Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

Financial Futures Committee
February 17, 2015
6:30 pm, Mac Bernd Professional Development Center

WELCOME……Tony Pompa
FFC Chairperson

STUDENT PERFORMANCE DATA ……Dr. Kevin Barlow
Executive Director of Accountability, Planning & Testing

ACADEMIC SERVICES: 2015-16 PRIORITIES……Dr. Steven Wurtz
Chief Academic Officer

Prepared by: Finance *February 2, 2015*

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

Financial Futures Committee
Academic Services
February 17, 2015

Quality Tier 1 Instruction:
College & Career Readiness:
Inclusive Education:
Bond Initiatives:

Prepared by: Finance *February 15, 2015*

Academic Services
2015-2016 Priorities

Dr. Steven Wurtz
Chief Academic Officer

Dr. Kevin Barlow
Executive Director of APT

ACHIEVE TODAY. EXCEL TOMORROW.

1

Strategic Plan

Vision: The vision of the AISD is to be globally acknowledged as a premier school district

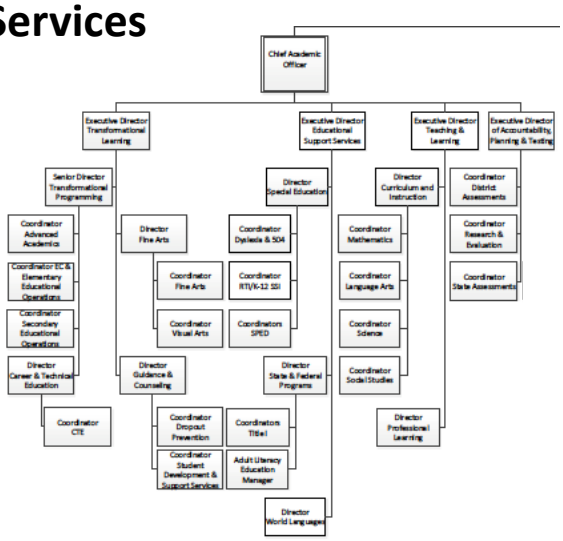
Mission: The mission of the AISD is to empower and engage all students to be contributing, responsibly citizens reaching their maximum potential through relevant, innovative and rigorous learning experiences

ACHIEVE TODAY. EXCEL TOMORROW.

2

ACHIEVE TODAY. EXCEL TOMORROW.

Academic Services



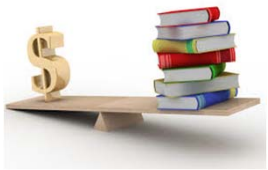
3

ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum-driven Budget

Recommendation 10: Design and implement a comprehensive, curriculum-driven budget process that links resources to instructional priorities

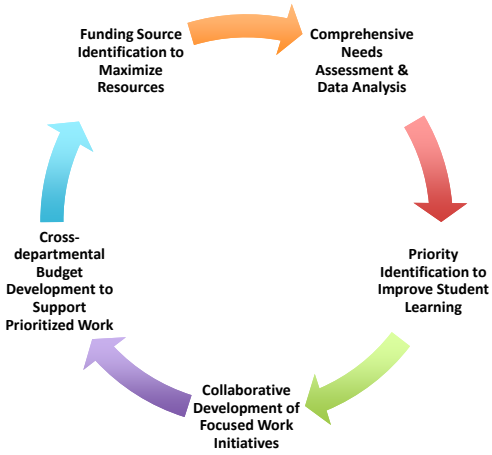
- Data-informed
- Cross-departmental collaboration
- Focused support of district-wide academic priorities



4

ACHIEVE TODAY. EXCEL TOMORROW.

Data-Driven Budget Development Process



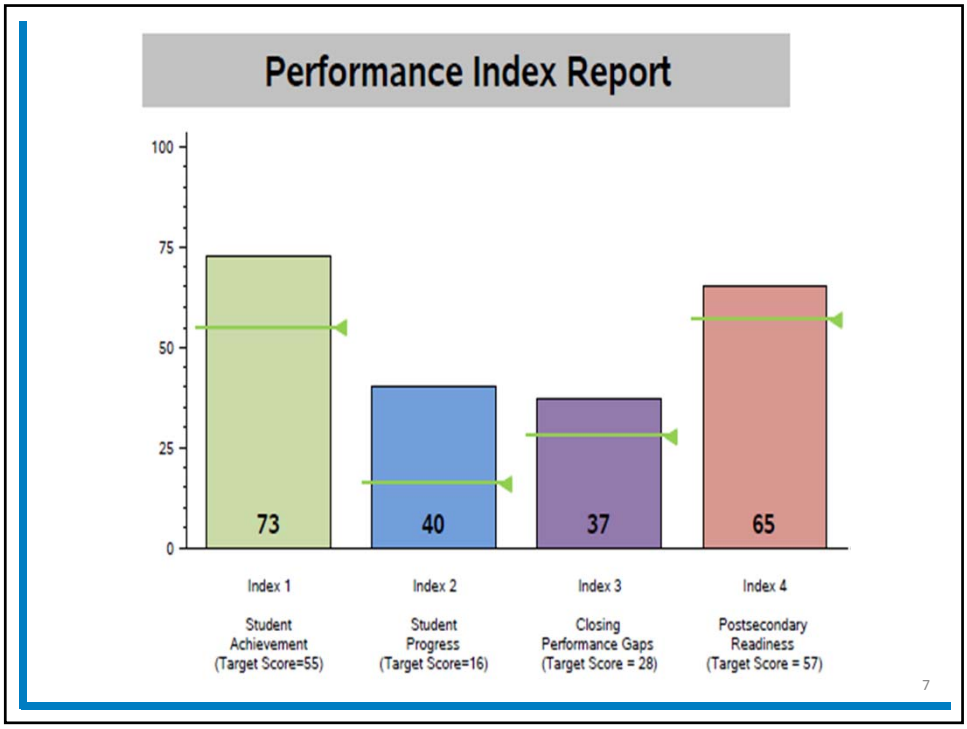
5

Present State Assessment System

- STAAR (State of Texas Assessment of Academic Readiness)
- STAAR-M (STAAR Modified - 2% rule)
- STAAR-Alt (STAAR Alternate -1% rule)
- EOC (End-of-Course – Algebra I, English I & II, Biology and US History)

STAAR State of Texas Assessments of Academic Readiness

6



TEA TEXAS EDUCATION AGENCY

Campus Ratings Summary

High School Campuses

- Met Standard (7/9)
- Improvement Required (2/9)
  - Sam Houston HS & Newcomer Center

Junior High Campuses

- Met Standard (12/12)
- Improvement Required (0/12)

Elementary Campuses

- Met Standard (49/51)
- Improvement Required (2/51)
  - Wimbish & Webb Elementary Campuses

8 Source: 2013-14 Accountability Reports Published by TEA

Accountability System Safeguards - District

Performance Rates:	48/53 = 91%
Participation Rates:	22/22 = 100%
Graduation Rates:	8/9 = 89%
Met Federal Limits on Alternative Assessments:	1/1 = 100%
Total:	79/85 = 93%

