Texas Academic Performance Report for 2016-17

Arlington Classics Academy

in compliance with TEC Ch. 39
January 18, 2018

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.

ACA is proud to continue a legacy of excellence in our instructional program having received the highest available rating from the Texas Education Agency with distinction designations in:

> **Academic Achievement in Reading/English Language Arts**
> **Top 25 Percent: Closing Performance Gaps**
> **Postsecondary Readiness**

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 2015-16 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.

2016-17 Campus Improvement Plans (CIP) are included in this report for review as addendum D.

District Accreditation Status - Each district annual report must include the 2016-17 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/2016_2017_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 2016-17 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 did not enroll high school students in 2016-17 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 8th grade for the 2016-17 school year. Therefore, ACA is not included in this report.

Addendum A

2016-17 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

District Number: **220802**

This district is a Charter District.

This page intentionally left blank.

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	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	75%	**93%**	92%	87%	97%	*	95%	-	85%	*	100%	*
	2016	73%	75%	**93%**	95%	89%	92%	-	95%	-	100%	*	84%	91%
Mathematics	2017	78%	78%	**89%**	89%	70%	96%	*	95%	-	85%	*	86%	*
	2016	75%	76%	**90%**	92%	82%	89%	-	100%	-	88%	*	80%	91%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	72%	**91%**	95%	81%	90%	-	96%	-	100%	*	86%	71%
	2016	75%	76%	**92%**	89%	94%	92%	*	100%	-	100%	*	92%	87%
Mathematics	2017	76%	76%	**87%**	81%	81%	90%	-	96%	-	88%	*	86%	71%
	2016	73%	74%	**79%**	67%	81%	80%	*	100%	-	100%	*	67%	73%
Writing	2017	65%	65%	**86%**	89%	73%	89%	-	88%	-	100%	*	82%	71%
	2016	69%	71%	**88%**	89%	87%	85%	*	100%	-	100%	*	84%	79%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 * **														
Reading	2017	82%	83%	**96%**	91%	97%	97%	*	100%	-	100%	56%	97%	91%
	2016	81%	82%	**92%**	84%	88%	97%	-	94%	-	*	45%	75%	83%
Mathematics	2017	87%	87%	**92%**	87%	97%	92%	*	100%	-	100%	56%	91%	91%
	2016	86%	86%	**88%**	73%	80%	97%	-	97%	-	*	*	71%	83%
Science	2017	74%	74%	**88%**	77%	84%	93%	*	100%	-	100%	56%	75%	73%
	2016	74%	75%	**85%**	67%	76%	96%	-	90%	-	*	*	72%	67%
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	72%	**84%**	74%	89%	86%	-	89%	-	*	*	75%	*
	2016	69%	73%	**85%**	78%	81%	89%	-	89%	-	*	*	74%	*
Mathematics	2017	76%	79%	**87%**	73%	85%	93%	-	96%	-	*	*	72%	100%
	2016	72%	74%	**83%**	76%	81%	88%	-	81%	-	*	*	74%	*

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	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	76%	**93%**	97%	88%	93%	-	90%	-	*	*	84%	*
	2016	71%	74%	**87%**	79%	84%	94%	*	100%	*	*	*	81%	*
Mathematics	2017	70%	70%	**90%**	89%	79%	95%	-	95%	-	*	*	81%	*
	2016	69%	70%	**82%**	79%	72%	84%	*	100%	*	*	*	81%	*
Writing	2017	70%	72%	**95%**	94%	92%	97%	-	95%	-	*	*	90%	*
	2016	69%	73%	**89%**	90%	89%	89%	*	95%	*	*	*	88%	*
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	88%	**97%**	95%	100%	100%	*	100%	*	*	*	88%	*
	2016	87%	89%	**99%**	100%	100%	98%	-	100%	-	*	*	100%	*
Mathematics	2017	85%	85%	**80%**	67%	100%	83%	-	-	-	-	*	*	*
	2016	82%	82%	**62%**	*	*	*	-	-	-	-	*	*	*
Science	2017	76%	78%	*	*	*	*	-	-	-	-	*	*	*
	2016	75%	76%	**88%**	*	*	83%	-	-	-	-	*	100%	-
Social Studies	2017	63%	67%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
	2016	63%	67%	**88%**	100%	76%	86%	-	100%	-	*	*	91%	*
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	84%	**98%**	100%	100%	100%	*	100%	*	*	*	95%	*
	2016	78%	80%	**99%**	100%	100%	97%	-	100%	-	*	*	100%	*
Biology	2017	86%	89%	**97%**	95%	100%	100%	*	100%	*	100%	*	95%	*
	2016	87%	90%	**99%**	100%	94%	100%	-	100%	-	*	*	100%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	77%	**91%**	87%	86%	93%	100%	96%	*	91%	34%	85%	72%
	2016	75%	77%	**88%**	83%	85%	91%	75%	95%	*	92%	35%	81%	73%

Texas Academic Performance Report
2016-17 District 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	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Reading	2017	72%	75%	**92%**	90%	89%	93%	100%	95%	*	92%	42%	88%	69%
	2016	73%	76%	**91%**	86%	89%	93%	*	96%	*	93%	35%	83%	80%
Mathematics	2017	79%	80%	**90%**	85%	84%	93%	100%	97%	*	87%	29%	84%	78%
	2016	76%	78%	**85%**	78%	82%	88%	*	96%	*	89%	32%	77%	69%
Writing	2017	67%	69%	**90%**	92%	81%	92%	-	91%	-	100%	*	87%	73%
	2016	69%	72%	**88%**	89%	88%	86%	*	97%	*	91%	*	86%	72%
Science	2017	79%	81%	**91%**	83%	89%	94%	*	100%	*	100%	46%	81%	71%
	2016	79%	81%	**89%**	75%	83%	96%	-	93%	-	*	38%	83%	64%
Social Studies	2017	77%	80%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
	2016	77%	80%	**88%**	100%	76%	86%	-	100%	-	*	*	91%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	51%	**63%**	54%	49%	71%	*	71%	*	63%	*	47%	23%
	2016	45%	48%	**56%**	49%	51%	60%	*	68%	*	63%	26%	48%	31%
Reading	2017	48%	52%	**68%**	62%	58%	76%	*	72%	*	71%	16%	53%	29%
	2016	46%	50%	**64%**	56%	59%	68%	*	67%	*	78%	27%	53%	36%
Mathematics	2017	48%	50%	**61%**	51%	47%	68%	*	75%	*	63%	*	45%	26%
	2016	43%	45%	**53%**	43%	49%	55%	*	71%	*	67%	24%	39%	33%
Writing	2017	38%	40%	**63%**	55%	54%	69%	-	73%	-	58%	*	49%	*
	2016	41%	44%	**65%**	65%	56%	65%	*	82%	*	55%	*	64%	44%
Science	2017	52%	55%	**71%**	64%	60%	77%	*	86%	*	83%	*	61%	43%
	2016	47%	49%	**68%**	46%	60%	79%	-	73%	-	*	*	60%	54%
Social Studies	2017	51%	55%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
	2016	47%	51%	**59%**	64%	53%	52%	-	80%	-	*	*	50%	*

Texas Academic Performance Report
2016-17 District 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	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	22%	**36%**	28%	30%	40%	33%	43%	*	43%	9%	27%	10%
	2016	18%	19%	**30%**	24%	26%	32%	*	41%	*	34%	15%	22%	12%
Reading	2017	19%	21%	**44%**	39%	36%	52%	*	41%	*	45%	16%	33%	*
	2016	17%	19%	**35%**	30%	30%	39%	*	38%	*	41%	18%	22%	12%
Mathematics	2017	23%	23%	**32%**	21%	26%	33%	*	52%	*	45%	*	20%	14%
	2016	19%	19%	**27%**	20%	24%	27%	*	46%	*	26%	*	22%	13%
Writing	2017	12%	13%	**23%**	22%	19%	27%	-	16%	-	42%	*	17%	*
	2016	15%	16%	**30%**	26%	33%	31%	*	41%	*	*	*	23%	*
Science	2017	19%	21%	**34%**	26%	32%	36%	*	46%	*	42%	*	30%	*
	2016	16%	17%	**24%**	14%	14%	28%	-	33%	-	*	*	21%	*
Social Studies	2017	27%	31%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*
	2016	22%	25%	**33%**	*	29%	31%	-	60%	-	*	*	32%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	62%	**67%**	66%	61%	70%	*	72%	*	60%	59%	62%	58%
	2016	62%	62%	**59%**	59%	58%	57%	*	66%	*	63%	52%	56%	54%
Reading	2017	59%	60%	**67%**	67%	62%	72%	*	65%	*	60%	71%	62%	52%
	2016	60%	61%	**60%**	61%	63%	57%	*	60%	*	*	59%	53%	58%
Mathematics	2017	64%	64%	**67%**	66%	60%	69%	*	78%	*	60%	46%	62%	65%
	2016	63%	64%	**58%**	56%	54%	57%	*	73%	*	*	*	59%	49%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	19%	**24%**	23%	20%	24%	*	27%	*	24%	23%	17%	21%
	2016	17%	16%	**15%**	11%	16%	15%	*	18%	*	18%	17%	14%	18%

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	ELL^
STAAR Percent Exceeded Progress														
All Grades														
Reading	2017	17%	18%	**25%**	29%	19%	26%	*	21%	*	24%	25%	22%	23%
	2016	16%	16%	**17%**	15%	22%	16%	*	14%	*	*	19%	18%	23%
Mathematics	2017	20%	20%	**22%**	18%	22%	22%	*	34%	*	24%	21%	12%	19%
	2016	17%	17%	**13%**	7%	11%	14%	*	22%	*	*	*	10%	12%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	36%	**54%**	62%	45%	45%	-	*	*	*	*	46%	*
	2016	35%	35%	**38%**	35%	*	53%	*	*	*	*	*	33%	*
Mathematics	2017	43%	43%	**54%**	52%	53%	50%	-	86%	-	*	*	44%	69%

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	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	72%	**73%**	**87%**	75%	87%	90%	*	100%	-	86%	*	82%	82%
Students Requiring Accelerated Instruction													
2017	28%	**27%**	**13%**	25%	*	10%	0%	*	-	*	56%	18%	*
STAAR Cumulative Met Standard													
2017	81%	**82%**	**96%**	91%	97%	97%	*	100%	-	100%	56%	97%	91%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	**81%**	**85%**	76%	94%	83%	*	94%	-	100%	*	73%	82%
Students Requiring Accelerated Instruction													
2017	19%	**19%**	**15%**	24%	*	17%	0%	*	-	*	56%	27%	*
STAAR Cumulative Met Standard													
2017	87%	**87%**	**92%**	87%	97%	92%	*	100%	-	100%	56%	91%	91%

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	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	76%	79%	96%	95%	100%	93%	*	100%	*	*	*	88%	*
Students Requiring Accelerated Instruction													
2017	24%	21%	4%	*	*	*	*	*	*	*	*	*	*
STAAR Cumulative Met Standard													
2017	85%	87%	97%	95%	100%	100%	*	100%	*	*	*	88%	*
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	76%	80%	67%	100%	83%	-	-	-	-	*	*	*
Students Requiring Accelerated Instruction													
2017	25%	24%	*	*	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard													
2017	85%	85%	80%	67%	100%	83%	-	-	-	-	*	*	*

Texas Academic Performance Report
2016-17 District Performance

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	77%	**91%**	-	-	-	-	-	67%	61%	70%	81%	67%	72%
	2016	75%	77%	**88%**	-	-	-	-	-	71%	78%	50%	75%	71%	73%
Reading	2017	72%	75%	**92%**	-	-	-	-	-	70%	71%	69%	69%	70%	69%
	2016	73%	76%	**91%**	-	-	-	-	-	78%	85%	*	82%	78%	80%
Mathematics	2017	79%	80%	**90%**	-	-	-	-	-	70%	*	75%	92%	70%	78%
	2016	76%	78%	**85%**	-	-	-	-	-	67%	80%	*	73%	67%	69%
Writing	2017	67%	69%	**90%**	-	-	-	-	-	63%	*	*	*	63%	73%
	2016	69%	72%	**88%**	-	-	-	-	-	63%	*	*	80%	63%	72%
Science	2017	79%	81%	**91%**	-	-	-	-	-	63%	*	*	83%	63%	71%
	2016	79%	81%	**89%**	-	-	-	-	-	67%	63%	*	*	67%	64%
Social Studies	2017	77%	80%	**84%**	-	-	-	-	-	*	-	*	*	*	*
	2016	77%	80%	**88%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	51%	**63%**	-	-	-	-	-	*	*	*	*	*	23%
	2016	45%	48%	**56%**	-	-	-	-	-	30%	36%	*	32%	30%	31%
Reading	2017	48%	52%	**68%**	-	-	-	-	-	27%	*	*	*	27%	29%
	2016	46%	50%	**64%**	-	-	-	-	-	30%	36%	*	41%	30%	36%
Mathematics	2017	48%	50%	**61%**	-	-	-	-	-	23%	*	*	*	23%	26%
	2016	43%	45%	**53%**	-	-	-	-	-	35%	43%	*	32%	35%	33%
Writing	2017	38%	40%	**63%**	-	-	-	-	-	*	*	*	*	*	*
	2016	41%	44%	**65%**	-	-	-	-	-	*	*	*	50%	*	44%
Science	2017	52%	55%	**71%**	-	-	-	-	-	*	*	*	83%	*	43%
	2016	47%	49%	**68%**	-	-	-	-	-	*	*	*	*	*	54%
Social Studies	2017	51%	55%	**53%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	51%	**59%**	-	-	-	-	-	*	-	*	*	*	*

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

		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 ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	22%	**36%**	-	-	-	-	-	8%	*	*	14%	8%	10%
	2016	18%	19%	**30%**	-	-	-	-	-	9%	12%	*	17%	9%	12%
Reading	2017	19%	21%	**44%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	19%	**35%**	-	-	-	-	-	*	*	*	*	*	12%
Mathematics	2017	23%	23%	**32%**	-	-	-	-	-	*	*	*	*	*	14%
	2016	19%	19%	**27%**	-	-	-	-	-	*	*	*	*	*	13%
Writing	2017	12%	13%	**23%**	-	-	-	-	-	*	*	*	*	*	*
	2016	15%	16%	**30%**	-	-	-	-	-	*	*	*	*	*	*
Science	2017	19%	21%	**34%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	17%	**24%**	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2017	27%	31%	**36%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	25%	**33%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	62%	**67%**	-	-	-	-	-	*	*	*	59%	*	63%
	2016	62%	62%	**59%**	-	-	-	-	-	58%	64%	*	*	58%	52%
Reading	2017	59%	60%	**67%**	-	-	-	-	-	*	*	*	*	*	50%
	2016	60%	61%	**60%**	-	-	-	-	-	58%	61%	*	*	58%	56%
Mathematics	2017	64%	64%	**67%**	-	-	-	-	-	*	*	*	*	*	*
	2016	63%	64%	**58%**	-	-	-	-	-	58%	67%	*	*	58%	49%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	19%	**24%**	-	-	-	-	-	*	*	*	27%	*	18%
	2016	17%	16%	**15%**	-	-	-	-	-	21%	28%	*	*	21%	17%
Reading	2017	17%	18%	**25%**	-	-	-	-	-	*	*	*	*	*	21%
	2016	16%	16%	**17%**	-	-	-	-	-	21%	28%	*	*	21%	22%

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

		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 ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	20%	**22%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	17%	**13%**	-	-	-	-	-	21%	28%	*	*	21%	12%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	36%	**54%**	-	-	-	-	-	*	*	*	*	*	*
	2016	35%	35%	**38%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	43%	43%	**54%**	-	-	-	-	-	*	*	*	83%	*	69%

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	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test 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%
2016 STAAR Participation (All Grades)													
Reading													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	99%	99%	98%	100%	98%	*	97%	100%	99%	96%
Not Included in Accountability													
Mobile	4%	4%	**1%**	1%	1%	1%	0%	2%	*	3%	0%	1%	2%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	2%
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
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	ELL
Attendance Rate													
2015-16	95.8%	95.8%	**97.5%**	97.9%	97.3%	96.9%	*	98.8%	*	97.7%	97.6%	97.3%	98.2%
2014-15	95.7%	95.8%	**97.4%**	97.8%	97.3%	97.0%	98.1%	98.4%	*	97.8%	97.3%	97.1%	98.5%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**2.2%**	0.0%	8.1%	1.3%	-	0.0%	-	0.0%	0.0%	0.0%	*

Texas Academic Performance Report
2016-17 District Profile

District Name: ARLINGTON CLASSICS ACADEMY

County Name: TARRANT

District Number: 220802

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Students:	1,486	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	13,821	0.3%
Pre-Kindergarten	0	0.0%	223,833	4.2%
Kindergarten	179	12.0%	371,682	7.0%
Grade 1	175	11.8%	395,568	7.4%
Grade 2	176	11.8%	408,582	7.6%
Grade 3	176	11.8%	412,581	7.7%
Grade 4	176	11.8%	410,882	7.7%
Grade 5	176	11.8%	400,016	7.5%
Grade 6	166	11.2%	398,017	7.4%
Grade 7	144	9.7%	396,001	7.4%
Grade 8	118	7.9%	392,231	7.3%
Grade 9	0	0.0%	431,486	8.1%
Grade 10	0	0.0%	395,057	7.4%
Grade 11	0	0.0%	363,655	6.8%
Grade 12	0	0.0%	330,422	6.2%
Ethnic Distribution:				
African American	361	24.3%	673,291	12.6%
Hispanic	259	17.4%	2,802,180	52.4%
White	609	41.0%	1,499,559	28.1%
American Indian	5	0.3%	20,701	0.4%
Asian	182	12.2%	224,834	4.2%
Pacific Islander	2	0.1%	7,687	0.1%
Two or More Races	68	4.6%	115,582	2.2%
Economically Disadvantaged	276	18.6%	3,155,117	59.0%
Non-Educationally Disadvantaged	1,210	81.4%	2,188,717	41.0%
English Language Learners (ELL)	66	4.4%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	74,803	1.4%
At-Risk	321	21.6%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	22	44.9%	207,935	44.5%
Students with Physical Disabilities	17	34.7%	102,283	21.9%
Students with Autism	*	*	58,444	12.5%
Students with Behavioral Disabilities	**	**	93,082	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	5,867	1.3%

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

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.0%	1.8%	0.0%	7.7%
Grade 1	0.0%	3.8%	16.7%	6.8%
Grade 2	1.2%	2.4%	0.0%	3.1%
Grade 3	0.6%	1.6%	0.0%	1.2%
Grade 4	1.8%	0.8%	0.0%	0.7%
Grade 5	0.0%	0.4%	0.0%	0.7%
Grade 6	0.6%	0.6%	0.0%	0.7%
Grade 7	0.0%	0.7%	0.0%	0.8%
Grade 8	0.0%	0.5%	0.0%	0.9%

	---------- District ----------		------------ State ------------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.9	18.8
Grade 1	21.9	18.8
Grade 2	22.0	18.9
Grade 3	21.9	19.0
Grade 4	21.8	19.0
Grade 5	22.0	20.9
Grade 6	23.6	20.4
Secondary:		
English/Language Arts	23.7	16.8
Foreign Languages	23.4	18.7
Mathematics	20.4	18.0
Science	21.8	19.0
Social Studies	23.8	19.4

