Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

Financial Futures Committee
February 23, 2016
6:30 pm, Mac Bernd Professional Development Center

WELCOME …….. David Wilbanks
FFC Chairperson

COMMITTEE NORMS……..……..David Wilbanks

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

ACADEMIC SERVICES: 2016-17 PRIORITIES……..…..Dr. Steven Wurtz
Chief Academic Officer

CLOSING THOUGHTS……..…David Wilbanks

Prepared by: Finance *February 22, 2016*

Academic Services
2016-2017 Priorities

Dr. Steven Wurtz
Chief Academic Officer

Dr. Kevin Barlow
Executive Director of
Research & Accountability

ACHIEVE TODAY. EXCEL TOMORROW.

1

Strategic Plan

We believe that…

our success depends upon

- **A commitment by all to a clear and focused vision**
- **Effective teaching and leadership**
- **A positive culture that promotes continuous improvement by all**
- **An engaged community**

- **Our students can excel**

ACHIEVE TODAY. EXCEL TOMORROW.

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Strategic Plan

Vision: The AISD will be a premier school district and a leader in education

Mission: The mission of the Arlington Independent School District is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences.

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ACHIEVE TODAY. EXCEL TOMORROW.

Performance Objective Categories

- Academic Achievement
- College Readiness
- Workforce Readiness
- Leadership, Citizenship and Responsibility

Objectives

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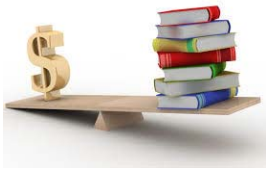
Curriculum-driven Budget

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



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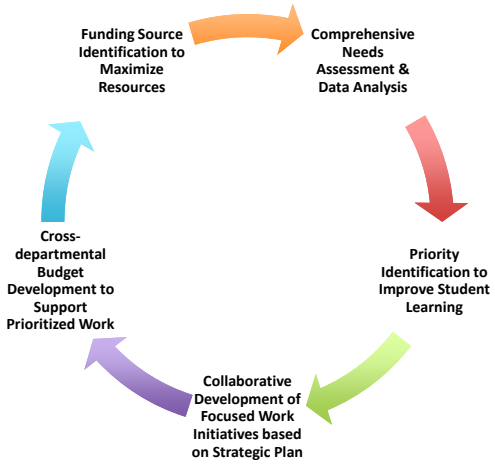
ACHIEVE TODAY. EXCEL TOMORROW.

Data-Driven Budget Development Process



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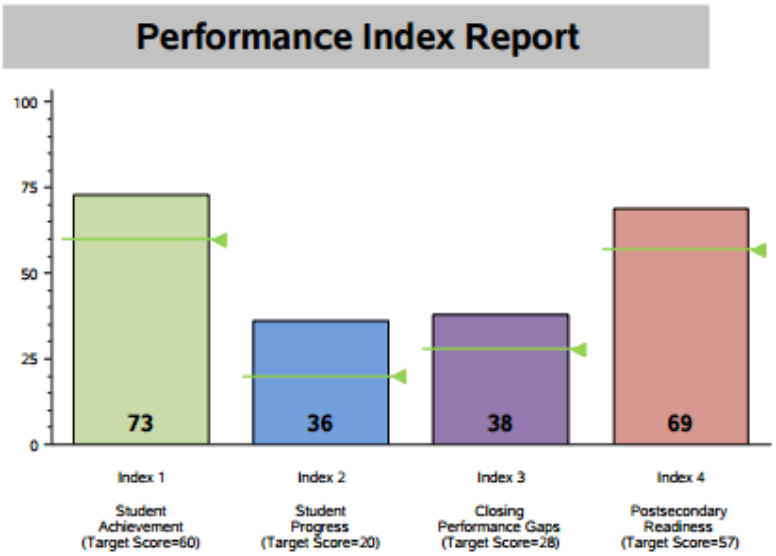

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TEA TEXAS EDUCATION AGENCY

Campus Ratings Summary

High School Campuses

- Met Standard (9/9)
- Improvement Required (0/9)