Source: 2013-14 Accountability Reports Published by TEA

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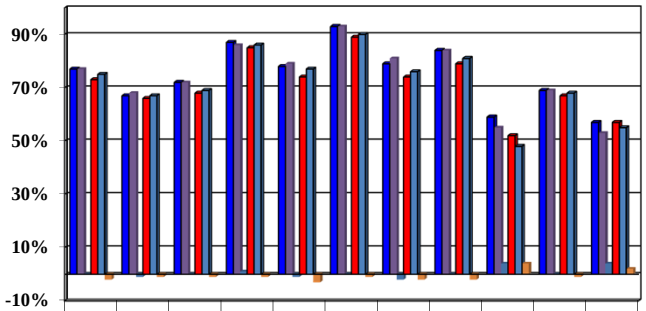
All Subjects: Satisfactory Standard

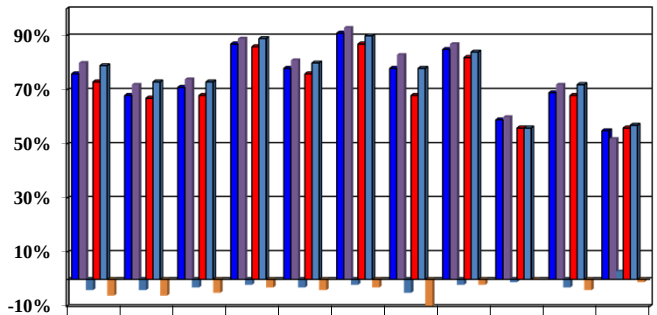


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
All Subjects 2014: State	77%	67%	72%	87%	78%	93%	79%	84%	59%	69%	57%
All Subjects 2013: State	77%	68%	72%	86%	79%	93%	81%	84%	55%	69%	53%
State Diff	0%	-1%	0%	1%	-1%	0%	-2%	0%	4%	0%	4%
All Subjects 2014: AISD	73%	66%	68%	85%	74%	89%	74%	79%	52%	67%	57%
All Subjects 2013: AISD	75%	67%	69%	86%	77%	90%	76%	81%	48%	68%	55%
AISD Diff	-2%	-1%	-1%	-1%	-3%	-1%	-2%	-2%	4%	-1%	2%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

10

Reading: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Reading 2014: State	76%	68%	71%	87%	78%	91%	78%	85%	59%	69%	55%
Reading 2013: State	80%	72%	74%	89%	81%	93%	83%	87%	60%	72%	52%
State Diff	-4%	-4%	-3%	-2%	-3%	-2%	-5%	-2%	-1%	-3%	3%
Reading 2014: AISD	73%	67%	68%	86%	76%	87%	68%	82%	56%	68%	56%
Reading 2013: AISD	79%	73%	73%	89%	80%	90%	78%	84%	56%	72%	57%
AISD Diff	-6%	-6%	-5%	-3%	-4%	-3%	-10%	-2%	0%	-4%	-1%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

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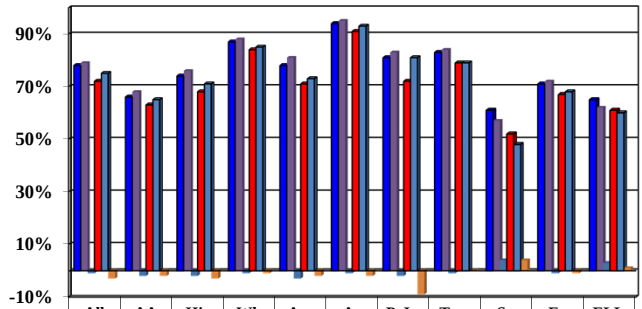
Mathematics: Satisfactory Standard

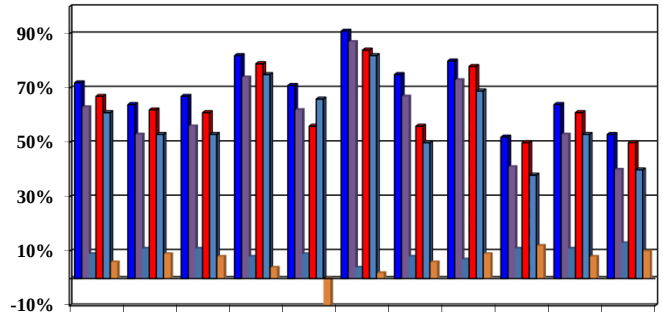


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Mathematics 2014: State	78%	66%	74%	87%	78%	94%	81%	83%	61%	71%	65%
Mathematics 2013: State	79%	68%	76%	88%	81%	95%	83%	84%	57%	72%	62%
State Diff	-1%	-2%	-2%	-1%	-3%	-1%	-2%	-1%	4%	-1%	3%
Mathematics 2014: AISD	72%	63%	68%	84%	71%	91%	72%	79%	52%	67%	61%
Mathematics 2013: AISD	75%	65%	71%	85%	73%	93%	81%	79%	48%	68%	60%
AISD Diff	-3%	-2%	-3%	-1%	-2%	-2%	-9%	0%	4%	-1%	1%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

12

Writing: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Writing 2014: State	72%	64%	67%	82%	71%	91%	75%	80%	52%	64%	53%
Writing 2013: State	63%	53%	56%	74%	62%	87%	67%	73%	41%	53%	40%
State Diff	9%	11%	11%	8%	9%	4%	8%	7%	11%	11%	13%
Writing 2014: AISD	67%	62%	61%	79%	56%	84%	56%	78%	50%	61%	50%
Writing 2013: AISD	61%	53%	53%	75%	66%	82%	50%	69%	38%	53%	40%
AISD Diff	6%	9%	8%	4%	-10%	2%	6%	9%	12%	8%	10%

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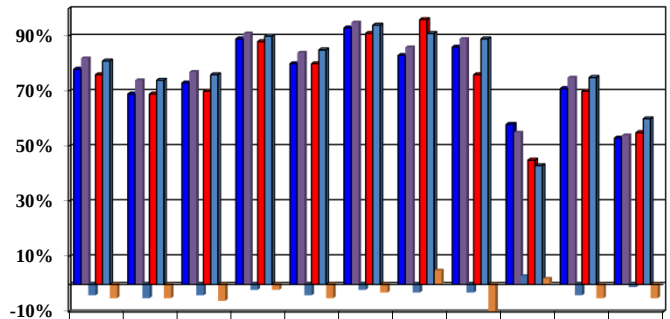
Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