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

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	129.7	100.0%	705,007.9	100.0%
Professional Staff:	105.6	81.4%	451,253.5	64.0%
Teachers	80.2	61.9%	352,756.1	50.0%
Professional Support	15.3	11.8%	70,392.1	10.0%
Campus Administration (School Leadership)	6.0	4.6%	20,492.1	2.9%
Central Administration	4.0	3.1%	7,613.2	1.1%
Educational Aides:	6.6	5.1%	67,934.0	9.6%
Auxiliary Staff:	17.5	13.5%	185,820.3	26.4%
Total Minority Staff:	26.0	20.1%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	3.8	4.7%	35,986.3	10.2%
Hispanic	8.0	10.0%	93,694.5	26.6%
White	67.5	84.1%	211,028.1	59.8%
American Indian	0.0	0.0%	1,243.7	0.4%
Asian	0.0	0.0%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	1.0	1.2%	3,898.4	1.1%
Males	14.0	17.4%	83,544.8	23.7%
Females	66.2	82.6%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,333.3	1.2%
Bachelors	60.3	75.1%	262,745.0	74.5%
Masters	19.0	23.7%	83,426.6	23.6%
Doctorate	1.0	1.2%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	3.7%	27,413.0	7.8%
1-5 Years Experience	17.0	21.2%	98,846.9	28.0%
6-10 Years Experience	15.0	18.7%	73,646.0	20.9%
11-20 Years Experience	36.0	44.9%	98,156.2	27.8%
Over 20 Years Experience	9.3	11.5%	54,694.0	15.5%
Number of Students per Teacher	18.5	n/a	15.1	n/a

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	17.0	19.5
Average Years Experience of Principals with District	3.7	12.2
Average Years Experience of Assistant Principals	17.0	15.7
Average Years Experience of Assistant Principals with District	2.3	10.1
Average Years Experience of Teachers:	11.4	10.9
Average Years Experience of Teachers with District:	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$37,536	$46,199
1-5 Years Experience	$46,361	$48,779
6-10 Years Experience	$52,328	$51,184
11-20 Years Experience	$54,727	$54,396
Over 20 Years Experience	$66,466	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$53,220	$52,525
Professional Support	$62,120	$61,728
Campus Administration (School Leadership)	$66,687	$76,471
Central Administration	$90,316	$100,397
Instructional Staff Percent:	72.9%	64.6%
Turnover Rate for Teachers:	11.0%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report
2016-17 District Profile

County Name: TARRANT

District Number: 220802

Program Information	--------------- District ---------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Student Enrollment by Program:				
Bilingual/ESL Education	52	3.5%	1,005,219	18.8%
Career & Technical Education	50	3.4%	1,336,684	25.0%
Gifted & Talented Education	0	0.0%	415,641	7.8%
Special Education	49	3.3%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	21,143.9	6.0%
Career & Technical Education	0.4	0.5%	15,992.3	4.5%
Compensatory Education	0.0	0.0%	9,777.0	2.8%
Gifted & Talented Education	0.0	0.0%	6,556.8	1.9%
Regular Education	75.4	94.0%	256,918.3	72.8%
Special Education	3.0	3.7%	30,361.9	8.6%
Other	1.5	1.8%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   Indicates zero observations reported for this group.
'n/a'   Indicates data reporting is not applicable for this group.
'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

This page intentionally left blank.

2016-17 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802040**

This school is a Charter School.

This page intentionally left blank.

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

Total Students: 428
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	84%	**84%**	74%	89%	86%	-	89%	-	*	*	75%	*
	2016	69%	85%	**85%**	78%	81%	89%	-	89%	-	*	*	74%	*
Mathematics	2017	76%	87%	**87%**	73%	85%	93%	-	96%	-	*	*	72%	100%
	2016	72%	83%	**82%**	75%	81%	87%	-	79%	-	*	*	74%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	93%	**93%**	97%	88%	93%	-	90%	-	*	*	84%	*
	2016	71%	87%	**87%**	79%	84%	94%	*	100%	*	*	*	81%	*
Mathematics	2017	70%	90%	**90%**	89%	79%	95%	-	95%	-	*	*	81%	*
	2016	69%	82%	**82%**	79%	72%	84%	*	100%	*	*	*	81%	*
Writing	2017	70%	95%	**95%**	94%	92%	97%	-	95%	-	*	*	90%	*
	2016	69%	89%	**89%**	90%	89%	89%	*	95%	*	*	*	88%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	97%	**97%**	95%	100%	100%	*	100%	*	*	*	88%	*
	2016	87%	99%	**99%**	100%	100%	98%	-	100%	-	*	*	100%	*
Mathematics	2017	85%	80%	**80%**	67%	100%	83%	-	-	-	-	*	*	*
	2016	82%	62%	**62%**	*	*	*	-	-	-	-	*	*	*
Science	2017	76%	*	*	*	*	*	-	-	-	-	*	*	*
	2016	75%	88%	**88%**	*	*	83%	-	-	-	-	*	100%	-
Social Studies	2017	63%	84%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
	2016	63%	88%	**88%**	100%	76%	86%	-	100%	-	*	*	91%	*
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Algebra I	2017	83%	98%	**98%**	100%	100%	100%	*	100%	*	*	*	95%	*
	2016	78%	99%	**99%**	100%	100%	97%	-	100%	-	*	*	100%	*

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 428
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above													
End of Course													
Biology	2017	86%	97%	**97%**	95%	100%	100%	*	100%	*	100%	*	95%	*
	2016	87%	99%	**99%**	100%	94%	100%	-	100%	-	*	*	100%	*
STAAR Percent at Approaches Grade Level or Above													
All Grades													
All Subjects	2017	75%	91%	**91%**	87%	89%	93%	*	95%	*	88%	20%	82%	64%
	2016	75%	88%	**88%**	84%	85%	90%	*	95%	*	84%	19%	85%	43%
Reading	2017	72%	92%	**91%**	88%	91%	91%	*	93%	*	90%	36%	82%	46%
	2016	73%	91%	**89%**	81%	87%	93%	*	96%	*	82%	*	82%	55%
Mathematics	2017	79%	90%	**90%**	85%	87%	95%	*	97%	*	80%	*	80%	85%
	2016	76%	85%	**85%**	79%	82%	87%	*	92%	*	82%	*	81%	*
Writing	2017	67%	90%	**95%**	94%	92%	97%	-	95%	-	*	*	90%	*
	2016	69%	88%	**89%**	90%	89%	89%	*	95%	*	*	*	88%	*
Science	2017	79%	91%	**94%**	89%	100%	97%	*	100%	*	100%	*	88%	*
	2016	79%	89%	**98%**	100%	94%	98%	-	100%	-	*	*	100%	*
Social Studies	2017	77%	84%	**84%**	80%	81%	87%	*	95%	*	*	*	76%	*
	2016	77%	88%	**88%**	100%	76%	86%	-	100%	-	*	*	91%	*
STAAR Percent at Meets Grade Level													
All Grades													
Two or More Subjects	2017	48%	63%	**64%**	52%	55%	73%	*	72%	*	70%	*	43%	*
	2016	45%	56%	**55%**	50%	48%	56%	*	70%	*	73%	*	53%	*
Reading	2017	48%	68%	**67%**	60%	60%	72%	*	72%	*	80%	*	47%	*
	2016	46%	64%	**60%**	53%	54%	64%	*	64%	*	73%	*	52%	*
Mathematics	2017	48%	61%	**62%**	49%	48%	70%	*	78%	*	70%	*	43%	*
	2016	43%	53%	**51%**	43%	44%	51%	*	74%	*	73%	*	46%	*
Writing	2017	38%	63%	**70%**	54%	71%	83%	-	60%	-	*	*	48%	*
	2016	41%	65%	**68%**	72%	50%	66%	*	86%	*	*	*	71%	*

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Science	2017	52%	71%	**86%**	82%	81%	87%	*	100%	*	*	*	80%	*
	2016	47%	68%	**85%**	79%	71%	88%	-	100%	-	*	*	73%	*
Social Studies	2017	51%	53%	**53%**	50%	38%	53%	*	76%	*	*	*	56%	*
	2016	47%	59%	**59%**	64%	53%	52%	-	80%	-	*	*	50%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	36%	**36%**	28%	32%	40%	*	42%	*	41%	*	27%	*
	2016	18%	30%	**29%**	22%	25%	29%	*	46%	*	29%	*	23%	*
Reading	2017	19%	44%	**41%**	36%	37%	50%	*	34%	*	*	*	30%	*
	2016	17%	35%	**29%**	25%	27%	31%	*	36%	*	*	*	22%	*
Mathematics	2017	23%	32%	**32%**	23%	27%	32%	*	51%	*	*	*	22%	*
	2016	19%	27%	**25%**	16%	23%	25%	*	50%	*	*	*	21%	*
Writing	2017	12%	23%	**29%**	17%	29%	38%	-	*	-	*	*	*	*
	2016	15%	30%	**31%**	29%	33%	26%	*	48%	*	*	*	25%	*
Science	2017	19%	34%	**36%**	32%	38%	33%	*	52%	*	*	*	44%	*
	2016	16%	24%	**34%**	*	*	36%	-	60%	-	*	*	23%	*
Social Studies	2017	27%	36%	**36%**	25%	31%	43%	*	57%	*	*	*	40%	*
	2016	22%	33%	**33%**	*	29%	31%	-	60%	-	*	*	32%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	67%	**70%**	68%	67%	72%	*	73%	*	65%	*	63%	59%
	2016	62%	59%	**56%**	57%	57%	53%	*	64%	*	*	*	56%	*
Reading	2017	59%	67%	**69%**	67%	72%	70%	*	66%	*	*	*	64%	52%
	2016	60%	60%	**54%**	56%	61%	50%	*	52%	*	*	*	49%	*
Mathematics	2017	64%	67%	**71%**	68%	61%	74%	*	81%	*	*	*	62%	*
	2016	63%	58%	**58%**	58%	52%	56%	*	76%	*	*	*	64%	*

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 428

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Grade Span: 06 - 08

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	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	24%	**24%**	23%	19%	24%	*	30%	*	25%	*	18%	17%
	2016	17%	15%	**13%**	9%	13%	14%	*	19%	*	*	*	14%	*
Reading	2017	17%	25%	**27%**	29%	22%	28%	*	24%	*	*	*	23%	26%
	2016	16%	17%	**14%**	11%	18%	14%	*	12%	*	*	*	18%	*
Mathematics	2017	20%	22%	**21%**	17%	17%	20%	*	36%	*	*	*	13%	*
	2016	17%	13%	**13%**	7%	8%	15%	*	26%	*	*	*	10%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	54%	**61%**	67%	*	50%	-	*	*	*	*	50%	*
	2016	35%	38%	**38%**	*	*	56%	-	*	*	*	*	*	*
Mathematics	2017	43%	54%	**51%**	44%	*	54%	-	86%	-	*	*	38%	75%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	76%	96%	**96%**	95%	100%	93%	*	100%	*	*	*	88%	*
Students Requiring Accelerated Instruction													
2017	24%	4%	**4%**	*	*	*	*	*	*	*	*	*	*
STAAR Cumulative Met Standard													
2017	85%	97%	**97%**	95%	100%	100%	*	100%	*	*	*	88%	*
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	80%	**80%**	67%	100%	83%	-	-	-	-	*	*	*
Students Requiring Accelerated Instruction													
2017	25%	*	*	*	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard													
2017	85%	80%	**80%**	67%	100%	83%	-	-	-	-	*	*	*

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

Total Students: 428
Grade Span: 06 - 08
(Current Year ELL 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 ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	91%	**91%**	-	-	-	-	-	61%	-	61%	69%	61%	64%
	2016	75%	88%	**88%**	-	-	-	-	-	50%	-	50%	*	50%	43%
Reading	2017	72%	92%	**91%**	-	-	-	-	-	*	-	*	*	*	46%
	2016	73%	91%	**89%**	-	-	-	-	-	*	-	*	*	*	55%
Mathematics	2017	79%	90%	**90%**	-	-	-	-	-	75%	-	75%	100%	75%	85%
	2016	76%	85%	**85%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	67%	90%	**95%**	-	-	-	-	-	*	-	*	*	*	*
	2016	69%	88%	**89%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	79%	91%	**94%**	-	-	-	-	-	*	-	*	*	*	*
	2016	79%	89%	**98%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	77%	84%	**84%**	-	-	-	-	-	*	-	*	*	*	*
	2016	77%	88%	**88%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**64%**	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	56%	**55%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	68%	**67%**	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	64%	**60%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	61%	**62%**	-	-	-	-	-	*	-	*	*	*	*
	2016	43%	53%	**51%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	38%	63%	**70%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	65%	**68%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	71%	**86%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	68%	**85%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	51%	53%	**53%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	59%	**59%**	-	-	-	-	-	*	-	*	*	*	*

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 428

Grade Span: 06 - 08

(Current Year ELL 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 ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	36%	**36%**	-	-	-	-	-	*	-	*	*	*	*
	2016	18%	30%	**29%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	44%	**41%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	35%	**29%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	32%	**32%**	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	27%	**25%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	23%	**29%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	30%	**31%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	34%	**36%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	24%	**34%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	36%	**36%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	33%	**33%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	67%	**70%**	-	-	-	-	-	*	-	*	*	*	*
	2016	62%	59%	**56%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	59%	67%	**69%**	-	-	-	-	-	*	-	*	*	*	*
	2016	60%	60%	**54%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	64%	67%	**71%**	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	58%	**58%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	24%	**24%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	15%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	17%	25%	**27%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	17%	**14%**	-	-	-	-	-	*	-	*	*	*	*

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

Total Students: 428
Grade Span: 06 - 08
(Current Year ELL 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 ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	22%	**21%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	13%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	54%	**61%**	-	-	-	-	-	*	-	*	*	*	*
	2016	35%	38%	**38%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	43%	54%	**51%**	-	-	-	-	-	*	-	*	*	*	75%

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 428

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

2016-17 Campus Participation

Grade Span: 06 - 08

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	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test 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%
2016 STAAR Participation (All Grades)													
Reading													
Test Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	98%	**99%**	99%	100%	98%	*	100%	*	100%	100%	99%	100%
Not Included in Accountability													
Mobile	4%	1%	**1%**	1%	0%	2%	*	0%	*	0%	0%	1%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	97.5%	**97.6%**	97.8%	97.8%	97.0%	*	99.1%	*	97.9%	97.6%	97.6%	98.7%
2014-15	95.7%	97.4%	**97.7%**	98.1%	97.9%	96.7%	*	99.1%	*	98.3%	97.7%	98.3%	99.2%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	2.2%	**2.2%**	0.0%	8.1%	1.3%	-	0.0%	-	0.0%	0.0%	0.0%	*

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	428	100.0%	1,486	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.2%
Kindergarten	0	0.0%	12.0%	7.0%
Grade 1	0	0.0%	11.8%	7.4%
Grade 2	0	0.0%	11.8%	7.6%
Grade 3	0	0.0%	11.8%	7.7%
Grade 4	0	0.0%	11.8%	7.7%
Grade 5	0	0.0%	11.8%	7.5%
Grade 6	166	38.8%	11.2%	7.4%
Grade 7	144	33.6%	9.7%	7.4%
Grade 8	118	27.6%	7.9%	7.3%
Grade 9	0	0.0%	0.0%	8.1%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.8%
Grade 12	0	0.0%	0.0%	6.2%
Ethnic Distribution:				
African American	122	28.5%	24.3%	12.6%
Hispanic	68	15.9%	17.4%	52.4%
White	156	36.4%	41.0%	28.1%
American Indian	1	0.2%	0.3%	0.4%
Asian	70	16.4%	12.2%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	10	2.3%	4.6%	2.2%
Economically Disadvantaged	91	21.3%	18.6%	59.0%
Non-Educationally Disadvantaged	337	78.7%	81.4%	41.0%
English Language Learners (ELL)	13	3.0%	4.4%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.0%	1.4%
At-Risk	99	23.1%	21.6%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	16			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	56.3%	44.9%	44.5%
Students with Physical Disabilities	*	*	34.7%	21.9%
Students with Autism	*	*	*	12.5%
Students with Behavioral Disabilities	*	*	**	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.3%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	19	4.8%	5.5%	16.2%
By Ethnicity:				
African American	6	1.5%		
Hispanic	1	0.3%		
White	12	3.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

Total Students: 428
Grade Span: 06 - 08
School Type: Middle

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.8%	-	0.0%	7.7%
Grade 1	-	0.0%	3.8%	-	16.7%	6.8%
Grade 2	-	1.2%	2.4%	-	0.0%	3.1%
Grade 3	-	0.6%	1.6%	-	0.0%	1.2%
Grade 4	-	1.8%	0.8%	-	0.0%	0.7%
Grade 5	-	0.0%	0.4%	-	0.0%	0.7%
Grade 6	0.6%	0.6%	0.6%	0.0%	0.0%	0.7%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.8%
Grade 8	0.0%	0.0%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	18.8
Grade 1	-	21.9	18.8
Grade 2	-	22.0	18.9
Grade 3	-	21.9	19.0
Grade 4	-	21.8	19.0
Grade 5	-	22.0	20.9
Grade 6	23.6	23.6	20.4
Secondary:			
English/Language Arts	23.7	23.7	16.8
Foreign Languages	23.4	23.4	18.7
Mathematics	20.4	20.4	18.0
Science	21.8	21.8	19.0
Social Studies	23.8	23.8	19.4

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

Total Students: 428
Grade Span: 06 - 08
School Type: Middle

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	28.5	100.0%	100.0%	100.0%
Professional Staff:	27.0	94.9%	81.4%	64.0%
Teachers	23.0	80.8%	61.9%	50.0%
Professional Support	2.0	7.1%	11.8%	10.0%
Campus Administration (School Leadership)	2.0	7.0%	4.6%	2.9%
Educational Aides:	1.4	5.1%	5.1%	9.6%
Total Minority Staff:	4.4	15.6%	20.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	4.7%	10.2%
Hispanic	3.0	13.0%	10.0%	26.6%
White	20.0	87.0%	84.1%	59.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	6.0	26.1%	17.4%	23.7%
Females	17.0	73.9%	82.6%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	17.0	73.9%	75.1%	74.5%
Masters	5.0	21.7%	23.7%	23.6%
Doctorate	1.0	4.3%	1.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.4%	3.7%	7.8%
1-5 Years Experience	5.0	21.7%	21.2%	28.0%
6-10 Years Experience	3.0	13.0%	18.7%	20.9%
11-20 Years Experience	11.0	47.8%	44.9%	27.8%
Over 20 Years Experience	3.0	13.0%	11.5%	15.5%
Number of Students per Teacher	18.6	n/a	18.5	15.1

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	17.0	19.5
Average Years Experience of Principals with District	4.0	3.7	12.2
Average Years Experience of Assistant Principals	12.0	17.0	15.7
Average Years Experience of Assistant Principals with District	5.0	2.3	10.1
Average Years Experience of Teachers:	12.0	11.4	10.9
Average Years Experience of Teachers with District:	2.3	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$23,416	$37,536	$46,199
1-5 Years Experience	$46,426	$46,361	$48,779
6-10 Years Experience	$52,612	$52,328	$51,184
11-20 Years Experience	$55,333	$54,727	$54,396
Over 20 Years Experience	$62,114	$66,466	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,537	$53,220	$52,525
Professional Support	$56,924	$62,120	$61,728
Campus Administration (School Leadership)	$66,811	$66,687	$76,471
Instructional Staff Percent:	n/a	72.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDL

Campus Number: 220802040

Total Students: 428

Grade Span: 06 - 08

School Type: Middle

Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	8	1.9%	3.5%	18.8%
Career & Technical Education	50	11.7%	3.4%	25.0%
Gifted & Talented Education	0	0.0%	0.0%	7.8%
Special Education	16	3.7%	3.3%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career & Technical Education	0.4	1.6%	0.5%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	20.2	87.6%	94.0%	72.8%
Special Education	1.0	4.3%	3.7%	8.6%
Other	1.5	6.4%	1.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*'   Indicates results are masked due to small numbers to protect student confidentiality.