Junior High Campuses

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

Elementary Campuses

- Met Standard (50/53)
- Improvement Required (3/53)
  - Adams, Berry & Wimbish Elementary Campuses

8 Source: 2014-15 Accountability Reports Published by TEA

Accountability System Safeguards - District

Performance Rates:	43/52 = 83%
Participation Rates:	20/21 = 95%
Graduation Rates:	6/9 = 67%
Total:	69/82 = 84%

Source: 2014-15 Accountability Reports Published by TEA

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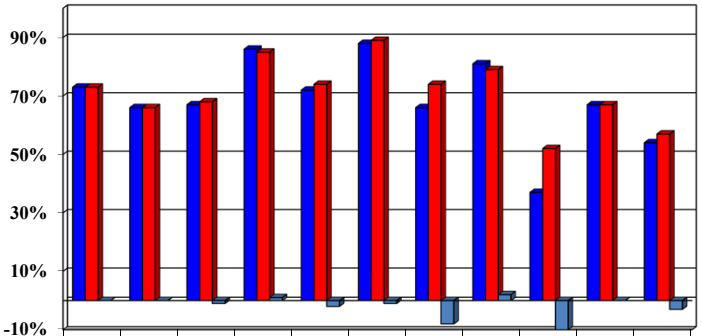
All Subjects: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
All Subjects 2015	73%	66%	67%	86%	72%	88%	66%	81%	37%	67%	54%
All Subjects 2014	73%	66%	68%	85%	74%	89%	74%	79%	52%	67%	57%
Diff	0%	0%	-1%	1%	-2%	-1%	-8%	2%	-15%	0%	-3%

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

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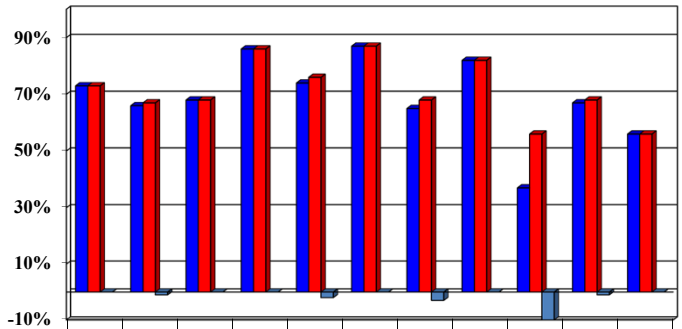
Reading: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Reading 2015	73%	66%	68%	86%	74%	87%	65%	82%	37%	67%	56%
Reading 2014	73%	67%	68%	86%	76%	87%	68%	82%	56%	68%	56%
Diff	0%	-1%	0%	0%	-2%	0%	-3%	0%	-19%	-1%	0%

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

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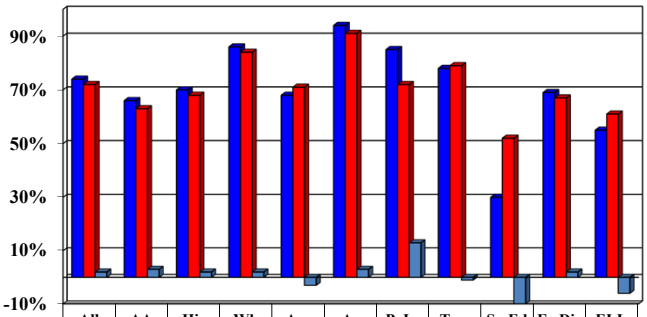
Mathematics: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Mathematics 2015	74%	66%	70%	86%	68%	94%	85%	78%	30%	69%	55%
Mathematics 2014	72%	63%	68%	84%	71%	91%	72%	79%	52%	67%	61%
Diff	2%	3%	2%	2%	-3%	3%	13%	-1%	-22%	2%	-6%