Science: Satisfactory Standard

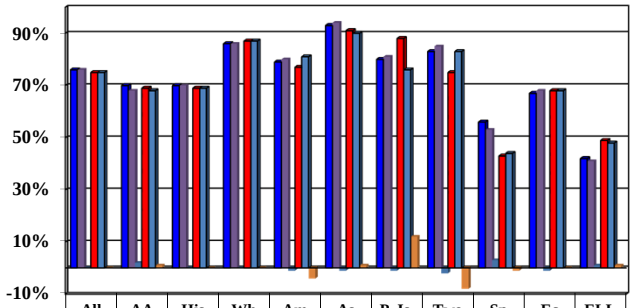


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Science 2014: State	78%	69%	73%	89%	80%	93%	83%	86%	58%	71%	53%
Science 2013: State	82%	74%	77%	91%	84%	95%	86%	89%	55%	75%	54%
State Diff	-4%	-5%	-4%	-2%	-4%	-2%	-3%	-3%	3%	-4%	-1%
Science 2014: AISD	76%	69%	70%	88%	80%	91%	96%	76%	45%	70%	55%
Science 2013: AISD	81%	74%	76%	90%	85%	94%	91%	89%	43%	75%	60%
AISD Diff	-5%	-5%	-6%	-2%	-5%	-3%	5%	-13%	2%	-5%	-5%

14

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

Social Studies: Satisfactory Standard

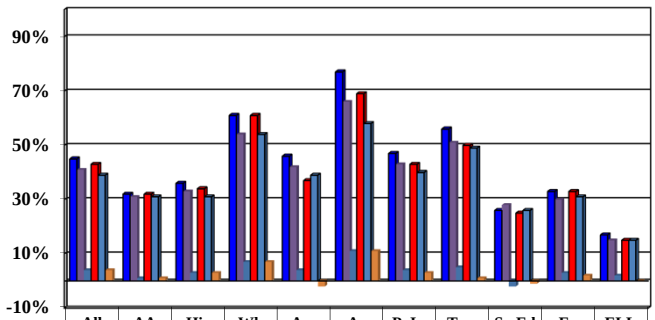


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Social Studies 2014: State	76%	70%	70%	86%	79%	93%	80%	83%	56%	67%	42%
Social Studies 2013: State	76%	68%	70%	86%	80%	94%	81%	85%	53%	68%	41%
State Diff	0%	2%	0%	0%	-1%	-1%	-1%	-2%	3%	-1%	1%
Social Studies 2014: AISD	75%	69%	69%	87%	77%	91%	88%	75%	43%	68%	49%
Social Studies 2013: AISD	75%	68%	69%	87%	81%	90%	76%	83%	44%	68%	48%
AISD Diff	0%	1%	0%	0%	-4%	1%	12%	-8%	-1%	0%	1%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

15

Reading: College Readiness



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Reading 2014: State	45%	32%	36%	61%	46%	77%	47%	56%	26%	33%	17%
Reading 2013: State	41%	31%	33%	54%	42%	66%	43%	51%	28%	30%	15%
State Diff	4%	1%	3%	7%	4%	11%	4%	5%	-2%	3%	2%
Reading 2014: AISD	43%	32%	34%	61%	37%	69%	43%	50%	25%	33%	15%
Reading 2013: AISD	39%	31%	31%	54%	39%	58%	40%	49%	26%	31%	15%
AISD Diff	4%	1%	3%	7%	-2%	11%	3%	1%	-1%	2%	0%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

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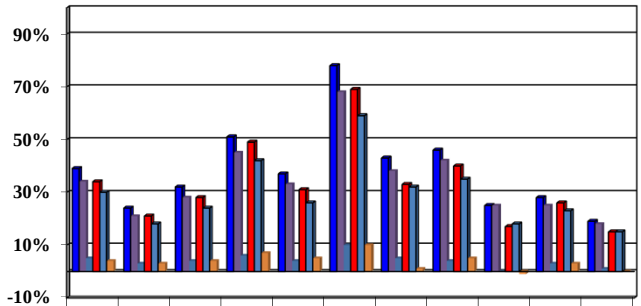
Mathematics: College Readiness

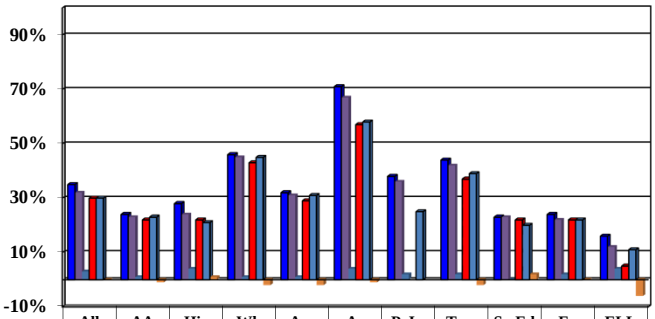


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Mathematics 2014: State	39%	24%	32%	51%	37%	78%	43%	46%	25%	28%	19%
Mathematics 2013: State	34%	21%	28%	45%	33%	68%	38%	42%	25%	25%	18%
State Diff	5%	3%	4%	6%	4%	10%	5%	4%	0%	3%	1%
Mathematics 2014: AISD	34%	21%	28%	49%	31%	69%	33%	40%	17%	26%	15%
Mathematics 2013: AISD	30%	18%	24%	42%	26%	59%	32%	35%	18%	23%	15%
AISD Diff	4%	3%	4%	7%	5%	10%	1%	5%	-1%	3%	0%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

17

Writing: College Readiness



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Writing 2014: State	35%	24%	28%	46%	32%	71%	38%	44%	23%	24%	16%
Writing 2013: State	32%	23%	24%	45%	31%	67%	36%	42%	23%	22%	12%
State Diff	3%	1%	4%	1%	1%	4%	2%	2%	0%	2%	4%
Writing 2014: AISD	30%	22%	22%	43%	29%	57%		37%	22%	22%	5%
Writing 2013: AISD	30%	23%	21%	45%	31%	58%	25%	39%	20%	22%	11%
AISD Diff	0%	-1%	1%	-2%	-2%	-1%		-2%	2%	0%	-6%

Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

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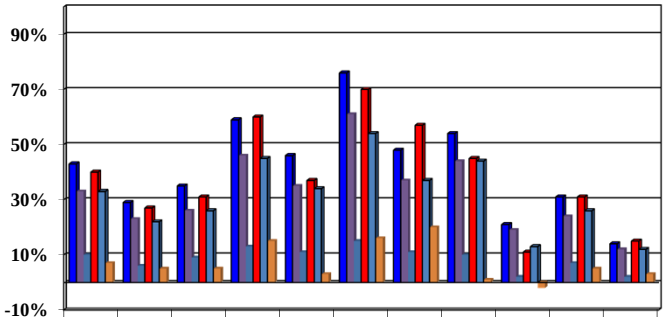
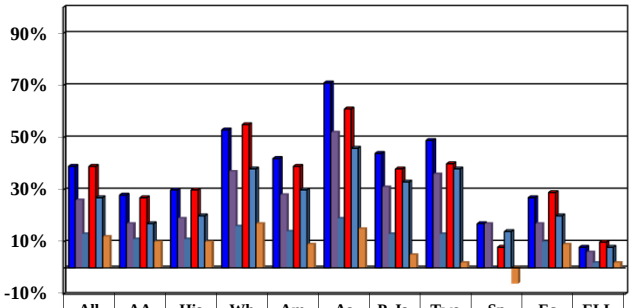
Science: College Readiness