'**'   When only one group is masked, then the second smallest group is masked (regardless of size).

'-'   Indicates zero observations reported for this group.

'n/a'   Indicates data reporting is not applicable for this group.

'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802101**

This school is a Charter School.

This page intentionally left blank.

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

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

There is no assessment data for this campus.

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	97.5%	**97.2%**	97.8%	97.2%	96.8%	-	98.1%	*	97.2%	97.5%	97.1%	98.1%
2014-15	95.7%	97.4%	**97.2%**	97.4%	96.9%	97.1%	*	97.9%	*	96.8%	96.8%	96.6%	98.8%

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	District	State
Total Students:	530	100.0%	1,486	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.2%
Kindergarten	179	33.8%	12.0%	7.0%
Grade 1	175	33.0%	11.8%	7.4%
Grade 2	176	33.2%	11.8%	7.6%
Grade 3	0	0.0%	11.8%	7.7%
Grade 4	0	0.0%	11.8%	7.7%
Grade 5	0	0.0%	11.8%	7.5%
Grade 6	0	0.0%	11.2%	7.4%
Grade 7	0	0.0%	9.7%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	0	0.0%	0.0%	8.1%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.8%
Grade 12	0	0.0%	0.0%	6.2%
Ethnic Distribution:				
African American	117	22.1%	24.3%	12.6%
Hispanic	98	18.5%	17.4%	52.4%
White	232	43.8%	41.0%	28.1%
American Indian	0	0.0%	0.3%	0.4%
Asian	52	9.8%	12.2%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	30	5.7%	4.6%	2.2%
Economically Disadvantaged	96	18.1%	18.6%	59.0%
Non-Educationally Disadvantaged	434	81.9%	81.4%	41.0%
English Language Learners (ELL)	30	5.7%	4.4%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.0%	1.4%
At-Risk	123	23.2%	21.6%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	16			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	44.9%	44.5%
Students with Physical Disabilities	11	68.8%	34.7%	21.9%
Students with Autism	*	*	*	12.5%
Students with Behavioral Disabilities	*	*	**	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.3%

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 530

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

2016-17 Campus Profile

Grade Span: KG - 02

Campus Number: 220802101

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	18	5.0%	5.5%	16.2%
By Ethnicity:				
African American	4	1.1%		
Hispanic	4	1.1%		
White	8	2.2%		
American Indian	0	0.0%		
Asian	1	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

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

Texas Academic Performance Report
2016-17 Campus Profile

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

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.0%	3.0%	1.8%	0.0%	0.0%	7.7%
Grade 1	0.0%	0.0%	3.8%	16.7%	16.7%	6.8%
Grade 2	1.2%	1.2%	2.4%	0.0%	0.0%	3.1%
Grade 3	-	0.6%	1.6%	-	0.0%	1.2%
Grade 4	-	1.8%	0.8%	-	0.0%	0.7%
Grade 5	-	0.0%	0.4%	-	0.0%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.9	19.9	18.8
Grade 1	21.9	21.9	18.8
Grade 2	22.0	22.0	18.9
Grade 3	-	21.9	19.0
Grade 4	-	21.8	19.0
Grade 5	-	22.0	20.9
Grade 6	-	23.6	20.4
Secondary:			
English/Language Arts	-	23.7	16.8
Foreign Languages	-	23.4	18.7
Mathematics	-	20.4	18.0
Science	-	21.8	19.0
Social Studies	-	23.8	19.4

Texas Academic Performance Report
2016-17 Campus Profile

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	Percent	District	State
Total Staff	38.0	100.0%	100.0%	100.0%
Professional Staff:	35.2	92.5%	81.4%	64.0%
Teachers	29.7	78.2%	61.9%	50.0%
Professional Support	3.4	9.0%	11.8%	10.0%
Campus Administration (School Leadership)	2.0	5.3%	4.6%	2.9%
Educational Aides:	2.9	7.5%	5.1%	9.6%
Total Minority Staff:	6.8	17.8%	20.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.8	9.3%	4.7%	10.2%
Hispanic	3.0	10.1%	10.0%	26.6%
White	24.0	80.7%	84.1%	59.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	2.0	6.7%	17.4%	23.7%
Females	27.7	93.3%	82.6%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	22.0	74.0%	75.1%	74.5%
Masters	7.7	26.0%	23.7%	23.6%
Doctorate	0.0	0.0%	1.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.7%	3.7%	7.8%
1-5 Years Experience	8.0	26.9%	21.2%	28.0%
6-10 Years Experience	5.0	16.8%	18.7%	20.9%
11-20 Years Experience	11.0	37.0%	44.9%	27.8%
Over 20 Years Experience	3.8	12.6%	11.5%	15.5%
Number of Students per Teacher	17.8	n/a	18.5	15.1

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	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	17.0	19.5
Average Years Experience of Principals with District	5.0	3.7	12.2
Average Years Experience of Assistant Principals	18.0	17.0	15.7
Average Years Experience of Assistant Principals with District	0.0	2.3	10.1
Average Years Experience of Teachers:	10.4	11.4	10.9
Average Years Experience of Teachers with District:	5.3	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$44,658	$37,536	$46,199
1-5 Years Experience	$46,539	$46,361	$48,779
6-10 Years Experience	$51,887	$52,328	$51,184
11-20 Years Experience	$54,476	$54,727	$54,396
Over 20 Years Experience	$63,156	$66,466	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,346	$53,220	$52,525
Professional Support	$65,539	$62,120	$61,728
Campus Administration (School Leadership)	$65,500	$66,687	$76,471
Instructional Staff Percent:	n/a	72.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - PRI

Campus Number: 220802101

Total Students: 530

Grade Span: KG - 02

School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	28	5.3%	3.5%	18.8%
Career & Technical Education	0	0.0%	3.4%	25.0%
Gifted & Talented Education	0	0.0%	0.0%	7.8%
Special Education	16	3.0%	3.3%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career & Technical Education	0.0	0.0%	0.5%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	28.7	96.6%	94.0%	72.8%
Special Education	1.0	3.4%	3.7%	8.6%
Other	0.0	0.0%	1.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*'   Indicates results are masked due to small numbers to protect student confidentiality.

'**'   When only one group is masked, then the second smallest group is masked (regardless of size).

'-'   Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **ARLINGTON CLASSICS ACADEMY**

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

Campus Number: **220802102**

This school is a Charter School.

This page intentionally left blank.

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

Total Students: 528
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	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	93%	**93%**	92%	87%	97%	*	95%	-	85%	*	100%	*
	2016	73%	93%	**93%**	95%	89%	92%	-	95%	-	100%	*	84%	91%
Mathematics	2017	78%	89%	**89%**	89%	70%	96%	*	95%	-	85%	*	86%	*
	2016	75%	90%	**90%**	92%	82%	89%	-	100%	-	88%	*	80%	91%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	91%	**91%**	95%	81%	90%	-	96%	-	100%	*	86%	71%
	2016	75%	92%	**92%**	89%	94%	92%	*	100%	-	100%	*	92%	87%
Mathematics	2017	76%	87%	**87%**	81%	81%	90%	-	96%	-	88%	*	86%	71%
	2016	73%	79%	**79%**	67%	81%	80%	*	100%	-	100%	*	67%	73%
Writing	2017	65%	86%	**86%**	89%	73%	89%	-	88%	-	100%	*	82%	71%
	2016	69%	88%	**88%**	89%	87%	85%	*	100%	-	100%	*	84%	79%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	96%	**96%**	91%	97%	97%	*	100%	-	100%	56%	97%	91%
	2016	81%	92%	**92%**	84%	88%	97%	-	94%	-	*	45%	75%	83%
Mathematics	2017	87%	92%	**92%**	87%	97%	92%	*	100%	-	100%	56%	91%	91%
	2016	86%	88%	**88%**	73%	80%	97%	-	97%	-	*	*	71%	83%
Science	2017	74%	88%	**88%**	77%	84%	93%	*	100%	-	100%	56%	75%	73%
	2016	74%	85%	**85%**	67%	76%	96%	-	90%	-	*	*	72%	67%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Mathematics	2016	72%	83%	**100%**	*	-	*	-	*	-	-	-	*	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	91%	**90%**	88%	84%	93%	100%	96%	-	93%	45%	88%	77%
	2016	75%	88%	**88%**	82%	85%	91%	67%	96%	-	98%	41%	78%	81%

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

Total Students: 528
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	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Reading	2017	72%	92%	**93%**	93%	88%	95%	*	97%	-	93%	47%	95%	83%
	2016	73%	91%	**92%**	89%	90%	94%	*	95%	-	100%	40%	84%	87%
Mathematics	2017	79%	90%	**90%**	86%	83%	92%	*	97%	-	89%	47%	88%	74%
	2016	76%	85%	**86%**	77%	81%	89%	*	98%	-	94%	40%	72%	82%
Writing	2017	67%	90%	**86%**	89%	73%	89%	-	88%	-	100%	*	82%	71%
	2016	69%	88%	**88%**	89%	87%	85%	*	100%	-	100%	*	84%	79%
Science	2017	79%	91%	**88%**	77%	84%	93%	*	100%	-	100%	56%	75%	73%
	2016	79%	89%	**85%**	67%	76%	96%	-	90%	-	*	*	72%	67%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**62%**	56%	45%	70%	*	70%	-	61%	*	50%	27%
	2016	45%	56%	**58%**	48%	54%	62%	*	66%	-	56%	33%	44%	38%
Reading	2017	48%	68%	**70%**	64%	57%	79%	*	72%	-	68%	*	61%	32%
	2016	46%	64%	**66%**	59%	63%	70%	*	69%	-	81%	33%	54%	44%
Mathematics	2017	48%	61%	**60%**	53%	46%	66%	*	72%	-	61%	*	48%	32%
	2016	43%	53%	**55%**	43%	53%	58%	*	69%	-	63%	29%	33%	41%
Writing	2017	38%	63%	**57%**	55%	40%	57%	-	83%	-	*	*	50%	*
	2016	41%	65%	**62%**	57%	60%	65%	*	77%	-	*	*	58%	46%
Science	2017	52%	71%	**61%**	45%	48%	73%	*	69%	-	86%	*	47%	45%
	2016	47%	68%	**59%**	36%	52%	74%	-	63%	-	*	*	51%	55%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	36%	**36%**	29%	28%	40%	*	44%	-	44%	14%	26%	14%
	2016	18%	30%	**31%**	26%	27%	34%	*	38%	-	38%	18%	22%	16%
Reading	2017	19%	44%	**46%**	42%	36%	53%	*	48%	-	46%	*	36%	*
	2016	17%	35%	**39%**	34%	32%	44%	*	40%	-	50%	24%	22%	16%

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

Total Students: 528
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	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Mathematics	2017	23%	32%	**32%**	19%	26%	35%	*	52%	-	46%	*	19%	*
	2016	19%	27%	**29%**	23%	25%	29%	*	44%	-	31%	*	23%	17%
Writing	2017	12%	23%	**19%**	26%	*	19%	-	*	-	*	*	23%	*
	2016	15%	30%	**30%**	23%	32%	33%	*	*	-	*	*	22%	*
Science	2017	19%	34%	**32%**	20%	29%	37%	*	38%	-	*	*	19%	*
	2016	16%	24%	**19%**	12%	*	23%	-	23%	-	*	*	20%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	67%	**64%**	64%	55%	68%	*	69%	-	57%	67%	61%	58%
	2016	62%	59%	**63%**	61%	60%	62%	*	69%	-	*	55%	55%	57%
Reading	2017	59%	67%	**65%**	66%	50%	74%	*	64%	-	*	*	58%	52%
	2016	60%	60%	**67%**	67%	65%	65%	*	70%	-	*	*	58%	59%
Mathematics	2017	64%	67%	**63%**	63%	60%	62%	*	74%	-	*	60%	63%	64%
	2016	63%	58%	**59%**	55%	56%	58%	*	69%	-	*	*	52%	54%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	24%	**23%**	24%	22%	24%	*	23%	-	23%	33%	15%	24%
	2016	17%	15%	**16%**	13%	20%	16%	*	17%	-	*	18%	14%	22%
Reading	2017	17%	25%	**23%**	29%	17%	24%	*	15%	-	*	*	19%	20%
	2016	16%	17%	**20%**	20%	26%	19%	*	16%	-	*	*	18%	27%
Mathematics	2017	20%	22%	**24%**	19%	27%	23%	*	32%	-	*	40%	12%	28%
	2016	17%	13%	**13%**	6%	15%	13%	*	18%	-	*	*	10%	16%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	54%	**35%**	*	*	*	-	*	-	-	*	*	*
	2016	35%	38%	**38%**	38%	*	*	*	*	-	-	*	*	*

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 528

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	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Mathematics	2017	43%	54%	**57%**	65%	60%	47%	-	-	-	*	*	63%	*

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

Total Students: 528
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	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	72%	87%	**87%**	75%	87%	90%	*	100%	-	86%	*	82%	82%
Students Requiring Accelerated Instruction													
2017	28%	13%	**13%**	25%	*	10%	0%	*	-	*	56%	18%	*
STAAR Cumulative Met Standard													
2017	81%	96%	**96%**	91%	97%	97%	*	100%	-	100%	56%	97%	91%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	85%	**85%**	76%	94%	83%	*	94%	-	100%	*	73%	82%
Students Requiring Accelerated Instruction													
2017	19%	15%	**15%**	24%	*	17%	0%	*	-	*	56%	27%	*
STAAR Cumulative Met Standard													
2017	87%	92%	**92%**	87%	97%	92%	*	100%	-	100%	56%	91%	91%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 528

Grade Span: 03 - 05

(Current Year ELL 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 ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	91%	**90%**	-	-	-	-	-	71%	61%	78%	87%	71%	77%
	2016	75%	88%	**88%**	-	-	-	-	-	78%	78%	-	85%	78%	81%
Reading	2017	72%	92%	**93%**	-	-	-	-	-	80%	71%	88%	88%	80%	83%
	2016	73%	91%	**92%**	-	-	-	-	-	85%	85%	-	89%	85%	87%
Mathematics	2017	79%	90%	**90%**	-	-	-	-	-	67%	*	75%	88%	67%	74%
	2016	76%	85%	**86%**	-	-	-	-	-	80%	80%	-	83%	80%	82%
Writing	2017	67%	90%	**86%**	-	-	-	-	-	*	*	*	*	*	71%
	2016	69%	88%	**88%**	-	-	-	-	-	*	*	-	88%	*	79%
Science	2017	79%	91%	**88%**	-	-	-	-	-	*	*	*	*	*	73%
	2016	79%	89%	**85%**	-	-	-	-	-	63%	63%	-	*	63%	67%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**62%**	-	-	-	-	-	*	*	*	*	*	27%
	2016	45%	56%	**58%**	-	-	-	-	-	36%	36%	-	39%	36%	38%
Reading	2017	48%	68%	**70%**	-	-	-	-	-	*	*	*	*	*	32%
	2016	46%	64%	**66%**	-	-	-	-	-	36%	36%	-	50%	36%	44%
Mathematics	2017	48%	61%	**60%**	-	-	-	-	-	*	*	*	*	*	32%
	2016	43%	53%	**55%**	-	-	-	-	-	43%	43%	-	39%	43%	41%
Writing	2017	38%	63%	**57%**	-	-	-	-	-	*	*	*	*	*	*
	2016	41%	65%	**62%**	-	-	-	-	-	*	*	-	*	*	46%
Science	2017	52%	71%	**61%**	-	-	-	-	-	*	*	*	*	*	45%
	2016	47%	68%	**59%**	-	-	-	-	-	*	*	-	*	*	55%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	36%	**36%**	-	-	-	-	-	*	*	*	22%	*	14%
	2016	18%	30%	**31%**	-	-	-	-	-	12%	12%	-	21%	12%	16%

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

Total Students: 528
Grade Span: 03 - 05
(Current Year ELL 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 ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	44%	**46%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	35%	**39%**	-	-	-	-	-	*	*	-	*	*	16%
Mathematics	2017	23%	32%	**32%**	-	-	-	-	-	*	*	*	*	*	*
	2016	19%	27%	**29%**	-	-	-	-	-	*	*	-	*	*	17%
Writing	2017	12%	23%	**19%**	-	-	-	-	-	*	*	*	*	*	*
	2016	15%	30%	**30%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	19%	34%	**32%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	24%	**19%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	67%	**64%**	-	-	-	-	-	*	*	*	57%	*	59%
	2016	62%	59%	**63%**	-	-	-	-	-	64%	64%	-	*	64%	55%
Reading	2017	59%	67%	**65%**	-	-	-	-	-	*	*	*	*	*	*
	2016	60%	60%	**67%**	-	-	-	-	-	61%	61%	-	*	61%	58%
Mathematics	2017	64%	67%	**63%**	-	-	-	-	-	*	*	*	*	*	*
	2016	63%	58%	**59%**	-	-	-	-	-	67%	67%	-	*	67%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	24%	**23%**	-	-	-	-	-	*	*	*	36%	*	21%
	2016	17%	15%	**16%**	-	-	-	-	-	28%	28%	-	*	28%	21%
Reading	2017	17%	25%	**23%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	17%	**20%**	-	-	-	-	-	28%	28%	-	*	28%	26%
Mathematics	2017	20%	22%	**24%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	13%	**13%**	-	-	-	-	-	28%	28%	-	*	28%	16%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	54%	**35%**	-	-	-	-	-	*	*	*	*	*	*
	2016	35%	38%	**38%**	-	-	-	-	-	*	*	-	*	*	*

District Name: ARLINGTON CLASSICS ACADEMY

Texas Academic Performance Report

Total Students: 528

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

2016-17 Campus Performance

Grade Span: 03 - 05

Campus Number: 220802102

Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	54%	**57%**	-	-	-	-	-	*	*	*	*	*	*

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

Total Students: 528
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	ELL
2017 STAAR Participation													
(All Grades)													
All Tests													
Test 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%
2016 STAAR Participation													
(All Grades)													
Reading													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	98%	**98%**	99%	99%	99%	100%	96%	-	95%	100%	99%	94%
Not Included in Accountability													
Mobile	4%	1%	**1%**	1%	1%	1%	0%	4%	-	5%	0%	1%	3%
Other Exclusions	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 528

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	ELL
Attendance Rate													
2015-16	95.8%	97.5%	**97.5%**	98.0%	97.1%	97.0%	*	98.9%	-	98.0%	97.6%	97.2%	98.1%
2014-15	95.7%	97.4%	**97.4%**	97.7%	97.1%	97.0%	*	98.1%	-	98.4%	97.2%	96.5%	98.3%