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

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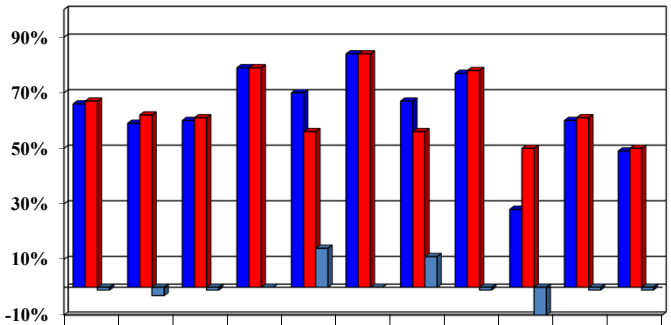
Writing: Satisfactory Standard

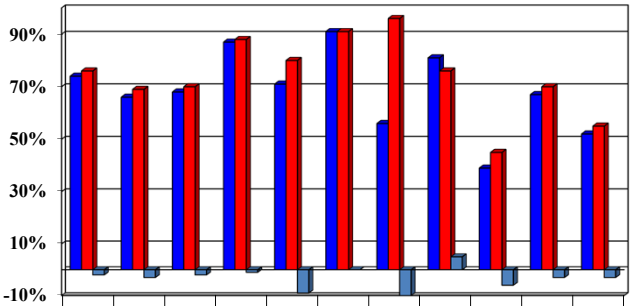


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Writing 2015	66%	59%	60%	79%	70%	84%	67%	77%	28%	60%	49%
Writing 2014	67%	62%	61%	79%	56%	84%	56%	78%	50%	61%	50%
Diff	-1%	-3%	-1%	0%	14%	0%	11%	-1%	-22%	-1%	-1%

13

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

Science: Satisfactory Standard

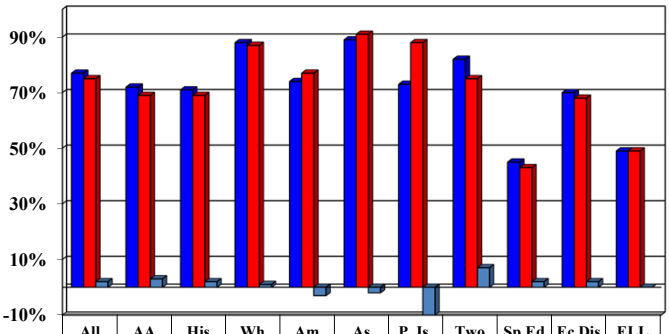


	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Science 2015	74%	66%	68%	87%	71%	91%	56%	81%	39%	67%	52%
Science 2014	76%	69%	70%	88%	80%	91%	96%	76%	45%	70%	55%
Diff	-2%	-3%	-2%	-1%	-9%	0%	-40%	5%	-6%	-3%	-3%

14

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

Social Studies: Satisfactory Standard



	All	AA	His	Wh	Am Ind	As	P. Is.	Two Race	Sp Ed	Ec Dis	ELL
Social Studies 2015	77%	72%	71%	88%	74%	89%	73%	82%	45%	70%	49%
Social Studies 2014	75%	69%	69%	87%	77%	91%	88%	75%	43%	68%	49%
Diff	2%	3%	2%	1%	-3%	-2%	-15%	7%	2%	2%	0%

Source: 2014-15 Texas Academic Performance Report Published by TEA, Page 2

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Distinction Designations

40 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)*

16

Reading/English Language Arts

17 Campuses

High School Campuses
- ARLINGTON HS
- ARLINGTON COLLEGIATE HS
- LAMAR HS

Junior High Campuses
- BAILEY JH
- FERGUSON JH
- GUNN JH
- NICHOLS JH
- OUSLEY JH
- SHACKELFORD JH
- WORKMAN JH

Elementary Campuses
- BECKHAM EL
- BRYANT EL
- BUTLER EL
- DUFF EL
- PEARCY EL
- SHORT EL
- SWIFT EL

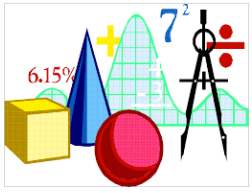
17 Source: 2014-15 Accountability Ratings Published by TEA