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Science 2014: State	43%	29%	35%	59%	46%	76%	48%	54%	21%	31%	14%
Science 2013: State	33%	23%	26%	46%	35%	61%	37%	44%	19%	24%	12%
State Diff	10%	6%	9%	13%	11%	15%	11%	10%	2%	7%	2%
Science 2014: AISD	40%	27%	31%	60%	37%	70%	57%	45%	11%	31%	15%
Science 2013: AISD	33%	22%	26%	45%	34%	54%	37%	44%	13%	26%	12%
AISD Diff	7%	5%	5%	15%	3%	16%	20%	1%	-2%	5%	3%

19 Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

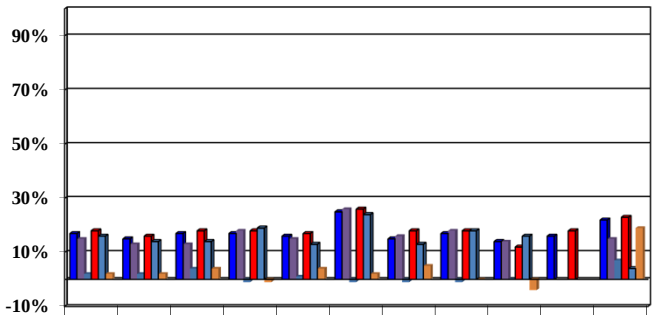
Social Studies: College Readiness



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Social Studies 2014: State	39%	28%	30%	53%	42%	71%	44%	49%	17%	27%	8%
Social Studies 2013: State	26%	17%	19%	37%	28%	52%	31%	36%	17%	17%	6%
State Diff	13%	11%	11%	16%	14%	19%	13%	13%	0%	10%	2%
Social Studies 2014: AISD	39%	27%	30%	55%	39%	61%	38%	40%	8%	29%	10%
Social Studies 2013: AISD	27%	17%	20%	38%	30%	46%	33%	38%	14%	20%	8%
AISD Diff	12%	10%	10%	17%	9%	15%	5%	2%	-6%	9%	2%

20 Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

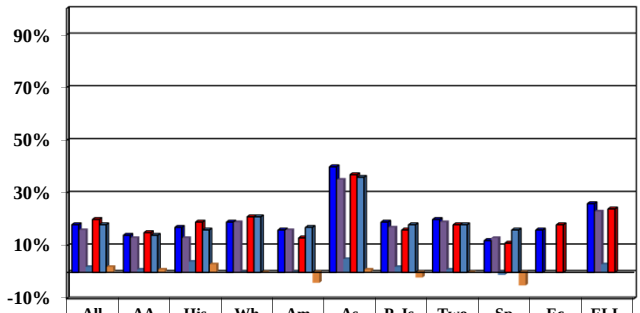
Reading: Exceeded Progress



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Reading 2014: State	17%	15%	17%	17%	16%	25%	15%	17%	14%	16%	22%
Reading 2013: State	15%	13%	13%	18%	15%	26%	16%	18%	14%		15%
State Diff	2%	2%	4%	-1%	1%	-1%	-1%	-1%	0%		7%
Reading 2014: AISD	18%	16%	18%	18%	17%	26%	18%	18%	12%	18%	23%
Reading 2013: AISD	16%	14%	14%	19%	13%	24%	13%	18%	16%		4%
AISD Diff	2%	2%	4%	-1%	4%	2%	5%	0%	-4%		19%

21 Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

Mathematics: Exceeded Progress



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Mathematics 2014: State	18%	14%	17%	19%	16%	40%	19%	20%	12%	16%	26%
Mathematics 2013: State	16%	13%	13%	19%	16%	35%	17%	19%	13%		23%
State Diff	2%	1%	4%	0%	0%	5%	2%	1%	-1%		3%
Mathematics 2014: AISD	20%	15%	19%	21%	13%	37%	16%	18%	11%	18%	24%
Mathematics 2013: AISD	18%	14%	16%	21%	17%	36%	18%	18%	16%		
AISD Diff	2%	1%	3%	0%	-4%	1%	-2%	0%	-5%		

22 Source: 2013-14 Texas Academic Performance Report Published by TEA, Page 3

Higher Education Exams
Class of 2013

	AISD	STATE
AP/IB: Tested	19.5%	22.1%
AP/IB: Examinees >= Criterion	54.8%	50.9%
SAT/ACT: Tested	61.4%	63.8%
SAT/ACT: At/Above Criterion	27.5%*	25.4%
Average SAT Score	1435	1422
Average ACT Score	20.8	20.6

*27 districts similar to AISD with respect to Econ Dis (between 63.5% and 73.5%) and SAT/ACT Percent Tested (between 56.4% and 66.4%)

AISD ranked 2nd out of these 27 districts with respect to SAT/ACT: At/Above Criterion

Source: Texas Academic Performance Report Published by TEA, Page 13

Distinction Designations

34 campuses received at least one Distinction Designation

- Academic Achievement in Reading/English Language Arts *(campus only)*
- Academic Achievement in Mathematics *(campus only)*
- Academic Achievement in Science *(campus only)*
- Academic Achievement in Social Studies *(campus only)*
- Top 25 Percent: Student Progress *(campus only)*
- Top 25 Percent: Closing Performance Gaps *(campus only)*
- Postsecondary Readiness *(campus and district)*

24

Reading/English Language Arts

18 Campuses

High School Campuses

- LAMAR H S
- SEGUIN H S

Junior High Campuses

- BAILEY J H
- FERGUSON J H
- GUNN J H
- HUTCHESON J H
- NICHOLS J H
- OUSLEY J H
- SHACKELFORD J H
- WORKMAN J H

Elementary Campuses

- ASHWORTH EL
- BEBENSEE EL
- BECKHAM EL
- BRYANT EL
- LITTLE EL
- PEARCY EL
- SHORT EL
- WEST EL

25 Source: 2013-14 Accountability Ratings Published by TEA

Mathematics

17 Campuses

High School Campuses

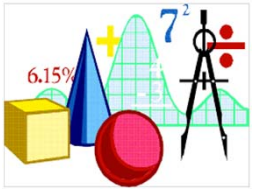
- LAMAR H S
- SEGUIN H S

Junior High Campuses

- BAILEY J H
- BARNETT J H
- CARTER J H
- FERGUSON J H
- HUTCHESON J H
- OUSLEY J H
- SHACKELFORD J H
- YOUNG J H
- WORKMAN J H

Elementary Campuses

- ASHWORTH EL
- BEBENSEE EL
- DITTO EL
- GOODMAN EL
- PEARCY EL
- WILLIAMS EL



26 Source: 2013-14 Accountability Ratings Published by TEA

Science

18 Campuses

High School Campus
- SEGUIN H S

Junior High Campuses
- FERGUSON J H
- GUNN J H
- SHACKELFORD J H
- YOUNG J H

Elementary Campuses
- AMOS EL
- ASHWORTH EL
- BECKHAM EL
- BLANTON EL
- BUTLER EL
- DITTO EL
- HALE EL
- JOHNS EL
- LITTLE EL
- PEARCY EL
- SWIFT EL
- WILLIAMS EL
- WOOD EL