Texas Academic Performance Report
2016-17 Campus Profile

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 528

Grade Span: 03 - 05

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	528	100.0%	1,486	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.2%
Kindergarten	0	0.0%	12.0%	7.0%
Grade 1	0	0.0%	11.8%	7.4%
Grade 2	0	0.0%	11.8%	7.6%
Grade 3	176	33.3%	11.8%	7.7%
Grade 4	176	33.3%	11.8%	7.7%
Grade 5	176	33.3%	11.8%	7.5%
Grade 6	0	0.0%	11.2%	7.4%
Grade 7	0	0.0%	9.7%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	0	0.0%	0.0%	8.1%
Grade 10	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.8%
Grade 12	0	0.0%	0.0%	6.2%
Ethnic Distribution:				
African American	122	23.1%	24.3%	12.6%
Hispanic	93	17.6%	17.4%	52.4%
White	221	41.9%	41.0%	28.1%
American Indian	4	0.8%	0.3%	0.4%
Asian	60	11.4%	12.2%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	28	5.3%	4.6%	2.2%
Economically Disadvantaged	89	16.9%	18.6%	59.0%
Non-Educationally Disadvantaged	439	83.1%	81.4%	41.0%
English Language Learners (ELL)	23	4.4%	4.4%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.0%	1.4%
At-Risk	99	18.8%	21.6%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	17			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	64.7%	44.9%	44.5%
Students with Physical Disabilities	**	**	34.7%	21.9%
Students with Autism	0	0.0%	*	12.5%
Students with Behavioral Disabilities	*	*	**	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.3%

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	---------------- Campus ----------------		District	State
	Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	34	6.2%	5.5%	16.2%
By Ethnicity:				
African American	12	2.2%		
Hispanic	6	1.1%		
White	12	2.2%		
American Indian	1	0.2%		
Asian	2	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 528

Grade Span: 03 - 05

School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.8%	-	0.0%	7.7%
Grade 1	-	0.0%	3.8%	-	16.7%	6.8%
Grade 2	-	1.2%	2.4%	-	0.0%	3.1%
Grade 3	0.6%	0.6%	1.6%	0.0%	0.0%	1.2%
Grade 4	1.8%	1.8%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	18.8
Grade 1	-	21.9	18.8
Grade 2	-	22.0	18.9
Grade 3	21.9	21.9	19.0
Grade 4	21.8	21.8	19.0
Grade 5	22.0	22.0	20.9
Grade 6	-	23.6	20.4
Secondary:			
English/Language Arts	-	23.7	16.8
Foreign Languages	-	23.4	18.7
Mathematics	-	20.4	18.0
Science	-	21.8	19.0
Social Studies	-	23.8	19.4

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 528

Grade Span: 03 - 05

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	35.2	100.0%	100.0%	100.0%
Professional Staff:	32.9	93.5%	81.4%	64.0%
Teachers	27.5	78.2%	61.9%	50.0%
Professional Support	3.4	9.6%	11.8%	10.0%
Campus Administration (School Leadership)	2.0	5.7%	4.6%	2.9%
Educational Aides:	2.3	6.5%	5.1%	9.6%
Total Minority Staff:	3.4	9.8%	20.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	3.6%	4.7%	10.2%
Hispanic	2.0	7.3%	10.0%	26.6%
White	23.5	85.5%	84.1%	59.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	3.6%	1.2%	1.1%
Males	6.0	21.8%	17.4%	23.7%
Females	21.5	78.2%	82.6%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	21.3	77.3%	75.1%	74.5%
Masters	6.3	22.7%	23.7%	23.6%
Doctorate	0.0	0.0%	1.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.7%	7.8%
1-5 Years Experience	4.0	14.5%	21.2%	28.0%
6-10 Years Experience	7.0	25.5%	18.7%	20.9%
11-20 Years Experience	14.0	50.9%	44.9%	27.8%
Over 20 Years Experience	2.5	9.1%	11.5%	15.5%
Number of Students per Teacher	19.2	n/a	18.5	15.1

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERM

Campus Number: 220802102

Total Students: 528

Grade Span: 03 - 05

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	17.0	19.5
Average Years Experience of Principals with District	2.0	3.7	12.2
Average Years Experience of Assistant Principals	21.0	17.0	15.7
Average Years Experience of Assistant Principals with District	2.0	2.3	10.1
Average Years Experience of Teachers:	12.1	11.4	10.9
Average Years Experience of Teachers with District:	4.2	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$37,536	$46,199
1-5 Years Experience	$45,921	$46,361	$48,779
6-10 Years Experience	$52,521	$52,328	$51,184
11-20 Years Experience	$54,448	$54,727	$54,396
Over 20 Years Experience	$76,650	$66,466	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,737	$53,220	$52,525
Professional Support	$58,685	$62,120	$61,728
Campus Administration (School Leadership)	$67,750	$66,687	$76,471
Instructional Staff Percent:	n/a	72.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 528
Grade Span: 03 - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	16	3.0%	3.5%	18.8%
Career & Technical Education	0	0.0%	3.4%	25.0%
Gifted & Talented Education	0	0.0%	0.0%	7.8%
Special Education	17	3.2%	3.3%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career & Technical Education	0.0	0.0%	0.5%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	26.5	96.4%	94.0%	72.8%
Special Education	1.0	3.6%	3.7%	8.6%
Other	0.0	0.0%	1.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Addendum

B

District Report

Mathematics

Summary

Total Students With Valid Growth Test Scores	1511
Students At or Above Norm Grade Level Mean RIT	1253 ###

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			83%
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	41	3%	118	8%	267	18%	439	29%	646	43%		

Reading

Summary

Total Students With Valid Growth Test Scores	1502
Students At or Above Norm Grade Level Mean RIT	1272 ###

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			85%
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	49	3%	101	7%	228	15%	426	28%	698	46%		

Addendum C

2015-2016 Actual Financial data

Totals for Arlington Classics Academy (220802)

Total Enrolled Students in Membership: 1,442

	District						**State**		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	11,124,715	100.00%	7,715	11,843,494	100.00%	8,213	58,796,907,294	100.00%	11,133
Local Tax	0	0.00%	0	0	0.00%	0	26,455,661,555	44.99%	5,009
Other Local and Intermediate	441,836	3.97%	306	596,739	5.04%	414	2,349,072,062	4.00%	445
State	10,682,879	96.03%	7,408	10,862,208	91.71%	7,533	24,001,676,516	40.82%	4,545
Federal	0	0.00%	0	384,547	3.25%	267	5,990,497,161	10.19%	1,134
Total Receipts	11,124,715	100.00%	7,715	11,843,494	100.00%	8,213	79,076,472,196	100.00%	14,973
Total Revenue	11,124,715	100.00%	7,715	11,843,494	100.00%	8,213	58,796,907,294	100.00%	11,133
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	2.10%	314
Total Other Resources	0	0.00%	0	0	0.00%	0	18,620,329,076	23.55%	3,526
Net Assets (Charters schools)									
Total Net Assets**	N/A			4,612,393	38.94%	3,199	895,940,740	37.00%	3,669
Unrestricted Net Assets	N/A			2,596,597	21.92%	1,801	330,791,999	13.66%	1,355
Temporarily Restricted Net Assets	N/A			2,015,796	17.02%	1,398	561,070,112	23.17%	2,298
Permanently Restricted Net Assets	N/A			0	0.00%	0	3,881,989	0.16%	16
Disbursements									
Total Expenditures									
BY OBJECT	10,137,140	100.00%	7,030	10,840,804	100.00%	7,518	64,767,380,510	100.00%	12,264
Payroll (Objects 6100)	6,997,643	69.03%	4,853	7,292,725	67.27%	5,057	38,907,642,648	60.07%	7,367
Other Operating (Objects 6200-6400)	1,748,088	17.24%	1,212	2,156,670	19.89%	1,496	10,955,841,240	16.92%	2,074
Debt Service (Objects 6500)	1,391,409	13.73%	965	1,391,409	12.83%	965	7,300,880,526	11.27%	1,382
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	7,603,016,096	11.74%	1,440
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0	0	0	0	0	0	149,281		0

Debt Service (71)	0		0	0		0	149,251	0
Facilities Acquisition & Construction (81)	0		0	0		0	363,840,575	69
Total Operating Expenditures	8,745,731	100.00%	6,065	9,449,395	100.00%	6,553	49,499,494,032	100.00%	9,373
Instruction (11,95)	5,203,119	59.49%	3,608	5,605,252	59.32%	3,887	28,078,212,757	56.72%	5,317
Instructional Res Media (12)	67,097	0.77%	47	67,097	0.71%	47	596,968,139	1.21%	113
Curriculum/Staff Develop (13)	117,324	1.34%	81	141,063	1.49%	98	1,079,964,071	2.18%	204
Instructional Leadership (21)	61,798	0.71%	43	61,798	0.65%	43	756,662,275	1.53%	143
School Leadership (23)	507,460	5.80%	352	507,460	5.37%	352	2,871,203,149	5.80%	544
Guidance Counseling Svcs (31)	182,285	2.08%	126	188,135	1.99%	130	1,764,695,464	3.57%	334
Social Work Services (32)	0	0.00%	0	0	0.00%	0	131,529,766	0.27%	25
Health Services (33)	118,932	1.36%	82	118,932	1.26%	82	496,777,676	1.00%	94
Transportation (34)	0	0.00%	0	0	0.00%	0	1,406,946,577	2.84%	266
Food (35)	0	0.00%	0	271,942	2.88%	189	2,794,517,327	5.65%	529
Extracurricular (36)	175,187	2.00%	121	175,187	1.85%	121	1,452,331,030	2.93%	275
General Administration (41,92)	661,140	7.56%	458	661,140	7.00%	458	1,545,042,287	3.12%	293
Plant Maint/Operation (51)	1,193,579	13.65%	828	1,193,579	12.63%	828	4,902,348,081	9.90%	928
Security/Monitoring (52)	61,552	0.70%	43	61,552	0.65%	43	443,468,185	0.90%	84
Data Processing Services (53)	393,305	4.50%	273	393,305	4.16%	273	956,927,919	1.93%	181
Community Services (61)	2,953	0.03%	2	2,953	0.03%	2	221,899,329	0.00%	42
Total Disbursements	10,137,140	100.00%	7,030	10,840,804	100.00%	7,518	76,944,709,361	100.00%	14,569
Total Expenditures	10,137,140	100.00%	7,030	10,840,804	100.00%	7,518	64,767,380,510	100.00%	12,264
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	2.10%	314
Total Other Uses	0	0.00%	0	0	0.00%	0	9,922,469,353	12.90%	1,879
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	595,623,672	1.20%	113

Program Expenditures

Operating Expenditures - Program	6,258,015	100.00%	4,340	6,689,737	100.00%	4,639	36,778,299,808	100.00%	6,964
Regular	5,831,564	93.19%	4,044	6,008,877	89.82%	4,167	22,101,503,025	60.09%	4,185
Gifted and Talented	0	0.00%	0	0	0.00%	0	412,775,016	1.12%	78
Career and Technical	0	0.00%	0	0	0.00%	0	1,403,587,116	3.82%	266
Students with Disabilities	191,218	3.06%	133	355,286	5.31%	246	5,595,169,798	15.21%	1,059
Accelerated Education	221,076	3.53%	153	311,417	4.66%	216	1,773,289,297	4.82%	336
Bilingual	14,157	0.23%	10	14,157	0.21%	10	836,638,263	2.27%	158
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	143,556,319	0.39%	27
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,027,599	0.61%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,121,857	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,947,322,924	5.29%	369

2015-2016 Actual Financial data

Athletics/Related Activities	0	0.00%	0	0	0.00%	0	970,746,104	2.64%	184
High School Allotment	0	0.00%	0	0	0.00%	0	446,570,319	1.21%	85
Prekindergarten	0	0.00%	0	0	0.00%	0	897,992,171	2.44%	170

	District	**State**
Instructional Expenditure Ratio	64.1%	63.6%

Net Assets Percentage of total budgeted expenditures

2015-2016 Charter Schools' All Funds Unrestricted Net Assets***	2,596,597	330,791,999
2015-2016 Charter Schools' All Funds Total Budgeted Expenditures	10,667,101	2,080,888,757
2015-2016 Charter Schools' Percent of Total Budgeted Expenditures	24.3%	15.9%

** 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

Arlington Classics Academy

2016-2017

Campus Improvement Plan – ACA Primary

Melissa Fambrough, Primary Principal

Jina Hopp, Primary Assistant Principal

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.

Ends Policies:

Student Outcomes:
    1.   Students' lifelong learning skills measurably improve.
    2.   Students demonstrate high academic achievement.
    3.   Students possess and can demonstrate the qualities of good citizenship
Family Outcomes:
    1.   Parents are satisfied with education of their ACA students.
    2.   Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
    3.   Parents are an integral part of the ACA community.
Public Outcomes:
    1.   ACA publicly provides current practice and performance information.
    2.   ACA is perceived as an excellent school, a good neighbor, and a good citizen.

Title 1 Targeted Assistance

I. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;
II. Ensure that planning for students served under this part is incorporated into existing school planning
III. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that give primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school hours for instruction provided under this part.
IV. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.
V. Provide instruction by highly qualified teachers
VI. In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
VII. Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and
VIII. Coordinate and integrate Federal, State, local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment

ACA Primary conducted the Needs Assessment through an analysis of data including but not limited to the following:

- PEIMS
- MAP(Measure of Academic Progress)
- ISIP (I Station's Indicator of Progress)
- District Benchmarks
- Fast Forword
- Parent Survey

Demographics

The Primary Site Based Decision Making Committee members analyzed 2016-2017 PEIMS data as recorded in DMAC and found the following:

Enrollment: There were (51%) 268 males and 257(49%) females.

K	1	2	Total
176	175	174	525

LEP	Migrant	ESL	Econ Dis	Title I	At Risk	SpEd
32	0	32			92	10

Hispanic	American Indian	Asian	African Am	Pacific Islander	White	Two or More
18%	<1%	6%	22%	<1%	48%	4%

*15-16 PEIMS Beginning of the year information

Attendance Rate per Six Week Reporting Period:

	First	Second	Third	Fourth	Fifth	Sixth	Est Summative
Primary	98.32%	98.04%	96.90%	97.13%	96.05%	96.76%	97.17
District	98.33%	98.10%	97.53%	97.56%	97.44%	97.32%	97.42%

Assessment

ACA Primary uses MAP, ISIP, and Common Math Benchmarks to make data-driven decisions.

Primary MAP Data Summary
Fall 2015- Spring 2017

		Mathematics 2015-2016		Mathematics 2016 - 2017			Reading 2015 - 2016		Reading 2016-2017		
		Fall	Spring	Fall	Winter	Spring	Fall	Spring	Fall	Winter	Spring
K	# of students tested	177	178	173	178		178	178	173	178	
	Norm Grade level Mean RIT	143.1	160.4	39.3	48.8		43.8	59.2	40.3	48.9	
	ACA Level Mean RIT	159.5	170.6	45.7	159		61.1	172	48.3	60.2	
	Standard Deviation	12.5	12.2	3.1	13.1		0.4	11.9	10	10.6	
	Number of students at or above Norm Grade Level Mean RIT	154	150	114	141		168	156	130	159	

	Percentile	Low < 21	LoAvg 21 - 40	Avg 41 - 60	HiAvg 61 - 80	High > 80%
Fall 2015	Math	1%	6%	11%	15%	67%
	Reading	0%	1%	7%	22%	70%
Spring 2016	Math	4%	8%	14%	26%	47%
	Reading	2%	4%	13%	25%	55%
Fall 2016	Math	3%	21%	22%	19%	34%
	Reading	2%	9%	20%	32%	36%
Winter 2016	Math	7%	9%	13%	18%	52%
	Reading	2%	6%	15%	27%	51%
Spring 2017	M ath					
	Reading					

1		Math 2015-2016		Math 2016-2017			Reading 2015-2016		Reading 2016-2017		
		Fall	Spring	Fall	Winter	Spring	Fall	Spring	Fall	Winter	Spring
	# of students tested	176	173	173	172		176	173	165	176	
	Norm Grade level Mean RIT	165.5	181.8	61.6	71.2		63.7	78.3	59.9	69.1	
	ACA Level Mean RIT	178.6	189.5	70.6	81.8		80.9	89.7	70.9	80.9	
	Standard Deviation	10.3	11.1	3.4	11.4		11.3	12	13	11.6	
	Number of students at or above Norm Grade Level Mean RIT	161	136	138	144		167	143	135	145	

	Percentile	Low < 21	LoAvg 21 - 40	Avg 41 - 60	HiAvg 61 - 80	High > 80%
Fall 2015	Math	1%	2%	18%	22%	58%
	Reading	0%	3%	7%	20%	70%
Spring 2016	Math	4%	8%	21%	34%	33%
	Reading	3%	8%	14%	25%	50%
Fall 2016	Math	8%	8%	13%	27%	45%
	Reading	5%	10%	12%	25%	48%
Winter 2016	Math	3%	8%	13%	31%	46%
	Reading	2%	6%	16%	25%	50%
Spring 2017	Math					
	Reading					

2		Math 2015-2016		Math 2016-2017			Reading 2015-2016		Reading 2016-2017		
		Fall	Spring	Fall	Winter	Spring	Fall	Spring	Fall	Winter	Spring
	# of students tested	176	175	170	175		175	175	170	176	
	Norm Grade level Mean RIT	179.5	192.9	76.2	184.2		177.4	189.2	174	182.2	
	ACA Level Mean RIT	198.3	208.5	189	195.8		195.7	200.2	188.1	194	
	Standard Deviation	12.1	14.3	10.5	12.9		10	10.9	13.2	11.6	
	Number of students at or above Norm Grade Level Mean RIT	165	154	153	151		168	150	143	148	

	Percentile	Low < 21	LoAvg 21 - 40	Avg 41 - 60	HiAvg 61 - 80	High > 80%
Fall 2015	Math	1%	2%	7%	16%	74%
	Reading	1%	1%	6%	22%	71%
Spring 2016	Math	3%	6%	13%	17%	62%
	Reading	2%	8%	13%	34%	43%
Fall 2016	Math	2%	3%	14%	27%	55%
	Reading	3%	5%	18%	22%	53%
Winter 2016	Math	4%	5%	9%	27%	55%
	Reading	2%	9%	15%	29%	46%
Spring 2017	Math					
	Reading					

Reading Assessment 2015 - 2016 Grades K through 2 (ISIP)

2015-2016 ISIP Summary

	Below grade level		On grade level		One grade level above		Two or more grade levels above	
Kindergarten								
BOY	7 students	4%	109 students	62%	53 students	30%	7 students	4%
EOY	4 students	2%	91 students	52%	59 students	34%	21 students	12%
First Grade								
BOY	4 students	2%	80 students	46%	47 students	27 %	42 students	24%
EOY	6 students	3%	46 students	26%	59 students	34%	63 students	36%
Second Grade								
BOY	4 students	2%	22 students	13%	109 students	62%	38 students	22%
EOY	7 students	4%	28 students	16%	118 students	68%	21 students	12%

Math Benchmarks – Primary – 2015-16

		Quintile 1 0%-45%	Quintile 2 46%-54%	Quintile 3 55%-69%	Quintile 4 70%-79%	Quintile 5 80%-100%
Kindergarten	BOY	Did not test at the beginning of the year				
	EOY	0 students	1 student 1%	1 student 1%	15 students 8%	161 students 90%
		178 students tested; 98% showed mastery				
First Grade	BOY	Did not test at beginning of the year				
	EOY	4 students 2%	1 student 1%	8 students 5%	21 students 12%	137 students 80%
		171 students tested; 92% showed mastery				
Second Grade	BOY	7% did not master the assessment			25% scored a 100 93% mastered the assessment	
	EOY	4 students 2%	7 students 4%	15 students 9%	37 students 22%	108 students 63%
		171 students tested; 85% showed mastery				

Staff Quality

ACA Primary Teachers	2015-16 (Primary)	2016-17(Primary)
Beginning Teachers	3%	1%
1-5 Years' Experience	20%	23%
6-10 Years' Experience	23%	19%
11-20 Years' Experience	43%	40%
Over 20 Years' Experience	11%	17%