Mathematics*

14 Campuses

High School Campuses
- ARLINGTON HS
- ARLINGTON COLLEGIATE HS
- LAMAR HS
- SEGUIN HS

Junior High Campuses
- BAILEY JH
- BARNETT JH
- FERGUSON JH
- GUNN JH
- HUTCHESON JH
- NICHOLS JH
- OUSLEY JH
- SHACKELFORD JH
- WORKMAN JH
- YOUNG JH



18 Source: 2014-15 Accountability Ratings Published by TEA
*Mathematics was not administered at Elementary campuses

Science

22 Campuses

High School Campus
- ARLINGTON HS
- ARLINGTON COLLEGIATE HS
- BOWIE HS
- LAMAR HS
- SEGUIN HS

Junior High Campuses
- BAILEY JH
- BOLES JH
- FERGUSON JH
- GUNN JH
- OUSLEY JH
- SHACKELFORD JH
- YOUNG JH

Elementary Campuses
- BURGIN EL
- BUTLER EL
- COREY EL
- CROW EL
- DITTO EL
- HALE EL
- JOHNS EL
- KEY EL
- PEARCY EL
- WOOD EL

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Source: 2014-15 Accountability Ratings Published by TEA

Social Studies

8 Campuses

High School Campus
- ARLINGTON HS
- BOWIE HS
- SEGUIN HS

Junior High Campus
- BAILEY JH
- BOLES JH
- GUNN JH
- NICHOLS JH
- SHACKELFORD JH

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Source: 2014-15 Accountability Ratings Published by TEA
*Social Studies is not administered at Elementary campuses

Student Progress

16 Campuses

High School Campuses
- ARLINGTON COLLEGIATE HS
- SEGUIN HS

Junior High Campuses
- BAILEY JH
- BOLES JH
- FERGUSON JH
- GUNN JH
- NICHOLS JH
- OUSLEY JH
- SHACKELFORD JH
- WORKMAN JH

Elementary Campuses
- ANDERSON EL
- ASHWORTH EL
- BRYANT EL
- BUTLER EL
- DUFF EL
- WEST EL

Source: 2014-15 Accountability Ratings published by TEA

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Closing Performance Gaps

13 Campuses

High School Campus
- ARLINGTON COLLEGIATE HS
- SEGUIN HS

Junior High Campuses
- BAILEY JH
- FERGUSON JH
- GUNN JH
- NICHOLS JH
- OUSLEY JH

Elementary Campuses
- ASHWORTH EL
- BUTLER EL
- DITTO EL
- FOSTER EL
- HALE EL
- PEARCY EL