27 Source: 2013-14 Accountability Ratings Published by TEA

Social Studies

7 Campuses

High School Campus
- SEGUIN H S

Junior High Campus
- BAILEY J H
- FERGUSON J H
- GUNN J H
- HUTCHESON J H
- SHACKELFORD J H
- WORKMAN J H

Source: 2013-14 Accountability Ratings Published by TEA
*Social Studies is not administered in Elementary campuses

28

Student Progress*

13 Campuses

Junior High Campuses
- BAILEY J H
- CARTER J H
- FERGUSON J H
- GUNN J H
- HUTCHESON J H
- NICHOLS J H

Elementary Campuses
- ASHWORTH EL
- ATHERTON EL
- BECKHAM EL
- DITTO EL
- DUFF EL
- KEY EL
- PEARCY EL

29

Source: 2013-14 Accountability Ratings published by TEA
*Student Progress is not applicable to HS Campuses in 2013-14

Closing Performance Gaps

12 Campuses

High School Campus
- SEGUIN H S

Junior High Campuses
- BAILEY J H
- FERGUSON J H
- GUNN J H

Elementary Campuses
- AMOS EL
- ASHWORTH EL
- BEBENSEE EL
- BRYANT EL
- DITTO EL
- DUFF EL
- PEARCY EL
- SWIFT EL

30

Source: 2013-14 Accountability Ratings Published by TEA

Postsecondary Readiness

12 Campuses

Junior High Campuses

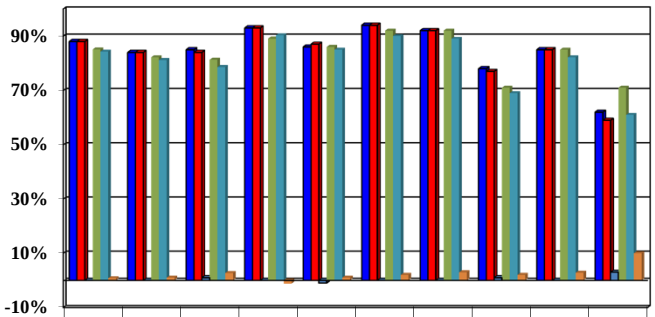
- BAILEY J H
- FERGUSON J H
- GUNN J H
- OUSLEY J H
- SHACKELFORD J H

Elementary Campuses

- ASHWORTH EL
- DITTO EL
- DUFF EL
- GOODMAN EL
- SWIFT EL
- WOOD EL
- WILLIAMS EL

31 Source: 2013-14 Accountability Ratings Published by TEA

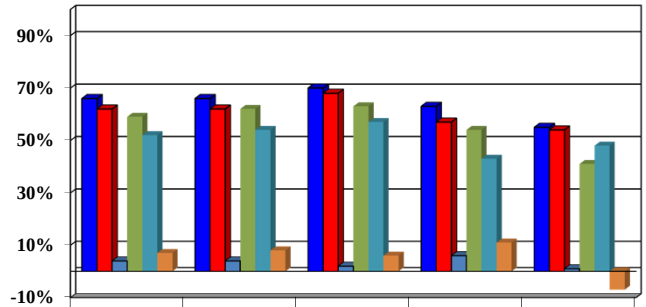
Four Year Graduation Rates: 2012 & 2013 Cohorts



	All	AA	His	Wh	Am Ind	As	Two Race	Sp Ed	Ec Dis	ELL
% Graduated 2013: State	88%	84%	85%	93%	86%	94%	92%	78%	85%	62%
% Graduated 2012: State	88%	84%	84%	93%	87%	94%	92%	77%	85%	59%
State Diff	0%	0%	1%	0%	-1%	0%	0%	1%	0%	3%
% Graduated 2013: AISD	85%	82%	81%	89%	86%	92%	92%	71%	85%	71%
% Graduated 2012: AISD	84%	81%	79%	90%	85%	90%	89%	69%	82%	61%
AISD Diff	1%	1%	3%	-1%	1%	2%	3%	2%	3%	10%

32 Source: Texas Academic Performance Report 2013-14 Published by TEA, Page 11

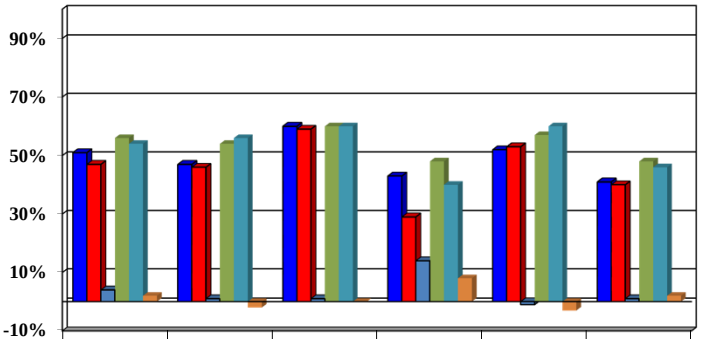
Bilingual Ed: Satisfactory Standard



	All	Reading	Math	Writing	Science
State 2014	66%	66%	70%	63%	55%
State 2013	62%	62%	68%	57%	54%
State Diff	4%	4%	2%	6%	1%
AISD 2014	59%	62%	63%	54%	41%
AISD 2013	52%	54%	57%	43%	48%
AISD Diff	7%	8%	6%	11%	-7%

33 Source: Texas Academic Performance Report 2013-14 Published by TEA, Page 8

ESL: Satisfactory Standard



	All	Reading	Math	Writing	Science	Social Studies
State 2014	51%	47%	60%	43%	52%	41%
State 2013	47%	46%	59%	29%	53%	40%
State Diff	4%	1%	1%	14%	-1%	1%
AISD 2014	56%	54%	60%	48%	57%	48%
AISD 2013	54%	56%	60%	40%	60%	46%
AISD Diff	2%	-2%	0%	8%	-3%	2%

34 Source: Texas Academic Performance Report 2013-14 Published by TEA, Page 8

TEXAS Consolidated School Rating Report (District)

- Academic — Met Standard
- Financial — Superior Achievement
- Community and Student Engagement
  - Overall: Recognized
  - Fine Arts: Recognized
  - Wellness/Physical Ed: Exemplary
  - Community/Parent Involvement: Recognized
  - 21st Century Workforce: Recognized
  - Second Language Programs: Exemplary
  - Digital Learning Environment: Recognized
  - Dropout Prevention Strategies: Recognized
  - Gifted & Talented Programs: Recognized
  - District complies with all statutory requirements

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Source: Texas Consolidated School Rating Report Published by TEA

Performance-Based Monitoring Analysis System (PBMAS)

If the commissioner determines that the district's programs monitored exhibit serious or persistent deficiencies that, if not addressed, may lead to probation or revocation of the district's accreditation, one of the following could be assigned to the district:

- Accredited-Warned Status
- Accredited-Probation Status
- Not Accredited-Revoked Status

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PBMAS Areas of Need

Bilingual Education/English as a Second Language (BE/ESL)

- Bilingual Education/ESL/LEP (not served in BE/ESL) STAAR 3-8 Passing Rate
  - Science & Writing
- ESL STAAR 3-8 Passing Rate
  - Social Studies
- LEP RHSP/DAP Diploma Rate

Special Education (SPED)

- SPED STAAR 3-8 Passing Rate
  - Mathematics, Science, Social Studies, & Writing
- SPED Year After Exit STAAR 3-8 Passing Rate
  - Writing
- Placements in Instructional Settings 40/41 (ages 3-5)
- SPED Regular Class >=80% Rate (ages 12-21)
- SPED Discretionary DAEP Placements
- SPED Discretionary OSS Placements

TEA™ TEXAS EDUCATION AGENCY

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ACHIEVE TODAY. EXCEL TOMORROW.