Technology

Arlington Classics Academy - Primary is committed to increasing the presence of technology as a tool for learning and support the use of technology across the curriculum. An accurate ratio would be a student use ratio. Current district funded technology available for everyday use by students is designated below:

Campus	BOY 2015	Ratio	BOY 2016 Devices	Ratio
Primary	84 tablets 25 N-Computing Devices(lab)	1:9	158 tablets 22 chromebooks 25 desktops-chrome (lab)	1:3

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	Our school offers a variety of special programs: Special Education, Dyslexia, content-based ESL, RTI	Focus on decreasing the number of students who are in special programs through continued support of RTI program	Resources /training for special programs (LEP, RTI)
Student Achievement	MAP indicated high growth for second grade students receiving above grade level instruction Provide grade level tutors to supplement instruction in both Reading and Math Implement a Literacy Lab to support Writing and Reading Monitor At-Risk and Title 1 students through frequent RtI meetings	Target At-Risk and Title 1 students not meeting end of year standards in Math and Reading through the use of supplemental instruction with tutors and interventionists. Increase the number of students scoring in the high and high average ranges on math and reading MAP assessment.	-Increase resources and professional development to support Math and Reading instruction for high achieving students -Technology to support interventions and acceleration -Implement a fluid and flexible grouping for first and second grade math ==-Increase utilization of the learning continuum and formal/informal assessments by classroom teachers==
School Culture and Climate	Monthly PBIS meetings to discuss positive behavior support in the classroom and school incentives Monthly drills are conducted to review safety procedures Students feel safe and nurtured at school Brag tags for student achievement	Target inappropriate behaviors with counselor support Focus on reinforcing positive behavior Focus/understanding on how students learn	-Share a common goal schoolwide to reach 98% attendance -incentive for decreasing tardies
Staff Quality and Professional Development	Employ teachers and staff to reflect student demographics	Increase teacher knowledge of the social/emotional health of students and how it impacts academics	-Professional development to implement guided math/guided reading groups -Training to bring awareness of SE health, specific to the primary grades -Implement T-TESS goal development for all teachers
Curriculum, Instruction, and Assessment	-Core Knowledge curriculum is used to enrich Social Studies and ELA -Conduct monthly progress monitoring to assess students' reading level -- Revise/improve Curriculum Planning Guides to meet the needs of students	Improve use of data and research based strategies to improve instruction for all learners Progress monitoring/MAP data needs to be used to differentiate instruction within the classroom for Reading and Math	-Promote PSIA, Odyssey of the Mind, Reading Bee to students and families -Implement the MAP/MPG Assessment three times/yr - Use MAP data to drive instruction -Utilize district instructional personnel to support teachers differentiated instruction
Community and Family Involvement	Teachers make consistent contact with parents via email, phone calls, and notes in the planner. School and administration is open to parent input and suggestions Worked closely with community businesses to improve traffic needs	Increase community outreach in order to build relationships	-Reach out to surrounding businesses to form partnerships (ex: Green's produce, Dr. Eidson), etc. in order to support ACA -Continue to work with all ACA families, community members (businesses), and DWG to improve traffic flow at the Arkansas campus

	Each Parent University is focused on a different theme, and allows for parents to learn how data drives instruction		
School Context and Organization	Teachers have a voice in decisions.	Provide multiple opportunities for feedback	-Allow opportunities to express instructional needs in staff meetings and team leader meetings.
Technology	Document camera, chromebooks, Mimio, and IPad Minis were used to enhance instruction and increase student engagement.	Utilize technology instructional staff to increase teacher knowledge of applications to enhance instruction.	-Weekly training sessions with district tech. inst. specialist (ex: Google hangout and Google classroom) -train a campus tech. personnel to help with one on one campus tech troubleshooting.

Student Outcomes

Prioritized Objective 1: Students will meet high standards of achievement. ==At least 50% K-2 students will meet or exceed their growth by the end of the== ==2016-2017 school year. on the MAP test==(Progress- This goal was met in reading and math for all grade levels;Math (% met growth): Kindergarten-87.8% First grade-54.8% Second grade-81.7%; Reading (% met growth): Kindergarten -81.4% First grade -55.7% Second grade-49.7%

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/ Material	Evaluation
● Monitor attendance and tardies and provide incentives to students who have maintained perfect attendance/no tardies	All students	Y. Vitovsky, attendance clerk	Every nine weeks	Brag tags	Attendance reports Tardy reports-weekly TPM (Truancy Prevention Measures document)

● Schoolwide weekly attendance incentive per grade level	All students	Y. Vitovsky, attendance clerk Teachers	Weekly	local funds (classroom incentives)	Attendance reports-weekly
● Monthly PBIS meetings to discuss student behavior trends	All students/staff	Principals, PBIS team	Aug 2016 – May 2017		Classroom observation, discipline referrals, school-wide incentives
● Incoming students will be screened for academic readiness/placement	Incoming students	Principal and Assistant Principal Reading Specialist	March (incoming Kinder) and throughout the 16-17 school year	MAP screener Grade level scope and sequence	Kindergarten Readiness Assessment and observation
● Use MAP data to drive instruction	All students	All Primary Staff	BOY MOY EOY	MAP test	MAP Reports (student summary growth report) TEKS
● Improve utilization of MAP reports to design instruction	Fambrough Hopp Vann Partain Ammos Rouse Iacopi Devorak Souder	Principal	Sept. 2016-May 2017(with specific training on 2/9/17)	NWEA MAP state Conference (255 funds)	PLC's MAP data Parent conferences
● Implement 1st/2nd grade fluid and flexible math grouping (T1A-III)	Targeted Students	Principal 1st and 2nd grade teachers	Sept 2016 – May 2017	Mentoring Minds (410 funds)	Teacher walk-throughs, observations, Common Assessments, MAP
● Utilize the Coordinator of Technology and appoint a campus technology person to increase	All students	Principals, R. Jaksa,	Each nine weeks	Title 2 and Local	Classroom/computer lab observation and frequent communication

teacher utility of classroom technology and student performance with available technology.					
● Weekly training session with district tech. inst. specialist	Classroom teachers	Principals, Ray Jaksa	weekly throughout the year		Increase in the amount of teachers using technology tools as observed during walkthroughs ; notes from weekly meetings
● Utilize Reading Specialist to improve student performance through targeted assistance (T1A-I)	Targeted students	Principals K. Pollock	Each nine weeks	SCE and .5FTE	Weekly monitoring and collaboration of student progress, monthly ISIP report(for RTI students), and grades
● Dyslexia Program to improve Reading comprehension	Targeted students	Principals K.Pollock K. Vann	August 2016-May 2017		Frequent monitoring and teacher observation of writing progress
● Utilize Literacy Lab to improve student performance in the area of Writing and Reading through targeted assistance (T1A-I)	Targeted students	Principal K. Vann	Aug 2016 – May 2017	SCE, 1FTE	Weekly monitoring and collaboration of student progress, monthly ISIP report, and grades
● Implement grade level tutors to improve student performance through targeted assistance.	Targeted Students	Principals, Grade level tutors	October 2016 – May 2017	Title 1	Progress Monitoring Sheets and grades

(T1A– I)					
● Increase support of ELL students (special programs)with teacher training and additional resources.	Targeted students (LEP) Chapman Rodriguez Briggs Trammell	Principal teachers	January 2017	SIOP training in ESL strategies (255 funds Local ESL/SCE)	RTI meetings MAP data ISIP data
Continued from above	All teachers	Principal teachers	January 2017	Vocabulary Instruction materials (255 funds-local ESL/SCE)	RTI meetings MAP data ISIP data
● Use of istation in the classroom and at home for extra support	All students as needed	Classroom teachers Principal	October 2016- October 2017	Local	Monthly progress monitoring and student reports
● PSIA (Private School Interscholastic Association) Spelling, Creative Writing, Storytelling, and Math	Targeted students	PSIA coaches Principal	October 2016 – April 2017	Local PSIA training material	District and state level competitions
● Conduct 2nd grade Reading Bee	Targeted students	M. Fambrough, S. Bell	October 2016 Nov. 2016		Teacher selected top reader to participate in school wide competition – the winner proceeds to the North Texas Reading Bee at TCU
Utilize trainings and professional development for teachers:					

● Teachers will use T-TESS for goal setting and to improve classroom instruction	Teachers	Principals	August 2016-May 2017		Walkthroughs Formal Observation
● Teachers will attend professional development on Guided Math Groups and/or guided reading groups	Teachers	Principals	October 2016	Title 2 (255 funds)	ISIP, ITBS, and MOY/EOY math assessment and student progress
● Teachers will attend training on social emotional health for the primary student	All ACA Primary staff	Principals	August 2016	Region 11 Staff (255 funds)	Walkthroughs
● Utilize Region XI service center for teacher training and classroom development	K. Vann-Raising rigor for G/T students S. Burns-Holland-G/T Learners M. Cobbey-K-2 Science S.Wright-K-2 Science J. Barton- K-2 Science J. Iacopi-Exp. Writing C. Ulmer- PBIS in the classroom E. Baltensperger-PBIS in the classroom A.Poe-PBIS in the classroom	Principal and teachers	Summer 2016	local funds	Classroom walk-throughs, discussions and follow up observations
● Schedule professional development time on campus with district specialists(Reading ELA/Math)	2nd grade ELA/Math teachers, S. Bell, A. Daffern	Principal and Teachers	November 2016	255 funds	lesson plans MAP data

● Phonics Dance training	19 staff members (K-2 classroom teachers)	Principals and teachers	Summer 2016	255 funds	Classroom walk-throughs, lesson plans,MAP reports
● Improve student success with the use of various research based programs/strategies and on-going progress monitoring. (T1A - II)	All students	Principal, Assistant Principal, Counselor, Reading Specialist, and Teachers	Aug 2016 – May 2017		ISIP reports, RtI meetings, MAP data, and Fast Forword weekly reports
● Improve use of critical thinking strategies/higher order thinking skills to use in the classroom	Devorak Trammell Barton Wright Samuel Cobbey	Principal Assistant Principal	January 2017	255 funds	Walkthroughs Lesson plans MAP data
● Special Education training and resources to support academic student growth	Sped. sts. Speech sts.	D. Stephenson, Principal and Assistant Principal	Feb. 2017	IDEA-	Walk-throughs, collaboration, classroom observations MAP reports

Family Outcomes

Prioritized Objective 1: ACA will utilize multiple platforms to inform parents of the educational status of their student, the specific educational practices in use in each of the student's classes, and provide resources for parents to reinforce learning at home.<mark>(Progress- ACA Primary hosted 9 family engagement nights during the year, and included parent resources at each meeting)</mark>

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
Provide frequent parent meetings - Curriculum Night (Aug 2016) - Family Literacy Night (January 2017) - Mathoween (Oct. 2016) - Parent University (July 2016, Oct 2016, Jan 2017, and March 2017) - MAP/ISIP parent training - Prospective Parent Meetings (T1A-VII) (T1A-VIII) -½ day with parent conferences	All staff, parents, students	Principals	Each nine weeks	Informational Handouts	Parent feedback, agenda, and sign in sheets

Public Outcomes

Prioritized Objective 1: ACA maintains a positive public image, and is perceived as an excellent school, a good neighbor, and a good citizen (<mark>Progress-ACA Primary continues to reach out to parents regarding traffic expectations to ease the burden of traffic on businesses in the community as much as possible. We will continue to refine this process)</mark>

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Reach out to surrounding businesses to form partnerships in order to support ACA	Staff	Principal	throughout the year as needed		feedback from businesses, observation
● Continue to work with all ACA families to improve traffic flow at the Primary	ACA Primary staff and families	Principals	Ongoing throughout the year		Parent feedback and observation

campus					

Arlington Classics Academy

2016-2017

ACA Intermediate Campus Improvement Plan

Teri Rodgers, Principal

Jennifer Young, Assistant Principal

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.

Ends Policies:

Student Outcomes:
- Students' lifelong learning skills measurably improve.
- Students demonstrate high academic achievement.
- Students demonstrate positive character traits, good citizenship, & qualities of effective leadership.

Family Outcomes:
- Parents are satisfied with the education of their ACA students.
- Parents effectively function as co-educators for their ACA students with the help of support systems provided by their child's ACA campus.
- Parents are an integral part of the ACA community.

Public Outcomes:
- ACA publicly provides current practice and performance information.
- ACA is perceived as an excellent school, a good neighbor, and a good citizen.

Comprehensive Needs Assessment

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	-Our campus population is very diverse, several students come to us w/ various second languages spoken at home, however most of our ELL's are working at or above national norms according to MAP & STAAR test results. -Our campus has very minimal intervention needs based on our size, however we do have highly qualified instructional staff to provide reading & math intervention though push in or pull out support service as needed.	-Focus on decreasing the number of students pulled from classroom instruction to receive intervention or supplemental supports. -Need to improve academic growth for English Language Learners on MAP & STAAR	-Intentional, quality instruction within the classroom vs. pull out supports. -ELL's will work with instructional specialist weekly & increase reading fluency and reading comprehension.
School Culture and Climate	-Monthly Team Leader meetings. -Common Planning 1X a month for content teachers. -Vertical planning 1X a 9wks with content teachers. -Monthly drills conducted to practice safety procedures (Fire, Tornado, Lockdown/Intruder) -Monthly attendance incentives for students.	-"Curriculum Central" as a resource for staff -Time to create current scope & sequence -Focus on reinforcing positive student behaviors -Focus/understanding on how students learn -Positive parent communication -PBIS training	-Verbal parent contact with parent before a need/concern arises -98% campus attendance goal -One teacher from each grade level to attend Capturing Kid's Hearts PD for building strong student/teacher relationships / PBIS
Staff Quality and Professional Development	-Employ highly qualified staff that reflects campus student demographics	-Increase teacher ability to use current resources for enrichment & intervention (differentiation) -Increase teacher ability to analyze data and use assessment data to drive instruction -Increase # of ESL certified teachers	-Content specific professional development -Technology/Google training all classroom teachers -Provide ESL certification support, training, and study materials.
Curriculum, Instruction, and Assessment	-Core Knowledge curriculum is used to enrich Social Studies and ELA -TEKS alignment for all core subjects -All stakeholders strive to provide accelerated instruction in all content areas -Strong participation in PSIA, Odyssey of the Mind, Griffin Book Club, & Chess Club	-Improve use of data and research based strategies to improve instruction for all learners -Conduct monthly progress monitoring to assess student levels of understanding -Utilize district instructional personnel to support teachers differentiated instruction -Strengthen specifically designed instruction for students w/ special ed or 504 IEP's, linguistic needs, and/or RTI plans	-Progress monitoring & analyze MAP data to differentiate instruction within the classroom - Use data to drive instruction -RTI meetings once a month -Progress monitoring by interventionist to assist classroom teacher, student, & parents (for home support) -Accelerated instruction plans for students working below MAP average in R, M, ELA, & Science
Community and Family Involvement	-Teachers make frequent contact with parents via email & notes in student planner/behavior sheet. - School administrative team is available & accessible to parents, staff, & community at all times. -Good neighbor to local residents and community businesses.	-Increase Parent University participation and communication with new students to ACA . -Increase community outreach in order to build partnerships/relationships	-Continue to work with all ACA families, community members (businesses), and neighboring schools to alleviate traffic concerns on Bowen. -Continue annual Science Night @ Intermediate campus
School Context and Organization	-Teachers have a voice in decisions. -Staff comfortable collaborating with administrative team and willing to seek help when needed.	-Provide multiple opportunities for feedback	-More opportunities/avenues for staff to express needs in faculty meetings, team leader meetings, email, and surveys.
Technology	-Classrooms have access to Document camera, chromebooks, Mimio, and IPads to enhance instruction and increase student engagement.	-Utilize technology instructional staff to increase teacher knowledge of applications to enhance instruction.	-Quarterly training sessions with district tech. inst. specialist -Utilize current staff to become trainer of trainers and teach one another "tech tricks/tips"

	-Access to current campus tech personnel to help with technical difficulties.		

Demographics

ACA Intermediate SBDM team members analyzed current campus data, including but not limited to the following:

- PEIMS data
- TxEIS data
- MAP / Measure of Academic Progress
- DRA / Developmental Reading Assessment
- 2016 STAAR results
- 2016 STAAR-A results
- 2016 TELPAS results
- Parent Survey

Current enrollment as of September 9, 2016:

- 3rd Grade = 176
- 4th Grade = 176
- 5th Grade = 176
- Males = 245
- Females = 278

SBDM members also looked at the following campus indicators:

LEP	ESL	Migrant	Econ Dis	Title I	At Risk	Dyslexic	504	SpEd
30	28	0	86	11	86	6	29	15

The Intermediate campus services several English Language Learners, therefore the SBDM also looked at current campus ethnicity:

Hispanic	American Ind	Asian	African Am	Islander	White	Two or More
91	4	59	121	0	220	28

SBDM members reviewed the 2015-16 Attendance Rate Per Six Week Reporting Period:

	First 6wks	Second 6wks	Third 6wks	Fourth 6wks	Fifth 6wks	Sixth 6wks	Total for 2015-2016	2016-2017 Goal
3rd Grade	98.2%	98.0%	97.3	97.3%	97.4%	98.1%	97.7%	**98.0%**
4th Grade	98.5%	97.7%	97.4%	97.3%	97.8%	97.9%	97.8%	**98.0%**
5th Grade	98.1%	97.5%	96.5%	96.6%	96.6%	97.0%	97.0%	**98.0%**

Student Achievement / Assessments

2016 STAAR	3rd Grade Passed / Advanced	4th Grade Passed / Advanced	5th Grade Passed / Advanced
Reading	96% / 46%	95% / 34%	91% / 39%
Math	92% / 32%	81% / 28%	89% / 26%
Writing	NA	89% / 30%	NA
Science	NA	NA	88% / 20%

*The following sub-populations were reviewed and discussed:
- All students
- English Language Learners
- At-Risk
- Economically Disadvantaged

- Special Education

BOY MAP Assessment:

September 2016	Low %ile less than 21	Low Average %ile 21-40	Average %ile 41-60	High Avg %ile 61-80	High %ile greater than 80
3rd Reading	8 / 5%	14 / 8%	14 / 8%	50 / 29%	85 / 50%
3rd Math	5 / 3%	12 / 7%	28 / 17%	50 / 30%	73 / 43%
3rd Science	2 / 1%	5 / 3%	8 / 5%	43 / 25%	112 / 66%
3rd ELA*	7 / 7%	1 / 1%	5 / 8%	21 / 22%	58 / 61%

September 2016	Low %ile less than 21	Low Average %ile 21-40	Average %ile 41-60	High Avg %ile 61-80	High %ile greater than 80
4th Reading	10 / 6%	8 / 5%	28 / 17%	59 / 35%	64 / 38%
4th Math	8 / 5%	8 / 5%	31 / 18%	51 / 29%	75 / 43%
4th Science	7 / 4%	5 / 3%	16 / 9%	38 / 22%	108 / 62%
4th ELA*	8 / 7%	2 / 2%	17 / 15%	41 / 37%	44 / 39%

September 2016	Low %ile less than 21	Low Average %ile 21-40	Average %ile 41-60	High Avg %ile 61-80	High %ile greater than 80
5th Reading	11 / 6%	17 / 10%	20 / 12%	39 / 23%	84 / 49%
5th Math	10 / 6%	9 / 5%	34 / 20%	41 / 25%	73 / 44%

5th Science	4 / 2%	13 / 8%	12 / 7%	29 / 17%	110 / 65%
5th ELA*	8 / 7%	8 / 7%	27 / 22%	27 / 22%	52 / 43%

==*All scores not uploaded @ the time of the report==

Student Achievement

ACA Intermediate continues to implement research based strategies to improve grit and perseverance through a growth mindset environment. These strategies will be integrated in the everyday routine of students, teachers, and administrators, supporting our goal to create lifelong learners

School Culture and Climate / Family & Community Involvement

- The school climate and culture is one that supports accelerated academics and life long learning.
- We have a very active PTO that partners alongside our campus to enhance the quality of every Griffin's school experience.
- We seek input regularly from parents either through surveys, parent conferences, emails, or through committee participation.
- Stakeholders feel extremely safe on our campus and are generally satisfied with the issues of security.
- Our school guidance program provides weekly guidance lessons to teach students about bullying, harassment, self-advocacy, and when to seek help from an adult for safety.
- Parental participation at student events (curriculum nights, meet the teacher, Literacy Night, Math-o-ween, & Science Night) is strong.