22 Source: 2014-15 Accountability Ratings Published by TEA

Postsecondary Readiness

18 Campuses

High School Campuses

- ARLINGTON COLLEGIATE HS
- SEGUIN HS

Junior High Campuses

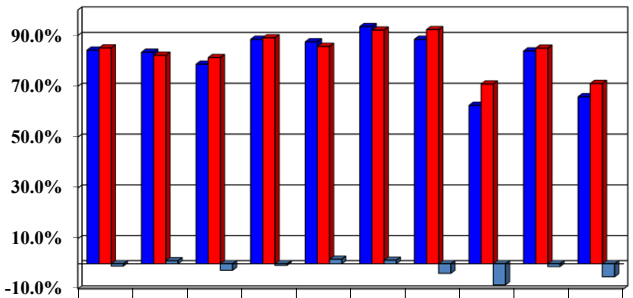
- BAILEY JH
- FERGUSON JH
- GUNN JH
- NICHOLS JH
- OUSLEY JH
- SHACKELFORD JH

Elementary Campuses

- AMOS EL
- BUTLER EL
- DITTO EL
- DUFF EL
- KEY EL
- POPE EL
- ROQUEMORE EL
- SO DAVIS EL
- SWIFT EL
- WOOD EL

23 Source: 2014-15 Accountability Ratings Published by TEA

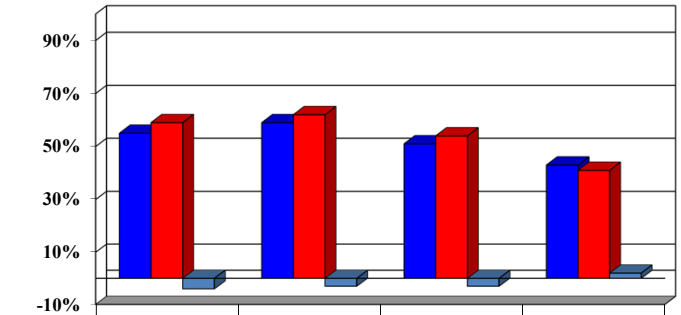
Four Year Graduation Rates: 2013 & 2014 Cohorts



	All	AA	His	Wh	Am Ind	As	Two Race	Sp Ed	Ec Dis	ELL
% Graduated 2014	84.2%	83.4%	78.7%	88.5%	87.5%	93.5%	88.5%	62.5%	83.9%	65.9%
% Graduated 2013	85.1%	82.2%	81.3%	89.1%	85.7%	92.1%	92.3%	70.9%	85.0%	71.1%
Diff	-0.9%	1.2%	-2.6%	-0.6%	1.8%	1.4%	-3.8%	-8.4%	-1.1%	-5.2%

24 Source: Texas Academic Performance Report 2014-15 Published by TEA, Page 9

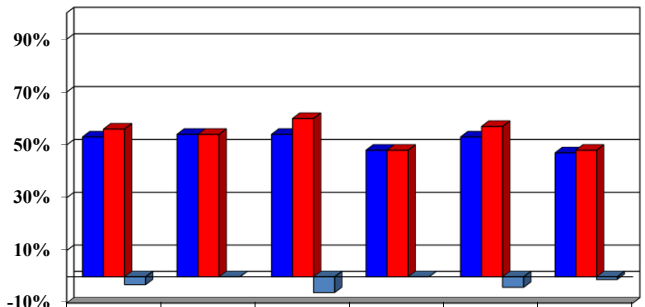
Bilingual Ed: Satisfactory Standard



	All	Reading	Writing	Science
AISD 2015	55%	59%	51%	43%
AISD 2014	59%	62%	54%	41%
Diff	-4%	-3%	-3%	2%

25 Source: Texas Academic Performance Report 2014-15 Published by TEA, Page 6

ESL: Satisfactory Standard



	All	Reading	Math	Writing	Science	Social Studies
AISD 2015	53%	54%	54%	48%	53%	47%
AISD 2014	56%	54%	60%	48%	57%	48%
Diff	-3%	0%	-6%	0%	-4%	-1%

26 Source: Texas Academic Performance Report 2014-15 Published by TEA, Page 6

TEXAS Consolidated School Rating Report (District)

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

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Source: Texas Consolidated School Rating Report Published by TEA

ACHIEVE TODAY. EXCEL TOMORROW.

Priorities

- Multi-year timelines in alignment with strategic planning
- Provide Focus
- Promotes quality implementation
- Supportive of professional learning
- Data-driven

ACHIEVE TODAY. EXCEL TOMORROW.

Academic Services' Strategic Plan Priorities

- Academic Achievement
- College Readiness
- Workforce Readiness
- Leadership, Citizenship and Responsibility

Academic Achievement

ACHIEVE TODAY. EXCEL TOMORROW.

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ACHIEVE TODAY. EXCEL TOMORROW.

Implementation of Curriculum Audit Recommendations

- **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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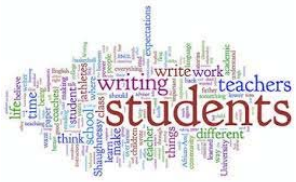
ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Management System

- Implement a curriculum management plan to establish the process through which curriculum is developed, reviewed, implemented, evaluated and revised on a regular cycle
  - Revise curriculum review cycle
  - Select and implement a platform to transition from curriculum central
  - Policy update
    - EG (Local)- curriculum development
    - EFA (Local)- Instructional resources
    - EHAA (Local)- Basic instructional program



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

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ACHIEVE TODAY. EXCEL TOMORROW.