BIG ROCKS

- Multi-year timelines in Alignment with Strategic Planning
- Provide Focus
- Promotes quality implementation
- Supportive of adult learning
- Data-Driven

ACHIEVE TODAY. EXCEL TOMORROW.

Academic Services' Priorities

- Quality Tier I Instruction
- College & Career Readiness
- Inclusive Education
- Bond Initiatives

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Quality Tier I Instruction

ACHIEVE TODAY. EXCEL TOMORROW.

40

ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Audit

- **Recommendation 3:** Curriculum Management System
- **Recommendation 4:** Develop and implement a system that directs curriculum revision
- **Recommendation 5:** Develop a comprehensive student assessment and program evaluation plan
- **Recommendation 6:** Integration of technology in the classroom to improve student achievement
- **Recommendation 9:** Develop a district professional learning plan

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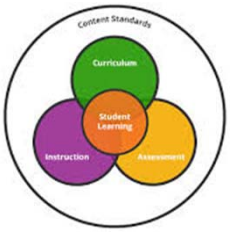
ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Management System

- Design
- Delivery
- Monitoring
- Student & Program Evaluation
- Professional learning to support curriculum delivery



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ACHIEVE TODAY. EXCEL TOMORROW.

What is curriculum?

Tightly Coupled

The "WHAT" – Content Standards
The "WHY" – Performance Standards - verb and its modifiers (what we want students to do with the content)

Loosely Coupled

The "HOW" – Delivery System (instruction, organization and sequence of content)

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ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Components

- Bundle Overview
- Texas Essential Knowledge & Skills (TEKS)
- Ultimate target type (Instructional Model)
- Performance Criteria
- Content essentials (from the Vertical Alignment Document)
- Essential questions
- Marriage of process standards to content
- Vertical Alignment (grade level clarifications/boundaries)
- Examples
- Teacher notes/instructional strategies
- Assessment examples/items
- Resources

44

ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Rewrite/Revision

- Core Content Areas
  - Grades PK-8
  - Algebra I, Biology, US History, English I & II
- Career & Technical Education
- Technology Integration
  - Content/Strategies
  - Devices and professional learning

45

ACHIEVE TODAY. EXCEL TOMORROW.

Quality Criteria

Basic Components Curriculum Document Quality and Specificity	How the Deficits were Addressed in the New Doc:
Criterion One: Clarity and Specificity of Objectives	**Criterion One:** • Process Skills Married to Content • Learning Targets • Estimated Duration of Bundles • Examples and nonexamples of the content
Criterion Two: Congruity of the Curriculum to the Assessment Process	**Criterion Two:** Assessment items included for each TEKS
Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge and Attitudes	**Criterion Three:** VAD document
Criterion Four: Delineation of the Major Instructional Tools	**Criterion Four:** Congruent resources for each Bundle at the appropriate cognitive complexity
Criterion Five: Clear Approaches for Classroom Use	**Criterion Five:** Teacher Notes/Instructional Approaches

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ACHIEVE TODAY. EXCEL TOMORROW.

Comprehensive Student Assessment and Program Evaluation Plan

- Systematic collection, analysis, dissemination, and application of student achievement and program evaluation results
- Update board policy to provide direction of program evaluation and formative assessment development
- Development of high quality formative assessments
- Program evaluation cycle
- Use of disaggregated data to improve curriculum design and instructional delivery

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ACHIEVE TODAY. EXCEL TOMORROW.

Professional Learning Plan

- Emphasis on curriculum design, writing, and delivery
- Effective classroom strategies
- Skilled data use for instructional and curricular decision-making
- System for evaluating effectiveness of district and site-based professional learning

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ACHIEVE TODAY. EXCEL TOMORROW.

K-3 Literacy Framework

- Word Study
  - Phonological Awareness
  - Phonics
  - Spelling
  - Vocabulary development
- Shared Reading
- Guided Reading
- Workstations
- Read Aloud
- Writing
- Intervention/Enrichment

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Instructional Model:
Seven Strategies of Assessment FOR Learning

- Researcher/Author: Jan Chappuis
- Based on the research of Dr. Rick Stiggins
- Dedicated to helping classroom teachers develop skills needed to gather accurate information about student achievement and to use the assessment process and its results effectively to improve achievement.
- Professional learning accelerated through integration into core content training

ACHIEVE TODAY. EXCEL TOMORROW.

50

Assessment for Learning vs. Assessment of Learning

Assessment FOR Learning	Assessment OF Learning
✓ Continuous ✓ Occurs during instruction ✓ Not graded ✓ Process ✓ Descriptive Feedback ✓ Used to provide evidence of learning that informs instruction for students and teachers	➢ Periodic ➢ Occurs at the end ➢ Graded ➢ Product ➢ Evaluative feedback ➢ Used to "certify" learning

51

Seven Strategies of Assessment FOR Learning

- Framed around three questions from the students point of view:

Where Am I Going?	Where Am I Now?	How Can I Close the Gap?
• What will I learn? • What defines quality work?	• What do I need to work on? • What are my areas for improvement and what can I do about it? • What am I good at?	• What specific aspect of my work do I need to focus on? • How will I track and share my success?

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The Seven Strategies of Assessment for Learning

Where Am I Going?

- **Strategy 1:** Provide students with a clear understandable vision of the learning target.
- **Strategy 2:** Use examples and models of strong and weak work.

Where Am I Now?

- **Strategy 3:** Offer regular descriptive feedback.
- **Strategy 4:** Teach students to self-assess and set goals.

How Can I Close the Gap?

- **Strategy 5:** Design lessons to focus on one learning target or aspect of quality at a time.
- **Strategy 6:** Teach students focused revision.
- **Strategy 7:** Engage students in self-reflection, and let them keep track of and share their learning.

Seven Strategies of Assessment FOR Learning

Core Beliefs:

- Helping students see themselves as learners is central to their academic success and assessment practices are key to developing their competence and confidence.
- Students are assessment users and critical instructional decision makers.
- Teachers and students are partners in the assessment *for* learning process.
- Teachers must have the tools to apply knowledge of sound assessment practices.

54

How will the Seven Strategies for Learning impact instructional practice in AISD classrooms?

