from our MAP math assessment. We notice with this being our second year of administering the MAP test, that we improved in our execution of delivery, but still see errors in the administration. We feel we need to set guidelines for making sure the instruction window is common from year to year to better assess student growth at consistent intervals. During the first year of MAP testing, we had a 36 week window between fall and spring administration. On the second year, we administered the tests between a 34 week window. We would like to see this window at 34 weeks each year to better assess growth at a specific time. We also noticed our Special Populations need support to ensure growth over the year. We plan to incorporate Title 1 and State Comp Ed funds to compile supplies and resources to accommodate our students.

Family and Community Involvement...

Based upon our parent survey, the responses are positive in regards to the family opportunities at our school. We do believe that we can improve our communication by making it more consistent. We currently provide a weekly newsletter, but we need to ensure we have our parents current emails so they can receive this newsletter via email. We can begin posting the newsletter on our website to provide another option for parents that do not receive the weekly email.

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