Curriculum Rewrite/Revision

- Implement Rewritten Curriculum
  - Grades K-8
  - Algebra I, Biology, US History, English I & II
- Curriculum Redesign:
  - PK-2; English III & IV; Geometry, Algebra II & III, Math Models, Pre-Calculus, AQR, Statistics, Algebraic Reasoning, Chemistry, Physics, Environmental Systems courses, World Geography and World History
- CTE Courses
- Technology Integration
  - 3-6 math and science
  - Professional learning

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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

- Develop and implement a student assessment policy and procedures
- Develop and implement a research agenda of which findings will help facilitate the effectiveness and efficiency of the district processes that maximize student outcomes
- Enhance data protocol to assist instructional leaders in their decision-making
- Implement program evaluation policy and procedures to include a review of potential barriers for students success

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ACHIEVE TODAY. EXCEL TOMORROW.

Professional Learning Plan

- Establish an Instructional Framework
- Establish core cross-curricular research-based instructional strategies to promote quality Tier I instruction
- Implement the Teach for Understanding Planning Cycle/Instructional Model
- Implement Texas Teacher Evaluation and Support System (T-TESS)

ACHIEVE TODAY. EXCEL TOMORROW.

K-2 Literacy Framework

Year 3

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

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ACHIEVE TODAY. EXCEL TOMORROW.

Mathematics Teaching Practices: Year 2

Grades 3-6

- Establish goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representation
- Facilitate meaningful mathematical discourse
- Purposeful questioning
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking

ACHIEVE TODAY. EXCEL TOMORROW.

Texas Evaluation and Support System

- Focused on providing continuous and timely feedback to educators
- Improvement of Practice
- Aligned with Texas teacher standards
- Domains
  - Planning
  - Instruction
  - Learning Environment
  - Professional Practices & Responsibilities

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ACHIEVE TODAY. EXCEL TOMORROW.

Rationale for T-TESS

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ACHIEVE TODAY. EXCEL TOMORROW.

Budgetary Impact

- Curriculum development
- Curriculum management system platform
- Professional learning contracts

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College Readiness

ACHIEVE TODAY. EXCEL TOMORROW.

ACHIEVE TODAY. EXCEL TOMORROW.

College Readiness

- Implement Phase I of updated Gifted & Talented program in Elementary Schools grades K-6
- Early College High School- Year 3
- Elementary STEM Labs*
- Implement year 2 of Fine Arts/Dual Language Academies*
- Increase enrollment in AP/IB coursework
- Begin coursework design for Fine Arts Center

* Included in 2014 Bond

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ACHIEVE TODAY. EXCEL TOMORROW.

Gifted & Talented in Elementary Schools

- Implementation of Elementary K-2 GT program model
  - Multi-year phase-in
  - 1:2 Lead Teacher/Campus Ratio
  - Streamlined identification process
  - Cluster grouping of students
  - GT training for cluster teachers
  - Kingore learning experiences
  - Expansion of Go Quest pilot

GT Identification Strategy

- To increase the identification of GT students in the younger grade levels
- Early identification and service is critical to the success of GT students
  - –Students can fall into a pattern of low performance if not identified and served.
  - –Students learn to "hide" their abilities in order to be accepted by their peers.

2016-2017

Kindergarten Talent Pool

- Creation of portfolios using Planned Learning Experiences evaluated using a defined rubric (fulfills *Texas State Plan for the Education of Gifted and Talented Students 1.5.2R)*
- Top 20% of screened portfolios screened using online Naglieri Nonverbal Abilities Test (NNAT2)
- Portfolio Collection of student work from each kindergarten student and evaluated by grade level teams using a rubric.
- Placement committee meets to determine placement

2016-2017

First & Second Grade Talent Pool

- Students may be nominated at any time; defined timeframe for nomination solicitations from parents annually.
- *Iowa Test of Basic Skills* administered annually in January
  - Results from the ITBS or district screeners will comprise the nomination talent pool for Second Grade.
- Quantitative and Qualitative criteria will be collected from multiple sources for each area of giftedness being considered.
- Placement determined by Campus Placement Committee