Summary of an average AISD Classroom	An AISD Classroom using the Seven Strategies Assessment for Learning Model
• Focus is on the journey or activities • Teacher centered • Students are more likely to describe what they did versus what they learned. • Assessment practices that monitor, guide, diagnose and/ or extend individual student learning are sporadic. • Reliance on summative assessment data to improve student performance • Students do not take ownership for their learning • Technology is used primarily by teachers	• Focus is on the destination/TEKS • Student centered • Students are able to convey what they are learning and what they need to learn to meet their goals. • Assessment practices are deliberately and consistently used to gather evidence for the purpose of monitoring, diagnosing and extending the learning of individual students. • Students know why they are completing tasks and activities • Technology will be used by students to demonstrate their understanding of the learning targets

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ACHIEVE TODAY. EXCEL TOMORROW.

Budgetary Impact

- Extra duty and substitutes for curriculum writing and professional learning
- Specialized instructional materials and supplies for Instructional Model training
- Dyslexia program materials
- Word Study toolkits
- Staffing Units

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College & Career Readiness

ACHIEVE TODAY. EXCEL TOMORROW.

ACHIEVE TODAY. EXCEL TOMORROW.

College & Career Readiness

- Gifted & Talented in Elementary Schools
- Early College High School
- STEM Academy at Martin High School
- Languages Other Than English (LOTE)
- Elementary STEM Labs*

* Included in 2014 Bond

58

ACHIEVE TODAY. EXCEL TOMORROW.

Gifted & Talented in Elementary Schools

- Revision of Elementary GT program model
  - Curriculum design
  - Program structure
  - Accommodations for potential giftedness
  - Professional learning

59

Early College High School

- Innovative high schools located on or in close proximity to a college campus
- Opportunity to earn a high school diploma and up to 60 college credit hours.
- TEA developed a designation process in accordance with TEC 29.908(b) and Texas Administrative Code (TAC) 102.1091.

ACHIEVE TODAY. EXCEL TOMORROW.

60

Students Served by ECHS

- Students less likely to attend college, including those who might be at risk of dropping out of school, first generation college students, English Language Learners, and economically disadvantaged students.
- Students who have potential for college credit acquisition, yet have little support to access, enroll or complete college credits during high school.
- Students who may need more academic support in order to be successful in high school and college.

ACHIEVE TODAY. EXCEL TOMORROW.

61

PK–16 Collaboration

- Partnership between TCC and AISD
- Arlington Collegiate High School opened in August 2014
- School of Choice
- 2014-2015 Freshman Class- 125 students
- Applications for 2015-2016 Freshman class are due February 20, 2015

ACHIEVE TODAY. EXCEL TOMORROW.

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School Design

- The Early College High School is a full day program.
- Enrollment is limited to approximately 400 students grades in 9–12.
- Students have access to college facilities, resources and services including libraries, labs, artistic and cultural activities, and extracurricular activities, as appropriate

ACHIEVE TODAY. EXCEL TOMORROW.

63

Benefits of ECHS

- Builds a program of study strategies and activities to create a college-going culture.
- Enables students to build skills and knowledge for college readiness, including academic behaviors.
- Provides academic, social and emotional support services to ensure student success.
- Provides parental and community outreach to build a widespread understanding of college culture, access and supports that will be available to students.

ACHIEVE TODAY. EXCEL TOMORROW.

64

ACHIEVE TODAY. EXCEL TOMORROW.

ECHS Course Expansion

- Currently participating in:
  - Art Appreciation
  - Physical Education
  - All 9th Grade HS requirements
- 2015-2016 Focus:
  - TSI Requirements
  - Creative Writing & Mathematics
  - 2nd High School Math course

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ACHIEVE TODAY. EXCEL TOMORROW.

ECHS Junior & Senior Years

- Dual Credit
  - English Composition
  - College Algebra
  - US History
  - Physics 1301
  - Government 2305
  - Any other college course for which a student has met TSI requirements

Experiencing College Before College DUAL CREDIT

66

ACHIEVE TODAY. EXCEL TOMORROW.

STEM Academy at Martin High School

- Partner with University of Texas at Arlington
- A four-year high school program for students seeking courses and careers in STEM
  - Biology/Biomedical Science
  - Technology/Computer Science
  - Engineering
  - Math/Science
- Freshman class- 100 students (total program for 400 students)
- School of Choice
- Applications for 2015-2016 are due Feb. 27, 2015

STEM ACADEMY
Science • Technology • Engineering • Math

67

ACHIEVE TODAY. EXCEL TOMORROW.

Benefits of STEM Academy

- Prepare for a STEM career
- STEM related field trips and extracurricular activities
- Professional mentors and internships
- Graduate with 21-32 hours in college major from UTA

UNIVERSITY OF TEXAS ARLINGTON

68

ACHIEVE TODAY. EXCEL TOMORROW.

UTA Course Number	UTA Course Title	UTA Semester Credit Hours
CHEM 1441	General Chemistry	4
MATH 1302	College Algebra	3
MATH 1303	Trigonometry	3
PHYS 1441	General College Physics I	4
PHYS 1442	General College Physics II	4
MATH 1426	Calculus I	4
GEOL 1301	Earth Systems	3
GEOL 1302	Earth History	3
BIOL 1441	Cell and Molecular Biology	4
Psyc 1315	Introduction to Psychology	3
CSE 1104	Introduction to Engineering	1
CSE 1105	Introduction to Computer Sci & Engineering	1
MAE 1104	Introduction to Engineering	1
MAE 1105	Introduction to Mechanical & Aerospace Engineering	1
EE 1106	Electrical Engineering Freshmen Practicum	1

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ACHIEVE TODAY. EXCEL TOMORROW.

Languages Other Than English (LOTE)

- World Language Clubs
- Expansion of Foreign Language in Elementary Schools (FLES) programming

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ACHIEVE TODAY. EXCEL TOMORROW.

Budgetary Impact

- Instructional materials for Advanced Placement courses
- Extra-duty and substitute pay for STEM Academy, CTE, LOTE & GT curriculum writing and program development
- Staffing units for programming

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Inclusive Education

ACHIEVE TODAY. EXCEL TOMORROW.

72

ACHIEVE TODAY. EXCEL TOMORROW.

Inclusive Education

- Inclusion services for students with disabilities
- Differentiated instruction for English Language Learners
- Response to Intervention system

73

ACHIEVE TODAY. EXCEL TOMORROW.

Foundational Beliefs

- All students can and will learn and succeed with a primary focus on Special Education and ELL students
- Diversity enriches us all, and students at risk can overcome the risk for failure through involvement in a thoughtful and caring community of learners.
- Each student has unique contributions to offer other learners.
- Each student has strengths and needs.
- Services and supports should not be relegated to one setting (e.g., special classes or schools).
- Effective learning results from the collaborative efforts of everyone working to ensure each student's success.

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ACHIEVE TODAY. EXCEL TOMORROW.