Parent Survey 2015-2016

- Areas to target based on 2015-2016 end of the year parent surveys are:
  - Increased computer literacy opportunities
  - Increased access to technology applications & instruction
  - Review campus/grade level homework policies
  - Daily opportunities for physical activity, brain breaks, and/or recess

Staff Quality

ACA Intermediate Campus is proud to report that instructional staff meets the 100% highly qualified requirements of the No Child Left Behind Act in both professionals and paraprofessionals assigned to core content instruction.

1-5 Years Experience	6-10 Yrs. Experience	11-20 Yrs. Experience	Over 20 Yrs. Experience

2016-17	4	7	16	6

Curriculum and Instruction

ACA Intermediate strives to build strong relationships with their students & provide quality instruction within the classroom. Intermediate staff are learning how to first assess individual student's social & emotional needs, and then progress with their academic needs secondly. "If you have a child's heart, you have a child's mind."...*Capturing Kids Hearts*

Intermediate staff will seek to get to know their students, their strengths & weaknesses, and grade level curriculum expectations. Knowing what instructional resources are available, how to use curriculum resources, what it looks like when students master content, and what it looks like when students struggle, helps teachers align their goals of accelerated instruction along with providing differentiated instruction for each student.

Current areas of staff development include:
- Rigor & Relevance / Accelerated Instruction
- Differentiation / Individualized Education
- Remediation Strategies
- Guided Reading & Math
- Writing across content areas
- Growth Mindset / Brain-Based Research
- Social Emotional Development
- Analyzing Data using current resources
  - DMAC
  - MAP assessments
  - TEKS alignment
  - iStation
  - TTM / Think Through Math

Technology

ACA Intermediate is committed to increasing the presence of technology in each classroom as a tool for learning & supports the use of technology across content areas & curriculum.   The Intermediate campus currently has the following technology readily available to staff & students.

Campus	BOY 2015 Devices	2015 Ratio	BOY 2016 Devices	2016 Ratio	BOY 2017 Devices
Intermediate	24 N-computing devices 14 laptops 23 tablets	1:9	24 N-computing devices 91 laptops 48 tablets	1:3	Add additional devices for the Fine Arts team (Art, Music, & Spanish)

Student Outcomes

Prioritized Objective 1: ACA will revise and deploy through all grade levels a system of self-evaluation, teacher-evaluation, and parent-evaluation that will measure student progress in improving executive function, strengthening performance character traits, and student's growth mindset.
Ends Policy Addressed: E-1.1 Student's lifelong learning skills measurably improve. (1.A, 1.B, 1.C)
EOY Progress : Grade levels met once a quarter to discuss strengths/weaknesses of current campus systems, grade level expectations, and grade level MAP growth. EOY campus MAP growth was minimal & data was used to create 2017-18 CNA & CIP.

	Population	Person(s) Responsible	Timeline Start/End	Resources	Evaluation tool
● Provide professional development for staff that focuses on building relationships & meeting individual learning needs of students.	All Staff	Principal AP DOA	Aug -June	Local Funds State Funds Federal Funds Title I	EOY Surveys
● Hire Highly Qualified Teachers and staff		Principal/ AP	July-June	TEA	T-TESS Appraisal
● Continue implementation of Growth Mindsets & Brain Based Learning	All Staff	Principal/ AP	Aug-May	Local/State Funds	Teacher input/survey
● Brain Based professional development for staff	All Staff	Principal /AP	Aug-May	Local/State Funds	Teacher input/survey
● Attend Eric Jensen "Game Changers" conference	Admin & T's	Principal	Feb 2017	Local/State/Title	Teacher input
● Review grading practices to reflect growth mindset, executive function, and brain based learning strategies	All Staff	Principal/AP	Aug-May	Local/State Funds	PEIMS Parent input/survey Teacher input/survey

● Campus discipline plan that is equitable based on the context of the situation, the child, and the needs of the child and his/her learning style.	All staff Students ACA Families	Principal/AP Attendance Clerk	Aug-May	Local/State Funds	PEIMS Attendance Sign in/out sheets
● Monitor and address excessive absences, tardies, and/or late pick-ups.	All staff Students	All staff	Aug-May	Local Funds	EOY Surveys PEIMS Discipline Report
● Monthly attendance incentives for 97+% perfect attendance per class.	Homeroom Teachers	AP/Principal/ Attendance clerk	Oct-May	Local Funds	EOY Attendance % summary
● Continue expectations & procedures for consistent behavior in the hallway, classrooms, cafeteria, & other public areas.	All staff	Principal / AP	Aug-May	Local Funds	PEIMS discipline summary report
● Train staff on new T-TESS appraisal system, teacher goal setting, & student directed learning w/in the classroom.	All staff	Principal / AP	August	Local Funds	T-TESS EOY staff conference summary
● Bi-monthly walkthroughs	Admin	Principal / AP	Sept-May	Local Funds	EOY T-TESS conference summary

Prioritized Objective 2: Students will improve literacy in language and technology.

Ends Policy Addressed: E-1.1 Student's lifelong learning skills measurably improve. (1.1.5)

EOY Progress : ELL/LEP students used Reading Assistant program 2X a week after school, Jan -May. EOY data showed that ELL's made growth on fluency & reading comprehension.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation tool
● Teachers will utilize web-based technology to	All staff	Classroom Teachers	Aug-May	Chromebooks Laptops Elmo	End of the year survey SBDM input

Strategy		Person(s) Responsible	Timeline	Resources	Evidence of Implementation
assess and instruct students. ● Utilize www.learning.com for weekly technology lessons.	All students	Librarian	Aug- May	Class projector COW Chromebooks	Student survey
● Use COW (computer on wheels) weekly by grade level pods.	All staff All students	Team Leader Teachers	Aug- May	COW	EOY survey, Team Leader input, SBDM input
● Students will learn about digital citizenship, social media, basic keyboarding, technology TEKS.	All students	Teacher Counselor Principal/AP	Aug- May	Teacher, Counselor, COW/tech device	EOY survey, Counselor input
● Students will have access to classroom computers on a weekly basis, to utilize for research, class projects, TTM, EnVision, iStation, and STEMscopes.	All students	Teacher Principal/AP Campus Tech	Aug- May	Teacher, COW/tech device	EOY survey, Team Leader input, SBDM input
● Latin words will be integrated into Morning Announcements.	All students	Principal/AP DJ's	Aug- May	Latin word list	EOY survey
● Interactive Spanish & Latin word wall.	All students All staff	Spanish Teacher Principal/AP	Aug- May	Latin & Spanish word list	Visible to all in main hallway
● Word Walls in classrooms to promote consistent academic vocabulary.	All classrooms	Principal/AP Teachers	Aug- May	Content specific academic vocab. word list	Visible to all in classrooms, during walk-thru/evaluations
● ELPS training for staff working with English Language Learners.	All staff	Principal	Aug-Sept	Education Service Center resources & TEA website	EOY T-TESS conference summary discussion
● Monthly common planning with ELA/Reading teachers to plan according to student fluency & comprehension needs.	ELA/Rdg teachers	Principal / AP	Oct-May	Local scope & sequence; CK curriculum	EOY T-TESS conference summary discussion; EOY MAP scores/ growth; EOY STAAR results
	Reading teachers	Principal	Feb-May	ESL /PIC code 25	EOY ELL MAP & STAAR results; EOY MAP & STAAR results in reading

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.

- **Campus Goal : 97% of <u>all</u> 3rd - 5th grade students will meet STAAR passing standards in Reading.**

Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.A)

EOY Progress : 93-95% students met passing standard for STAAR Reading.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Utilize Reading/Writing Instructional Specialist to help train staff & create intentional curriculum.	Core content teachers	Principal DOA Instructional Specialist	Aug-May	Content specific curriculum TEKS/CK	Formative assessments MAP data PLC/ Teacher input
● Fluid & flexible groups based on accelerated needs.	All students	Principal/AP Content Teacher	Sept-May	TEKS, Assessment data	MAP data, Common Assessments, Teacher input
● Common planning for content teachers to plan scope & sequence of instruction each 9wks.	Core content teachers	Principal/AP	Sept-May	Content specific curriculum TEKS/CK Local/State funds	Formative assessments MAP data PLC/ Teacher input
● Vertical planning w/ grade level content teachers to affirm that students have foundational skills needed for new grade level TEKS/standards.	Core content teachers	Principal DOA Instructional Specialist	Sept-May	Content specific curriculum TEKS/CK Local/State funds Title 1	Formative assessments MAP data PLC/ Teacher input
● "Data Days" built into the staff calendar to analyze data and revise & edit instruction based on student needs.	All staff	Principal/AP DOA EDS	Sept-May	Content specific curriculum TEKS/CK Local/State funds Title 1	Formative assessments MAP data PLC/ Teacher input
● BOY, MOY, & EOY MAP assessments.	Reading classrooms	Principal/AP	Aug -May	MAP, Technology	MAP results
● Extension/Enrichment activities for students working above national norms according to MAP data/results.	Core content teachers, Intervention Team	Principal/AP Intervention Team	Sept-May	Content specific curriculum MAP results Local/State funds	Quarterly progress monitoring of MAP, grades, & formal assessments
	All staff	Principal/AP	August	Local/State/Title 1	

Action(s) Implementation	Population	Person(s) Responsible	Timeline	Resources	Evaluation
● ELPS training for all staff working with English Language Learners ● Reading interventionist to work with Tier 2 & Tier 3 RTI students. (Title 1) ● In Class Support for students receiving specialized instruction with grade level TEKS (IDEA) ● Assessment & Accountability training provided by Laura Creamer/Region XI for admin & "intervention team" ● Reading teachers will attend "Imagine! Inspire! Transform! Differentiated Instruction" training @ Region XI ● All reading teachers attended "Socratic Seminar" training	Tier 2 & 3 students Students with IEP (Ind. Education Plan) Principal/AP Intervention Team & Sped Principal, Reading staff Principal Reading staff	Intervention Team Principal/AP Reading Specialist Principal/AP Special Ed Teacher & TA Diagnostician Principal Principal Principal	Aug-May Aug-May December February November	Local/State/Title 1 Local/State/IDEA Local/State/IDEA/ Title 1 Local /State/ ESL funds Local/state/Title	Progress monitoring of ELL students every 4 weeks Progress monitoring of RTI students every 3 weeks Progress monitoring of students with an IEP every 4 weeks EOY MAP & STAAR results EOY Index Indicators EOY MAP & STAAR results EOY index indicators ELL EOY progress EOY progress measures, index indicators, & growth

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.
  ● **Campus Goal: 95% of <u>all</u> 3rd - 5th grade students will meet STAAR passing standards in Math.**
Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.A)
EOY Progress: 87-92% of students met passing standard in STAAR Math.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Utilize Math Instructional Specialist to train & explain new TEKS and standards (Title 1)	Tier 2 & 3 students	Principal/AP Math Specialist	Sept-May	Local/State/Title 1	Progress monitoring of RTI students every 3 weeks
● Fluid & flexible groups based on accelerated needs.	All students	Principal/AP Content Teacher	Sept-May	TEKS,Assessment data	MAP data, Common Assessments, Teacher input

● Common planning for content teachers to plan scope & sequence of instruction each 9wks.	Core content teachers	Principal/AP	Sept-May	Content specific curriculum, TEKS/CK, Local/state funds	Formative assessments, MAP data, PLC/teacher input
● Vertical planning w/ grade level content teachers to affirm that students have foundational skills needed for new grade level TEKS/standards.	Core content teachers	Principal DOA Instructional Specialist	Sept-May	Content specific curriculum, TEKS/CK, Local/State/Title1	Formative assessments, MAP data, PLC/teacher input
● "Data Days" built into the staff calendar to analyze data and revise & edit instruction based on student needs.	All Staff	Principal DOA EDS	Sept-May	Content specific curriculum, TEKS/CK	Formative assessments, MAP data, PLC/teacher input
● BOY, MOY, & EOY MAP assessments.	Math classrooms	Principal/AP	Aug-May	MAP, Technology	MAP results
● Extension/Enrichment activities for students working above national norms according to MAP	Core content teachers, Intervention Team	Principal/AP Intervention Team	Sept-May	Content specific curriculum, MAP results, Local/State funds	Quarterly progress monitoring of MAP, grades, & formal assessments
● ELPS training for all staff working with English Language Learners	All staff	Principal/AP Intervention Team	August	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Math interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	Tier 2 & 3 students	Principal/AP Math Specialist	Sept-May	Local/State/Title1	Progress monitoring of RTI students 3 weeks
● In Class Support for students receiving specialized instruction with grade level TEKS (IDEA)	Students with IEP	Principal/AP Sped Teacher & TA, Diagnostician	Aug-May	Local/State/IDEA Local /State/ IDEA/Title 1	Progress monitoring of students with an IEP every 4 weeks
● Assessment & Accountability training provided by Laura Creamer/Region XI for admin & "intervention team"	Principal/AP Intervention Team & Sped	Principal	December	Title II	EOY MAP & STAAR results EOY Index Indicators
● Math teachers will attend "Critical Thinking" hosted by Mentoring Minds	Principal Math Team	Principal	January	Local/TitleII	EOY MAP & STAAR results EOY Index Indicators
	Math staff	Principal	January		TTM Progress measures

			Local/Title II		
● Math teachers will attend TTM Advanced training @ Region XI ● Classroom manipulatives, tiles, & differentiated instruction materials for different learning styles	Math staff, Intervention team, Sped	Principal	September		Progress monitoring of math TEKS mastery

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.
- **Campus Goal: 97% of all 4th grade students will meet STAAR passing standards in Writing.**

Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.A)

EOY Progress: 87% of students met passing standard in STAAR Writing.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Implement Be A Writer curriculum in 4th grade & plan to add to 3rd grade in Fall 2017.	4th grade ELA classes	Principal/AP DOA 4th ELA Teachers	Aug-May	Be a Writer curriculum Local/state funds	Quarterly progress monitoring of MAP, grades, & formal assessments
● Friday Feedback with students 2X a month to share young authors work with administrative & instructional staff.	4th grade students	Principal/A 4th ELA Teachers	Sept-May	TEKS/CK curriculum	Quarterly progress monitoring of MAP, grades, & formal assessments
● Utilize Reading/Writing Instructional Specialist to help train staff & create intentional curriculum.	Core content teachers	Principal/AP DOA Instructional Specialist	Aug-May	Content specific curriculum, TEKS/CK	Quarterly progress monitoring of MAP, grades, & formal assessments
● Fluid & flexible groups based on accelerated needs.	All students	Principal/AP Content teacher	Sept-May	TEKS,Assessment data	MAP data, common Assessments, Teacher input
● Common planning for content teachers to plan scope & sequence of instruction each 9wks.	Core content teachers	Principal/A:	Sept-May	Content specific curriculum, TEKS/CK, Local/State	Formative assessments MAP data PLC/Teacher input
● Vertical planning w/ grade level content teachers to affirm that students have	Core content teachers	Principal/AP DOA	Sept-May	Content specific curriculum,	Formative assessments MAP data PLC/Teacher input

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
foundational skills needed for new grade level TEKS/standards.		Instructional Specialist		TEKS/CK, Local/State/Title 1	
● "Data Days" built into the staff calendar to analyze data and revise & edit instruction based on student needs.	All staff	Principal/AP DOA EDS	Sept-May	Content specific curriculum, TEKS/CK, Local/State	Formative assessments MAP data PLC/Teacher input
● BOY, MOY, & EOY MAP assessments.	ELA classrooms	Principal/AP	Aug-May	MAP, Technology	MAP results
● Extension/Enrichment activities for students working above national norms according to MAP	Core content teachers, Intervention Team	Principal/AP Intervention Team	Sept-May	Content specific curriculum, MAP results, Local/State funds	Quarterly progress monitoring of MAP, grades, & formal assessments
● ELPS training for all staff working with English Language Learners	All staff	Principal/AP Intervention Team	August	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Reading interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	Tier 2 & 3 students	Principal/AP Reading Specialist	Aug-May	Local/State/Title 1	Progress monitoring of RTI students every 3 weeks
● In Class Support for students receiving specialized instruction with grade level TEKS (IDEA)	Students with IEP	Principal/AP Special Ed Teacher & TA, Diagnostician	Aug-May	Local/State/IDEA	Progress monitoring of students with an IEP every 4 weeks
● Assessment & Accountability training provided by Laura Creamer/Region XI for admin & "intervention team"	Principal/AP Intervention Team	Principal	December	Local/State/IDEA/ Tittle 1	EOY MAP & STAAR results EOY Index Indicators

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.
- **Campus Goal: 97% of all 5th grade students will meet STAAR passing standards in Science.**

Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.A)

EOY Progress: 89% of students met passing standard in STAAR Science.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation

Strategy	Target	Responsible	Timeline	Resources	Evaluation
● Utilize Instructional Specialist & Director of Academic Services to help train staff & provide consistent science scope & sequence.	Core content teachers	Principal/AP DOA Instructional Specialist	Aug-May	Content specific curriculum, TEKS/CK	Formative assessments MAP data PLC/Teacher input
● Weekly hands on experiments within the classroom.	All students	Principal/AP Science teachers	Sept-May	TEKS,Assessment data, STEMscopes	Walk-thrus, T-TESS observations
● Common planning for content teachers to plan scope & sequence of instruction each 9wks.	Core content teachers	Principal/AP	Sept-May	Content specific curriculum, TEKS/CK, Local/State	MAP data, common Assessments, PLC/Teacher input, Formative assessments
● Vertical planning w/ grade level content teachers to affirm that students have foundational skills needed for new grade level TEKS/standards.	Core content teachers	Principal/AP DOA Instructional Specialist	Sept-May	Content specific curriculum, TEKS/CK, Local/State/Title 1	MAP data PLC/Teacher input
● "Data Days" built into the staff calendar to analyze data and revise & edit instruction based on student needs.	All staff	Principal/AP DOA EDS	Sept-May	Content specific curriculum, TEKS/CK, Local/State	Formative assessments MAP data PLC/Teacher input
● BOY, MOY, & EOY MAP assessments.	Science classrooms	Principal/AP	Aug-May	MAP, Technology	Formative assessments MAP data PLC/Teacher input
● Extension/Enrichment activities for students working above national norms according to MAP	Core content teachers, Intervention Team	Principal/AP Intervention Team	Sept-May	Content specific curriculum, MAP results, Local/State funds	MAP results
● ELPS training for all staff working with English Language Learners	All staff	Principal/AP Intervention Team	August	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● In Class Support for students receiving specialized instruction with grade level TEKS (IDEA)	Students with IEP	Principal/AP Special Ed Teacher & TA, Diagnostician	Aug-May	Local/State/IDEA	Progress monitoring of students with an IEP every 4 weeks
● Assessment & Accountability training provided by Laura	Principal/ AP	Principal	December	Local/State/IDEA/ Titile 1	EOY MAP & STAAR results EOY Index Indicators