2016-2017

Grades 3-6 Talent Pool

- Students may be nominated at anytime; defined timeframe for nomination solicitations from parents annually.
- Cogat administered annually to grade 4 students and students scoring in the top 15% in one or more areas on the COGAT automatically nominated.
- Quantitative and Qualitative criteria will be collected from multiple sources for each area of giftedness being considered.
- Placement determined by Campus Placement Committee

Universal Identification Cycle 2016-2017

Grade K	Grade 2	Grade 4
• Naglieri • Spring 2016	• ITBS • January 2016	• COGAT • September 2016

Cluster Grouping

- **What is cluster grouping?**
  - Cluster grouping occurs when GT identified students are strategically placed together within a mixed ability classroom.
  - GT students have the opportunity to work together as a group within that classroom as well as with other students.
- **What is the difference between cluster grouping and ability grouping?**
  - Ability grouping is often not specific to GT identified students and is comprised of an entire class of supposedly similar abilities.

Why Should We Cluster Group GT Students?

Texas State Plan for the Education of Gifted and Talented Students

•*2.1C* Gifted/Talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted talented service options (19 TAC § 89.3(1)).

Rationale for Cluster Grouping

Differentiation for Gifted Learners: Going Beyond the Basics by Diane Heacox and Richard M. Cash

- Widely researched, recommended, and often used strategy for meeting the needs of high-achieving students in the inclusion classroom;
- Allows for full-time services for gifted students;
- Other high-achieving students are allowed to emerge
- High expectations for all students;
- Gifted students are clustered with intellectual peers as well as age mates;
- Flexible instructional grouping in other academic areas is still recommended - allowing for those talented students to be challenged;
- Best practice for children." (p. 59)

GT Lead Teacher Instructional Responsibilities

- Provide GT pull-outs for each designated grade level
  - Frequency: 2-3 times weekly
  - Duration: 1 hour
- Push-In services during the school day.
  - Co-teaching in classrooms to serve GT students
  - Customize planned differentiation for the advanced-ability students
- Provide instructional support during campus enrichment times.
  - Coach teachers on developing and facilitating GT enrichment activities
- Facilitating the identification and screening process
- Extracurricular Support
  - UIL
  - Clubs
  - Etc.

K-2 Curriculum Enhancements 2016-2017

- GT students will participate in Kingore Learning Experiences.
  - High-level, open-ended activities designed to elicit and diagnose gifted behaviors
  - Proven particularly responsive to under-represented populations and enable more children of diversity and lower socio-economic backgrounds to demonstrate gifted potential
- Align Kingore Learning experiences with the K – 2 report card rubric
  - Focus on GT students reaching a “4” (above level) on standards

GoQuest Pilot Grades 3-6 2016-2017

GoQuest™ focuses on the whole student, centering the discussion on the learner and learning through:

- Interest-based exploration: Students complete a survey that provides their individual interests, learning preferences, and expression styles.
- Surveys are used by teachers to develop inquiry-based learning experiences for students.

- Currently piloted at 10 elementary campuses in one grade level:
  - Atherton, Butler, Crow, Farrell, Hill, Johns, Little, Miller, Pearcy, Short.
  - GoQuest professional learning provided to implementing principals, teachers and curriculum specialists.

- In 2016 – 2017, GoQuest expanded to 20 elementary campuses.
  - The initial 10 pilot campuses are included in this number.

Professional Learning 2016-2017

<u>Summer 2016</u>

- GT Lead Teachers will participate in training on GoQuest, Kingore Learning experiences, and portfolio creation/ evaluation.
  - 2016-2017 School Year
    - » Trainer of Trainer Model
    - » Three 2-hour sessions; 6 hour GT update credit
- Two 30-hour initial GT Trainings will be offered
  - August 2016 initial 30-hour training will be tailored for K-2 teachers.