Benefits of Inclusive Education

- Increased Student Academic Performance
- Systemic change in our schools to create rich learning environments for all students
- Leadership Development that fosters collaboration
- Differentiated instruction to meet student needs
- A system for staffing & scheduling of instructional supports to support campus needs
- Effective and targeted use of resources to support quality instruction

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ACHIEVE TODAY. EXCEL TOMORROW.

Inclusive Education Goals

- Deliver on-site technical assistance that transforms concepts into practice at the school level, including use of effective staffing and scheduling strategies.
- Increase the skills of campus leaders to implement changes in practices related to services for students with disabilities in inclusive settings
- Close the achievement gaps
- Increase district and department level capacity to provide leadership and support that results in positive accountability measures and stronger outcomes for all students.

ACHIEVE TODAY. EXCEL TOMORROW.

Inclusive Education Training

Critical Themes:

- Instructional Setting
- Collaboration
- Instructional Differentiation
- In-class Support
- Peer and Family Relationships
- Effective Use of Personnel

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ACHIEVE TODAY. EXCEL TOMORROW.

Step by Step

- A clear definition of inclusive education
- Instructional strategies to meet diverse learners in the general ed setting
- Three distinct staffing models
- A process for scheduling that maximizes resources
- Five strategies to improve quality and impact of paraprofessionals
- Effective peer assistance and peer tutoring program

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ACHIEVE TODAY. EXCEL TOMORROW.

English Language Learners

- Sheltered Instruction Observation Protocol (SIOP)
  - Increased student achievement
  - Improves academic content and language skills
  - Prepares students to become college and career ready

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ACHIEVE TODAY. EXCEL TOMORROW.

SIOP Components

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivert
- Review & Assessment

80

ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Audit

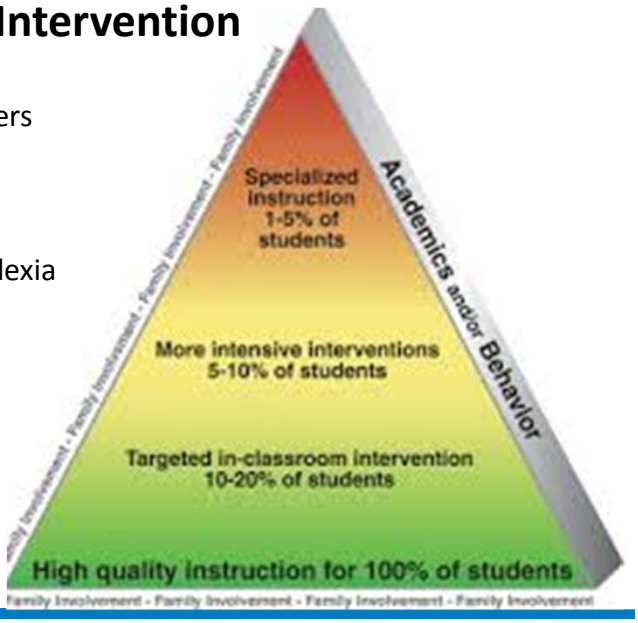
- **Recommendation 11:** Develop a system for selecting, planning, implementing, monitoring, and evaluating program interventions

81

ACHIEVE TODAY. EXCEL TOMORROW.

Response to Intervention

- Universal Screeners
- Research-based interventions & programs
- Expansion of Dyslexia services



ACHIEVE TODAY. EXCEL TOMORROW.

Budgetary Impact

- Extra-duty pay and substitutes for Inclusive Education professional learning
- Campus support for implementation of inclusive practices
- Reading materials and supplies for ELL SIOP/ELPS programming
- Universal Screeners software
- Staffing units
- Program evaluations

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Bond Initiatives

ACHIEVE TODAY. EXCEL TOMORROW.

ACHIEVE TODAY. EXCEL TOMORROW.

2014 Bond Election

- $663.1 M
- Proceeds committed to:
  - Constructing new facilities to house innovative programming
  - Transportation
  - Safety & Security
  - Technology infrastructure and equipment

ArlingtonISD BOND 2014

85

ACHIEVE TODAY. EXCEL TOMORROW.

Fine Arts/Dual Language Academies

- **Visioning Team**
  - Composed of teachers, administrators, curriculum leaders following labs
- **Fine Arts Industry Expert Input**
  - The Cliburn
  - Casa Manana
  - Kimbell Art Museum
  - Amon Carter Museum of American Art
  - The University of Texas at Arlington
  - The University of North Texas
- **Innovative Program**
  - Preserve academic rigor
  - Simultaneously provide intensive fine arts with specialization opportunities
  - Opportunity for proficiency in two languages other than English

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ACHIEVE TODAY. EXCEL TOMORROW.

Dual Language Recommendations

- **50/50 two-teacher Dual Language Model**
  - 50% instruction in English
  - 50% instruction in Spanish
  - Math and Science instruction provided in target language
  - Spoken by 329 million people; official language of 20 nations
  - Regionally advantageous for professional opportunities
- **Foreign Language in the Elementary School (FLES): Mandarin Chinese**
  - Sustainability through IB and AP programming
  - Beginning in Grade 2
  - Most useful language for business after English (Bloomberg, 2011)
  - Spoken by 845 million people

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ACHIEVE TODAY. EXCEL TOMORROW.

Fine Arts Recommendations

- **Students receive at least 240 minutes of arts-specific instruction weekly**
- **K-4 "All Arts for All" with rotation:**
  - Piano as foundational piece
  - General music including choir/preparatory instruments
  - Visual Art
  - Dance
  - Drama
- **Specialization in Grades 5 & 6** in Visual Art, Strings, Piano, Voice, Dance, or Drama
- Target is for non-academy students will receive at least 135 minutes of instruction in the above areas (an increase of 45 minutes from traditional campuses)
- Establish partnerships to enhance educational programming
- Balanced curriculum reflecting language, fine arts, culture, and content

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ACHIEVE TODAY. EXCEL TOMORROW.

Elementary STEM LABS

Identified Goals

- Identify what our STEM philosophy / vision at the elementary level is and its implications as the students matriculate to the secondary level
- Identify how to give the labs a true STEM focus
- Develop standards/expectations for the lab use
- Develop standards for technology integration and device/equipment needs
- Identify curricular and professional learning implications and adjustments/enhancements needed
- Concretely identify the instructional impact of the labs and benefit for increasing the number of labs at a school

89

ACHIEVE TODAY. EXCEL TOMORROW.

New Facilities and Program Redesign

- CTE Center
- Fine Arts Center
- Consolidation of Workman/Hutcheson & Ferguson/Ousley
- Venture & Newcomer Centers
- Baird Farm Rd & Workman Elementary School Sites
- Agricultural Science Facility

Arlington INDEPENDENT SCHOOL DISTRICT More Than a Remarkable Education

90

ACHIEVE TODAY. EXCEL TOMORROW.

Budgetary Impact

- Transportation
- Staffing units to support consolidated campuses and programming enhancements
- Extra-duty pay and substitutes for curriculum writing, program design and professional development
  - Fine Arts/Dual Language Academies
  - Elementary STEM Labs

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Questions?

ACHIEVE TODAY. EXCEL TOMORROW.