				Local/State	EOY MAP, STAAR, &
Creamer/Region XI for admin & "intervention team" ● Science teachers attending "Science Process Skills" ● Additional in class time for StemScopes curriculum; headphones/tech devices provided w/in the general ed classroom.	Intervention Team Principal, Science staff Principal Science classrooms	Principal Principal	January December	 Local /ELL Funds	StemScopes progress measures StemScopes participation data and student log in history

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.
   ● **Campus Goal: English Language Learners will improve their mastery of core academic subjects from previous school year and show growth in each content area, compared to previous year's local, state, and national standards.**
Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.B, 2.C, 2.D, 2.E, 2.F)
EOY Progress: ELL/LEP students made minimal growth on EOY STAAR. Campus will use EOY data to create 2017-18 CNA/CIP.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	-Resources Human/Material	Evaluation
● ELPS training for all staff working with English Language Learners	All staff	Principal/AP	August	ELPS materials Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Progress monitoring of grades every 4 weeks; concerns documented & communicated w/ academic team (Admin, Teacher, Counselor, LPAC coordinator)	ELL students ESL Teachers	Principal/AP LPAC coordinator ESL Teachers	Aug-May	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Intervention w/in the classroom during Griffin Time.	ELL students	Principal /AP ESL Teacher	Aug-May	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Linguistic Accommodations according to LPAC needs	ELL students	Principal/AP ESL teacher	Aug-May	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Reading Assistant in the Learning Lab (Title 1/IDEA)	ELL students	Principal/AP	Aug-May	Local/State/Title 1 /IDEA	Progress monitoring of ELL students every 4 weeks
● Fast Forward (IDEA/Title 1)	ELL students	Principal/AP	Aug-May	Local/State/Title 1/IDEA	Progress monitoring of ELL students every 4 weeks

● Reading interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	ELL students	Principal/AP Rdg Specialist	Aug-May	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● Math interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	ELL students	Principal/AP, Mth Specialist	Aug-May	Local/State/Title 1	Progress monitoring of ELL students every 4 weeks
● In Class Support for students receiving specialized instruction with grade level TEKS (IDEA)	ELL students with an IEP	Principal/AP Diagnostician Sped Teacher/TA	Aug-May	Local/State/IDEA	Progress monitoring of ELL students with an IEP every 4 week
● Additional differentiated instruction training for core content teachers, to help improve overall ELL campus performance.	Core Content Teachers	Principal	Nov-June	Local/State/Title 1/Federal	Progress monitoring of ELL students
● ESL certified staff, admin, & counselor will attend "Asylees, Refugees, & Unaccompanied" training	Principal/AP, ESL certified staff, counselor	Principal	March	Local /ESL funds	Progress monitoring of ELL students
● ESL certified staff & admin will attend "MAP User Conference"	Principal , ESL certified staff	Principal	February	Local/ ELL funds/ State	EOY MAP scores
● ESL certified teachers attended "Rockin' Review" TEKS/STAAR training @ Region XI	ESL certified teachers	Principal	January	Local/State/ELL funds	EOY STAAR results & index indicators

Prioritized Objective 4: Students improve their mastery of core academic subjects when compared to local, statewide, and national standards.
 ● **Campus Goal : Students receiving specialized instruction, with an academic IEP (Individualized Education Plan) will improve their mastery of core academic subjects (Reading & Math) when compared to previous school year state standards.**
Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.G i and ii)
EOY Progress: Student w/ IEP's made minimal growth on EOY STAAR. Campus will use EOY data to create 2017-18 CNA/CIP.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● IEP's shared with teachers prior to the start of school to discuss schedule of services & accommodations	All staff & students w/ IEP's	Principal/AP Sped Teacher Diagnostician	August	Current IEP Local/State/IDEA	Progress monitoring of students w/ IEP every 4 wks
● Progress monitoring of grades every 4 weeks; concerns documented & communicated w/ academic team (Admin, Teacher, Counselor, Sped Teacher, Diagnostician)	All staff	Principal/AP Diagnostician Sped Teacher	Aug-May	Local/State/IDEA	Progress monitoring of students w/IEP every 4 wks
● Intervention w/in the classroom during Griffin Time.	Students w/ IEP	Principal /AP Sped Teacher	Aug-May	Local/State/IDEA	Progress monitoring of students w/ IEP every 4 wks Progress monitoring of students w/ IEP every 4 wks
● Reading Assistant in the Learning Lab (IDEA/Title 1)	Students w/ IEP	Principal/AP Sped teacher	Aug-May	Local/State/IDEA	Progress monitoring of students w/ IEP every 4 wks
● Fast Forward in the Learning Lab (IDEA/Title 1)	Students w/ an IEP	Principal/AP Learning Lab T	Aug-May	Local/State /IDEA	Progress monitoring of students w/ IEP every 4 wks
● Reading interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	Students w/ an IEP	Principal/AP Rdg Specialist	Aug-May	Local/State/Title 1	Progress monitoring of students w/ IEP every 4 wks
● Math interventionist to work with Tier 2 & Tier 3 RTI students (Title 1)	Students w/ an IEP	Principal/AP Mth Specialist	Aug-May	Local/State/Title 1	Progress monitoring of students w/ IEP every 4 wks
● In Class Support for students receiving specialized w/ grade level TEKS	Students w/ an IEP	Principal/AP Sped Teacher /TA Diagnostician	Aug-May	Local/State/IDEA	Progress monitoring of students w/ IEP every 4 wk
● Resource & In-class support teachers will attend quarterly PLC training w/ Director of Academic Services and Region XI staff, Brenda Cupps.	Special Ed staff	Principal / DOA	Nov-May	Local/State/IDEA	Training Evaluation

Prioritized Objective 6: ACA students are good citizens who are able to communicate effectively and work as part of team.

Ends Policy Addressed: E-1.1 Student's lifelong learning skills measurably improve. (1.1.5)

EOY Progress: Increase of student participation in campus clubs, PSIA, & Griffin Goodfellow opportunities.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Griffin Morning Show / Morning Announcements	Grade 4-5 students	Principal	Aug-May	Technology	Staff/Student Feedback
● Campus Ambassadors	Grade 5	Prin/ 5th Teacher	Aug-May	Griffin Time	Staff/Student Feedback
● Flag Team	Grade 5	Prin /5th Teacher	Aug-May	Flags	Staff/Student Feedback
● Griffin Goodfellows	Grade 3-5	All stakeholders	Aug-May	Forms	Staff/Student Feedback
● Student Council	Grade 3-5	All stakeholders	Sept-May	StuCo Sponsors	Staff/Student Feedback
● PSIA groups	Grade 3-5	All stakeholders	Sept-May	PSIA Sponsors	PSIA end of year results
● Odyssey of the Mind	Grade 3-5	All stakeholders	Sept-May	ODM Sponsors	ODM end of year results
● Recycling Team	Grade 5	Prin/5th Teacher	Sept-May	Griffin Time	Staff/Student Feedback
● Chess Club	Grade 3-5	All stakeholders	Sept-May	Chess Sponsors	Chess end of year results
● Fine Arts Programs (Ex: Colors, Coats, Choir)	Grade 3-5	Principal Fine Arts Team	Sept-May	Fine Arts Curriculum	Staff/Student Feedback

Family Outcomes

Prioritized Objective 2: ACA will utilize multiple platforms to inform parents of the educational status of their student, the specific educational practices in use in each of the student's classes, and provide resources for parents to reinforce learning at home.

Ends Policy Addressed: E-2.1 Parents are satisfied with the education of their ACA students. E-2.2 Parents effectively function as co-educators for their ACA students with help of support system provided by ACA. (2.A, 2.B, 2.C, 2.D, 2.E)

EOY Progress: Increase in parent communications via Parent University, social media, school reach/emails, which resulted in a minimal decrease in negative comments on EOY parent survey.

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● Parent University 3X a year	ACA Families	Principal	Aug-April	Current updates	Parent Survey / Ends Policy
● Homeroom teachers make parent contact / conference, prior to 1st Progress Report	ACA Famies	Principal / AP 3-5 Teachers	Aug-Sept	Contact list	Parent Survey/Feedback
	Grade 3-5 Campus Staff	Principal/AP 3-5 Teachers	Aug-May	Technology	Parent Survey/Feedback

Strategy / Activity	Staff / Group	Person Responsible	Timeline	Resources	Evidence of Implementation
● Admin / Teachers keep campus website & webpages up to date	Grade 3-5 staff	Principal/AP 3-5 Teachers	Aug-May	Website, Social Media, Newsletter	Parent Survey/Feedback
● Admin / Teachers utilize Remind App to keep staff & parents informed	Grade 3-5 Homeroom Teachers	Principal/AP	August	CK values, ACA mission/vision, TEKS	Parent Survey/Feedback
● Curriculum Night--to explain core values of ACA & procedures	All staff	Principal/AP	Aug-May	Educational Research, Professional Development, Region XI consultants	Parent Survey/Feedback Teacher/Staff Feedback
● Continuous professional development to train staff on effective communication, relationship building, community partnerships, and campus expectations.	ACA Families	Principal	Aug-May	SBDM guidelines	SBDM Participation results
● Parents volunteer for SBDM committee	ACA Families	Principal/AP	Aug-May	PTO procedures	PTO membership
● Active PTO partnership	Grade 3-5 staff	Principal/AP	Aug-May	PTO calendar	Parent Survey/Feedback
● Staff will attend monthly PTO meetings	All staff	Principal/AP 3-5 Teachers	Aug-May	Campus/District calendar, schedule of events	Parent Survey/Feedback
● Frequent communication on website, bulletin board, social media, and weekly newsletters.	ACA Families		Aug-May	Opportunities made readily available Internet	Parent Survey/Feedback
● Volunteer opportunities are welcomed & utilized on campus regularly.	ACA Families	Principal	Sept-May		Parent Survey/Feedback
● Weekly social media posts to inform parents of campus events & celebrate student learning. #GriffinProud					

Prioritized Objective 6: ACA staff and students are safe and secure.

EOY Progress: Maintained campus safety & security through daily/monthly campus security systems. (drills & RAPTOR). 100% of students were taught bullying/reporting procedures by campus counselor.

Policy Governance Ends Policy Addressed:

Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
● RAPTOR system (to check ID's) used consistently	Int. Campus	Principal/Front Desk Staff	Aug-May	RAPTOR	Parent Survey/Feedback
● Fire Drill 1X a month	Int Campus	Principal/AP	Aug-May	Safety Procedures	EOY Safety Evaluation
● Tornado Drill 3X a year	Int Campus	Principal/AP	Aug-May	Safety Procedures	EOY Safety Evaluation
● Lockdown Drill 2X a year	Int Campus	Principal/AP	Aug-May	Safety Procedures	EOY Safety Evaluation
● "Door checks" (to see if teachers keep doors locked) done weekly by admin	Int Campus	Principal/AP	Aug-May	Safety Procedures	EOY Safety Evaluation
● Walkie-Talkie system in place for communication when network down	Int Campus	All staff	Aug-May	Walkie-Talkies Channel Expectations	Staff Feedback
● Student contact information printed out & in "go bag" in case of emergency or no access to the computer	Int Campus	Principal/ AP	Aug-May	Safety Procedures	Staff Feedback
● Annual Diabetes training @ Region XI	Principal/AP, Nurse, Front Office staff	Principal	Sept	Local /State Manual/Procedures	EOY Nurse Feedback

2016-2017 Campus SBDM Committee

Name	Position	Signature (on file)
Teri Rodgers	Principal	
Jennifer Young	Assistant Principal	
TBA	Nurse	
Jenny Smalley	Math Teacher	
Kelly Mogk	ELA/SS Teacher	
Cheryl Hammons	Science Teacher	
Patrick Hofer	Reading Teacher	
Margo Scott	Math Teacher	
Laurie Lewis	Reading Interventionist	
TBA	Math Interventionist	
Michael Destefani	Special Ed Teacher /Tech	
TBA	Community Member	

Mrs. Brumfield	Parent	
Mr. Hughes	Parent	

Arlington Classics Academy

2016-17

Arlington Classics Academy Middle School

Campus Improvement Plan

Kurtis J. Flood
Principal

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.

Middle School Goals:

1. ACA Middle School strives to educate students in core content areas and enrich their education through unique and creative elective courses. We seek to find new electives we can add that will remain true to our mission while preparing students to be successful with the new HB5 career paths in high school.
2. ACA Middle School strives to keep an accelerated curriculum that helps students achieve a commanding knowledge of the origins of our liberty and earn meaningful high school credits while in middle school. With this goal, we hope to afford students with more choices in their course offerings in high school.
3. ACA Middle School strives to help students that are not meeting the demand of and accelerated curriculum and high school courses by supporting their education to prepare them for the acceleration and high school level courses.
4. ACA Middle School strives to provide opportunities for our students to learn and choose how to be contributing citizens and excel in leadership opportunities. We hope to help our students understand how they impact the world around them and how they can make a positive difference at their age.
5. ACA Middle School strives to improve student performance in the areas of Social Studies and Math according to the STAAR test. We seek to maintain a distinction designation in Social Studies and regain the Math distinction. We also strive to maintain the student performance for the other core classes in which we receive a distinction designation.
6. ACA Middle School strives to improve student performance in each tested subject on STAAR by increasing our Advanced scores. We specifically aim to increase scores in our EOC courses, Biology and Algebra 1.
7. Prioritized Objective 7: ACA Middle School aims to help student growth in Special Populations and achieve satisfactory performance on STAAR test.

8 Components of Title I

I. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

II. Ensure that planning for students served under this part is incorporated into existing school planning

III. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that give primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

IV. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

V. Provide instruction by highly qualified teachers

VI. In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals,and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

VII. Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

VIII. Coordinate and integrate Federal, Sate, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment

Demographics

Campus SBDM Committee members analyzed 2016-2017 PEIMS data as recorded in DMAC updated August 31, 2016 and found the following:

Enrollment:

6	7	8	Total
168	143	119	**430**

Of those students, 202(47%) are male and 228(53%) are female.

Other indicators evaluated include:

LEP	Migrant	ESL	Econ Dis	Title I	At Risk	SpEd
9	0	8	102	0	82	16

Hispanic	Native	Asian	African Am	Islander	White	Two or More
16%	2%	17%	31%	<1%	52%	<1%

*Current 15-16 Data as of September 15, 2015

2015-16 Attendance Rate Per Six Week Reporting Period:

	First	Second	Third	Fourth	Fifth	Sixth	Est Summative
Middle	98.53%	97.86%	96.52%	97.43%	97.79%	%	%
District	98.33%	98.10%	97.53%	97.56%	97.44%	%	%

Administrators consider the diversity of the student population a strength. Attendance rates across the district are strong. The wait list remains healthy. Teacher to student ratios are relatively low apart from a few areas of concern created by typical scheduling conflicts. Strategies to support differentiation should be considered.

Student Achievement

STAAR and EOC State Assessment

Grade Level & Assessment	ACA Met 2016 Standard	State Performance	Variance	ACA Advanced	State Advanced	Variance
5th Math	87%	79%	+8%	26%	20%	+6%
5th Reading	86%	75%	+9%	39%	25%	+14%
5th Science	88%	75%	+13%	20%	11%	+9%
6th Math	83%	74%	+9%	13%	16%	-3%
6th Reading	86%	71%	+15%	23%	19%	+4%
7th Math	84%	71%	+13%	25%	17%	+8%
7th Reading	88%	72%	+16%	31%	22%	+9%
7th Writing	91%	70%	+21%	31%	13%	+18%
8th Math	42%	73%	-31%	0%	9%	-9%
8th Reading	99%	82%	+19%	40%	19%	+21%
8th Science	100%	76%	+24%	0%	19%	-19%
8th Social Studies	89%	65%	+24%	33%	17%	+16%
Algebra I	99%	81%	+18%	59%	25%	+34%
Biology I	99%	92%	+7%	37%	21%	+16%

Cohort and Longitudinal Report (5 yr)

2015-16 STAAR Level II - Phase in 1

Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop	
Reading	96%	46%	95%	34%	91%	39%	86%	23%	88%	31%	99%	40%	Total Stud	1425
Math	92%	32%	81%	28%	89%	26%	84%	15%	84%	25%	62%	0%	Eco Dis 21%	299
Writing			89%	30%					91%	31%			LEP 5%	69
Science					88%	20%					100%	0%	At-Risk	
History											89%	33%	Alg I 99%/59%	
													Bio I 99%/37%	

2014-15 STAAR Level II - Phase in 1

Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop	
Reading	95%	33%	88%	40%	95%	39%	91%	28%	94%	36%	97%	26%	Total Stud	1398
Math	87%	23%	79%	22%	89%	23%	87%	19%	92%	33%	77%	0%	Eco Dis 19%	266
Writing			83%	14%					96%	23%			LEP 5%	70
Science					91%	22%					56%	6%	At-Risk 23%	315
History											88%	22%	Alg I 96%/55%	
													Bio I 100%/25%	

2013-14 STAAR Level II - Phase in 1

Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop	
Reading	89%	33%	87%	24%	97%	32%	94%	29%	90%	31%	100%	57%	Total Stud	1277
Math	78%	18%	80%	21%	94%	41%	92%	38%	81%	17%	93%	0%	Eco Dis 20%	256
Writing			89%	9%					90%	10%			LEP 6%	78
Science					88%	22%					90%	51%	At-Risk 19%	243
History											81%	19%	Alg I 100%/67%	

2012-13 STAAR Level II - Phase in 1

Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop	
Reading	94%	30%	88%	38%	97%	36%	94%	30%	92%	31%	95%	37%	Total Stud	1159
Math	79%	24%	84%	26%	95%	35%	90%	14%	88%	30%	79%	0%	Eco Dis 22%	252
Writing			89%	16%					88%	19%			LEP 5%	54
Science					83%	13%					82%	11%	At-Risk 7%	84
History											68%	5%	Alg I 100%/38%	

2011-12 STAAR 65% passing rate

Grade	3 Pass	3 Adv	4 Pass	4 Adv	5 Pass	5 Adv	6 Pass	6 Adv	7 Pass	7 Adv	8 Pass	8 Adv	Student Pop	
Reading	90%	36%	99%	52%	96%	34%	92%	34%	90%	40%			Total Stud	997
Math	79%	17%	77%	11%	93%	16%	92%	46%	94%	34%			Eco Dis 17.20%	171
Writing			97%	19%					92%	16%			LEP 3.90%	39
Science					88%	18%							At-Risk 5.10%	51
History														

ITBS Report: Administered Fall 2014

		ITBS 2 Year Comparison of Scores / Grade	K	1	2	3	4	5	6	7	8
ITBS Assessment 2014	Reading	# of students tested		186	172	172	173	173	170	95	74
		Grade Equivalent of average SS		2.1	3.2	4.3	5.7	6.4	7.5	9.3	9.8
		National Stanine of Average SS		8	8	7	7	6	6	6	6
		Percentile Rank of Average SS: National Student Norms		94	89	78	77	70	68	72	65
		Percent of Students in NPR Range 75-99		79	59	51	50	38	49	48	42
	Math	# of students tested		184	173	172	173	173	170	95	74
		Grade Equivalent of average SS		1.7	2.9	3.9	5.3	6	6.7	9	9.8
		National Stanine of Average SS		7	7	6	7	6	5	6	6
		Percentile Rank of Average SS: National Student Norms		84	81	73	77	65	58	71	65
		Percent of Students in NPR Range 75-99		54	61	44	53	35	24	44	34
	Writing (Language Grades 1-2)	# of students tested		185	172	172	173	173	170	95	74
		Grade Equivalent of average SS		1.8	2.9	4.3	5.9	7.1	8.1	10.5	10.1
		National Stanine of Average SS		8	7	7	6	6	6	6	6
		Percentile Rank of Average SS: National Student Norms		90	81	77	76	73	68	74	64
		Percent of Students in NPR Range 75-99		69	58	49	54	43	38	51	39
	Science	# of students tested					173			95	74
		Grade Equivalent of average SS					5.9			9.9	11.7
		National Stanine of Average SS					7			6	6
		Percentile Rank of Average SS: National Student Norms					79			75	74
		Percent of Students in NPR Range 75-99					54			59	54
	History	# of students tested					173			95	74
		Grade Equivalent of average SS					5.5			9.3	10.2
		National Stanine of Average SS					6			6	6
		Percentile Rank of Average SS: National Student Norms					76			71	67
		Percent of Students in NPR Range 75-99					55			49	39
ITBS	Reading	# of students tested	172	175	171	172	172	171	91	76	60
		Grade Equivalent of average SS	1.5	1.9	3.2	4.1	5.5	6.2	7.8	8.7	11.4
		National Stanine of Average SS	8	8	8	6	6	6	6	6	6

Subject	Metric									
	Percentile Rank of Average SS: National Student Norms	95	91	89	75	74	66	71	67	76
	Percent of Students in NPR Range 75-99	89	74	63	48	41	39	49	41	48
Math	# of students tested	175	175	173	172	174	171	91	76	60
Math	Grade Equivalent of average SS	1.3	1.8	2.9	3.8	5	6	7.5	8.4	10.7
Math	National Stanine of Average SS	7	7	7	6	6	6	6	6	6
Math	Percentile Rank of Average SS: National Student Norms	84	86	82	72	71	66	69	64	72
Math	Percent of Students in NPR Range 75-99	62	62	61	44	43	42	44	37	47
Writing (Language Grades 1-2)	# of students tested	175	175	171	172	174	171	91	76	60
Writing (Language Grades 1-2)	Grade Equivalent of average SS	1.5	1.8	3	4.3	5.6	6.6	8.4	8.4	13+
Writing (Language Grades 1-2)	National Stanine of Average SS	8	8	7	7	6	6	6	6	6
Writing (Language Grades 1-2)	Percentile Rank of Average SS: National Student Norms	94	91	83	77	74	69	70	61	75
Writing (Language Grades 1-2)	Percent of Students in NPR Range 75-99	79	74	55	56	46	35	47	34	50
Science	# of students tested					174			75	60
Science	Grade Equivalent of average SS					5.6			9	12.1
Science	National Stanine of Average SS					7			6	6
Science	Percentile Rank of Average SS: National Student Norms					76			69	76
Science	Percent of Students in NPR Range 75-99					45			47	57
History	# of students tested					173			75	60
History	Grade Equivalent of average SS					5.2			8.6	11.8
History	National Stanine of Average SS					6			6	6
History	Percentile Rank of Average SS: National Student Norms					72			65	75
History	Percent of Students in NPR Range 75-99					43			45	53

Student achievement is measured by performance and progress. As an aggregate, student body performance data on both the ITBS (Iowa Test of Basic Skills) and the STAAR assessment are compared from year to year by grade level and by cohort group. Additionally, progress is assessed and student data is monitored on TTM (think through math) and ISIP (Istation) monthly assessments for appropriate grade levels. These assessments monitor student progress through the grade level curriculum (or beyond). ISIP using national norms similar to ITBS to provide a true picture of how the student is performing compared to other students.

Student achievement at ACA is evaluated with the end in mind. Therefore, the access to high school credits and student performance on assessments at the MS level are weighed more heavily. Additionally, our goals as a college preparatory school compel us to weigh the advanced scores of each performance category at each grade level as well.

Evaluating performance, ACA students outperform the state average by an average of 16 percentage points. The fourth year of the STAAR assessment behind us and more resources available to address the needs of the learner strengthen our position to continue to teach to a rigorous level while ensuring that the students are assessed more fairly by the state assessment. The ITBS results continue to represent an above grade level or accelerated learning pattern at ACA. The chart above compared the 2013 data to the 2014 data. We must remember that the new ITBS test given in 2013 is more rigorous and aligned to college ready standards than the previous years.   For the 2015-2016 school year, we are transitioning to the NWEA MAP test and will have results sometime in the 1st semester from the initial testing. After a couple of years of MAP testing, beginning with the 2017-2018 school year, we will be able to use the data to help create a strategic plan moving forward to help our students progress. In the meantime, we will continue to look at the ITBS results from 2013 and 2014 to help make instructional decisions.

School Culture and Climate / Family & Community Involvement

ACA is a college-preparatory school. The school climate and culture is one that supports accelerated academics with the goal of allowing students to learn at their own pace. Based on the district-wide HB5 self-evaluation results, family and community involvement is high. We annually recognize volunteers and encourage volunteerism. We have a pool of volunteers which represents approximately two-thirds of our student population. We have hosted community activities, specifically, the keyhole garden workshop which hosted approximately 50 visitors. We have a very active PTO which interacts seamlessly with the school functioning and enhances the quality of school experience that we enjoy. We seek input regularly from parents either through email requests or through participation on vital committee work. Stakeholders feel extremely safe on campuses and are generally satisfied with the issues of security. Campus efforts on bullying education and prevention are beneficial. No major threats exist in discipline files regarding major infractions: threat of bodily harm with a weapon. Parental participation at student events (curriculum nights, meet the teacher) is strong.

ACA has implemented research based strategies to improve grit and perseverance through a growth mindset environment. These strategies will be integrated in the everyday routine of students, teachers, and administrators, supporting our goal to create lifelong learners. We also see a need to help our middle school students prepare for leadership opportunities in high school. With this in mind, we are looking for creative ways to expand our students' character to better prepare them to be leaders.

Staff Quality

Arlington Classics Academy is proud to report that instructional staff meets the 100% highly qualified requirements of the No Child Left Behind Act in both professionals and paraprofessionals assigned to core content instruction. Arlington Classics Academy teachers are professionals who, in general, seek out best practices that benefit their students. Historically, ACA benefits from teachers who want freedom and flexibility to teach

outside of a traditional ISD. (This data is district wide as calculating current campus data from the AEIS and TAPR reports is not valid with our current growth)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Beginning Teachers	23%	44%	4%	7%	5%	10%
1-5 Years Experience	37%	22%	31%	19%	14%	10%
6-10 Years Experience	6%	11%	34%	38%	14%	20%
11-20 Years Experience	28%	15%	23%	29%	59%	44%
Over 20 Years Experience	6%	8%	8%	7%	9%	15%

We strive to hire and retain high quality teachers through providing them support in their continued learning pursuits. We hope to be able to do this by sending teachers to various Professional Development sessions and utilize our Instructional Specialists to support teacher created ideas in the classroom. We also aim to retain quality staff by providing a certain level of autonomy and allowing teachers to be the experts in their classrooms.

Curriculum and Instruction

Arlington Classics Academy values, first and foremost, the ability of the teacher to organize and lead the instruction within the classroom. Therefore, we seek to support and encourage use of instructional resources that align our goals of accelerated instruction and college readiness to classroom instruction. ACA also values informed parents making educational decisions for their children and seeks to provide access to the curriculum and instructional materials on various platforms.

ACA uses a standardized teacher evaluation system that is built on concepts of continuous improvement. Curriculum and instructional plans evolve as data is collected and evaluated throughout the school year. Professional Learning Communities, departmentalized staff, and grade level meetings are held to review data points and discuss needed changes. By promoting action at the teacher level, the level most closely involved with the students, we can affect change in response to the needs of the learner more quickly.

One of the most pressing goals of the Middle School is to provide students with access to High School credit opportunities. We currently offer credits in the following areas: Algebra 1, Biology 1, Spanish 1, Spanish 2, Physical Education, Music Appreciation, Choir 1, Art 1, Theatre Arts 1, Communication Application and Computer Science. The ability to offer so many high school courses prepares students for High School by alleviating some of the required courses and opening their schedule for more freedom of choice. With this, we need to create Personal Graduation Plans for every 7th and 8th grade student currently enrolled in a High School credit course. We also need to make sure that we are providing appropriate instruction to help students be successful on their end of course exams in Algebra 1 and Biology 1.

Also due to our increasing enrollment of students, we are in need of continuing to employ a supportive staff to the Physical Education department to keep our teacher to student ratio under 45. We offer a high school credit in Physical Education to all our 8th grade students. With this class being more stringent in the requirements set forth by the TEKS, an Aide will help to make sure students are being monitored and remaining safe.

With the nature of being a Texas Public School, we are faced with challenges in helping our special learning populations reach the high standards of our accelerated curriculum. We do notice in our data that we need to find innovative and creative ways to support our ELLs , Special Education, and At Risk students. Based upon our data review, we need to find innovative and research based instructional methods to support our Special Education students, especially in the Mathematics subject.

School Context & Organization

Arlington Classics Academy campus administrators work with campus staff to create an organized schedule of classes that best reflect efforts to meet the needs and demands of a growing community of varying demographic backgrounds. Increasing expectations demand that we look closer at innovative scheduling approaches that devote time and resources to advanced academic opportunity as well as ensuring resource allocation to poor performing areas, wherever possible. This will require an investment in personnel dedicated to supports, interventions, and advancements on all three campuses.

We currently utilize the Block A/B schedule on the middle school to maximize the time spent on instruction. Using the classical philosophy, students at the middle school stage are ready to use logic and rhetoric from the grammar they learned in lower grades. The 90 minutes per class allows teachers the creativity to provide opportunities that allow students to collaborate in their classrooms. Additionally, with the geographic concerns of students' homes, the extra time in class allows students to complete group projects within the school day.

The middle school is currently experience a tremendous amount of growth. We have grown from 130 students in 2012-2013 school year to 240 students in the 2013-2014 school year. In the 2014-2015 school year, we grew to 334 students, and in 2014-2015 school year we grew to 382 students. For the 2016-2017 school year, we currently have 430 students enrolled. This growth has added teachers in the both the elective and core class offerings. With this influx of students and teachers, a schedule was created with core teachers being grouped according to content area for planning purposes. Each core content subject has a common 90 minute planning period every other day to plan common assessments and lessons for students. We also group the core teachers according to grade level teams to help foster student support for academics and behavior. During these grade level meetings, teachers will discuss positive interventions to help students academically or behaviorally depending on the need. We currently have 22 teachers on staff and 15 classrooms to devote to the middle school. Next year we anticipate approximately 50-100 more students and will need to address adding teachers and electives for our students. We will also need to be creative in how we utilize our physical space to maximize the opportunity for students to learn and teachers to plan.

Technology

Arlington Classics Academy is committed to increasing the presence of technology on each campus as a tool for learning. Campus principals support the use of technology across the curriculum. Additional funds are needed to progress through the technology plan and to lower the student to device ratio. An accurate ratio would be a student use ratio. Current district funded technology available for everyday use by students is designated below:

Campus	BOY 2015 Devices	2015 Ratio	BOY 2016 Devices	2016 Ratio
Middle	36 laptops (5 out for repair) 25 tablets	1:6	128 laptops 25 tablets 90 Chromebooks	1:1.7

While the ratio did drop from 2015-2016, we still hope to reduce that ratio so students can access technology seamlessly in their classrooms. The plan for the 2016 school year is to incorporate up to 8 laptops in every classroom that requests permanent laptops. In addition to the laptops, we have 3 Chromebook carts that each hold 30 Chromebooks for checkout so a class can use a class set when instructionally warranted.

Outside of being able to place more devices in student's hands, we do see a need to help organize and compile data collection efforts from various departments. Our Special Education department does and great amount of data collection with the accelerated curriculum to ensure that students with documented disabilities are not experiencing difficulties with our curriculum.

Student Outcomes

Prioritized Objective 1: ACA Middle School provides opportunities for students to learn unique and enriching content outside of the 4 core content classes.

Policy Governance Ends Policy Addressed: E-1.1 Student's lifelong learning skills measurably improve. (1.1.5) E-1.2 Students demonstrate high academic achievement. (2.A) E-1.3 Students possess and can demonstrate the skills and attributes of an effective leader. (3.A, 3.B, 3.C)

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources	Evaluation tool
Master Schedule	Entrepreneurship class-Inviting local entrepreneurs into class to provide experience	MS Students	MS Principal	8/16-5/17	Books, Supplies, Entry fees to contests	Report Cards
	Art 1 class enters students into the VASE competition	Art 1 Students	Art Teacher	8/16-5/17	$393.00 for Membership into Texas Art Educator Association	Competition Results
	Choir 1 students enter into UIL Competitions	Choir 1 Students	Choir Teacher	8/16-5/17	None Needed	Competition Results
	Computer Science Class	8th Grade Students	Technology Teacher	8/16-5/17	CodeHS Curriculum - $2500	Master Schedule/Student Transcripts

Prioritized Objective 2: At the end of grade eight, 80% of the students will have earned five or more high school credits.

Policy Governance Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.A)

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
8th grade EOY transcripts Master Schedule	Continue offering Biology I for 8th grade and supply the teacher/lab with materials necessary for students to excel in Biology. (T1A-II)	All 8th grade students	MS Principal	8/16	.25 FTE Local funds	Course offering guide 8th grade transcripts Board report
	Continue to employ MS counselor to build relationships with receiving schools, develop personal graduation plans for students, and support MS students in their accelerated education. (T1A-II, IV,VII)		MS Principal MS Counselor	8/16-5/17	1 FTE, Local $41,402 SCE $10,402	
	Provide training for HB5		MS Principal MS Counselor	9/16-5/17	Local	Certificates
	Provide AP training and employ AP strategies for Algebra I Pre-AP and Biology designation for 16-17 school year (T1A-VI)		MS Principal MS Counselor Algebra Teacher	8/15	Title II	Certificates
	Provide Training for teachers to earn High School Teaching Certification (T1A-V)		MS Principal	8/16-5/17	Local	Teacher Certificates

Prioritized Objective 3: ACA Middle School will provide assistance for students not meeting the high expectations put forth helping them prepare for High School credit courses.

Policy Governance Ends Policy Addressed: E-1.2 Students demonstrate high academic achievement. (2.B, 2.C, 2.D, 2.E, 2.F)

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
Title 1 Roster	Provide invite only tutoring to students from the Title 1 Roster(T1A-I) Purchase Mentoring Minds to support tutors	MS Students	MS Principal MS Counselor Instructional Specialists	10/16-5/17	Instructional Services staff (Instructional Specialists) and Title 1A	Tutoring Logs turned in by the tutors
	Reading Specialist help to students struggling in special populations such as ESL, 504, or as defined in their RTI plan		Reading Specialist	8/16-5/17	Tutors/Teachers $25/hour Title 1A	STAAR Results
	Learning Lab accessibility, Fastforward and Reading Assistant access for SPED populations, ESL students, Title 1 students and struggling students		MS Principal	8/16-5/17	Learning Lab Aide State Comp ED Title 1	STAAR Results
	Summer Tutoring Program for SSI students	SSI Students	MS Principal MS Counselor	6/17	Teachers Local/State Comp ED Title 1	STAAR Results
	Support SPED students in closing the gap by organizing our assessment tools from our Diagnostician and Speech Pathologist	SPED Students	MS Principal Diagnostician Speech Pathologist	3/16	iPads for Assessment	Assessment reports
	ELAR Training for SPED teacher teaching multiple grade levels.	ELA SPED Students	SPED Teacher	10/15	Region 11 $150 – IDEA Funds	Certificates
	Continue Special Education support with 1 SPED Teacher and sharing an Aide with Intermediate	SPED Students	MS Principal	08/16-5/17	IDEA 1 FTE for teacher IDEA .5 FTE for Aide	
	SPED Reading Support with iStation	SPED Students in ELA Resource	SPED Teacher	10/16-5/17	224 SPED Funds	Licenses from iStation along with Testing results from iStation

Prioritized Objective 4: ACA students are contributing citizens who are able to communicate effectively and work as part of team.

Policy Governance Ends Policy Addressed: E-1.3 Students possess and can demonstrate the skills and attributes of an effective leader. (3.A, 3.B, 3.C)

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
Club Participation	Continue to provide Communications class for high school credit	MS Students	MS Principal	8/16-5/17	No additional resources required	Club participation
Griffin Goodfellow Applications	Increase awareness of Griffin Goodfellows, incentivizing and recognizing those who meet the criteria	MS students	MS Principal	8/16-5/17		Griffin Goodfellow Awards
Course enrollment	Utilize outdoor learning center for collaborative team projects (T1A-IV)	MS students	Teachers	8/16-5/17		Course enrollment
	Promote participation for Odyssey of the Mind	MS Students	Coordinator for Instruction & Assessment	9/16-5/17		
Griffin Goodfellows Logs	Have students partner with Parents to volunteer with programs such as Mathoween, Family Literacy Nights, and PTO Carnival (T1A-VII)	NJHS/MS Students	MS Principal MS Counselor NJHS Sponsors Parents	8/16-5/17		Goodfellow Logs or Sign in Sheets of events

Prioritized Objective 5: ACA Middle School will increase our scores in the subject of Social Studies and Math so that we can maintain a Distinction Designation.

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
DMAC/9 Weeks Exams	Provide students with 9 weeks exams correlated to the TEKS taught within that 9 week grading period. We will be disaggregating the data in DMAC. After each exam we will review the data and strive to help students reach the upper quintiles with their exams. Questions that are commonly missed with be included on future exams after being retaught. (T1A-III)	8th Grade Students	Social Studies Department	8/16-5/17	Testing Supplies to implement the 9 weeks exams	TAPR 9 Weeks Test Results
Tutoring	Tutoring will be provided for students struggling to move up from lower quintiles (4 or 5) to higher quintiles (T1A-I)	8th Grade SS Students 6th, 7th, 8th Grade Math Students	Social Studies Department Math Department	01/17-5/17	Tutor Pay 211 Title 1 Funds	Tutoring Logs TAPR Results STAAR Results
Book Inventory	Textbooks for 6th, 7th, and 8th grade social studies	MS Students	Social Studies Department	8/16-5/17	SS Books (IMA Funds)	SS STAAR Results

Prioritized Objective 6: ACA Middle School will emphasize that students should score in the higher percentiles of the STAAR test and earn an Advanced Score.

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
DMAC/9 Weeks Exams	Provide students with 9 weeks Exams disaggregating the data in DMAC. After each exam we will review the Data and strive to help students reach the upper quintiles with their exams. Questions that are commonly missed with be included on future exams after being retaught.	All Students	Core Department Teachers	8/16-5/17	Testing Supplies to implement the 9 weeks exams	TAPR – • 6th Grade Math and Reading Master % Increased • 7th Grade Reading Master % Increased • 8th Grade Science and SS Master % Increased 9 Weeks Test Results

Prioritized Objective 7: ACA Middle School aims to help student growth in Special Populations and achieve satisfactory performance on STAAR test.

Data Source	Action(s) Implementation	Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material	Evaluation
STAAR Performance ELL Students	Provide Training for Teachers to earn ESL Certification	ESL Students	MS Teachers	8/16-5/17	PIC 25 Funds	Teacher Certifications
Book Inventory	Purchase Audio books to Support ELL learners fluency	ESL Students	Library	8/16-5/17	PIC 25 Funds	STAAR and 9 Weeks Exams