Estimated Budgetary Impact 2016-2017

1:2 full time GT Lead Teacher/Elementary campus ratio

- 27 G.T. Lead Teachers recommended to be hired for 2016–2017
- Approximate reoccurring cost: $1,620,000

Curriculum enhancements:

- GoQuest: $30,000
- Kingore Planned Learning Experiences: $25,000

TOTAL: $1,675,000

**An evaluation/assessment of phase success and outcomes will be conducted to identify needs and/or adjustments prior to implementation of Phase II

Gifted & Talented Phase-In Plan Summary

2016 - 2017	•K – 2 G.T. Pilot with 1:2 Full Time G.T Teacher •GoQuest Pilot at 20 Elementary Campuses
2017 - 2018	•K – 3 G.T., with 1:1 Full Time G.T. Teacher •GoQuest Pilot at 3rd - 6th grades •2nd – 4th grade literacy circles
2018 - 2019	•K – 4 G.T. , with 1:1 Full Time G.T. Teacher • GoQuest Pilot at 3rd - 6th grades •2nd – 6th grade literacy circles •5th grade advanced math
2019 - 2020	•K – 6 G.T. , with 1:1 Full Time G.T. Teacher •GoQuest Pilot at 3rd – 6th grades •2nd – 6th grade literacy circles •6th grade advanced math
2020-2021	• Secondary enhancements • Algebra I in grade 7 • GT support in Advanced Placement coursework

Arlington Collegiate High School

- The Early College High School is a full day program.
- 16-17 Junior Class
- 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

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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.

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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

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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

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STEM Labs

	YEAR	# of Schools
Patrick & Adams Elem	2015-2016	2
Bond Phase 1	June 2016	4
Bond Phase 2	January 2017	14
	February 2017	2
	March 2017	15
Bond Phase 3	February 2018	9
	March 2018	8
TOTAL		**54**

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Why STEM?

STEM
Science•Technology•Engineering•Math

- Science, Technology, Engineering, and Mathematics
- Integrated and interdisciplinary approach to instruction; removes barriers
- Hands-on relevant experiences that promote collaboration
- Fosters critical thinking and problem-solving
- Closes gap and makes intentional connections between school, community, workforce and the larger global context

Target: STEM Pipeline

- Pipeline for preparedness as students matriculate into secondary STEM opportunities
- Unified district understanding of STEM pedagogy and philosophy that is supported by corporate partners

Standards and Expectations for Curriculum & Instruction

- **STEM curriculum implementation**
  - ✓ Seamlessly integrated where opportunities occur
- **Instructional practices**
  - ✓ Seamlessly deliver content through STEM processes
- **Collaboration**
  - ✓ Students seamlessly work collaboratively
- **Communication**
  - ✓ Students seamlessly communicate STEM processes using oral, visual, written, and presentation output methods
- **Critical thinking & Creativity**
  - ✓ Students seamlessly apply critical thinking skills and creativity when solving STEM problems skills

Standards and Expectations for Technology Integration

- **Engagement**
  - ✓ How/why to use different tools; extend use of tools in unconventional ways; tools become an invisible part of the learning
- **Collaboration**
  - ✓ Students regularly use tools for collaboration with peers an industry experts irrespective of time zones or physical distances
- **Constructive learning**
  - ✓ Students construct and share knowledge in ways that may have been impossible without technology
- **Authentic learning**
  - ✓ Projects and learning activities have meaning outside of school
- **Self-directed learning**
  - ✓ Empowered to extend use of technology and have greater ownership for learning

Standards & Expectations for STEM Lab Use

- **Frequency of STEM Lab use**
  - ✓Promotes state standards

GRADE LEVEL	Instructional Time on Investigations
Kindergarten – 1st	80%
2nd – 3rd	60%
4th-5th	50%
6th	40%

Curricular Supports

- ✓ Multi-year phase-in
- ✓ Integration of standards from STEM areas
- ✓ Increased access for all levels

Phase I

- STEM lessons for grade 5 & 6

Phase 2

- STEM lessons for grades 3 & 4
- Additional STEM lessons for grades 5 & 6

Phase 3

- STEM lessons for grades K-2
- Additional STEM lessons for grades 3 & 4

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Fine Arts Dual Language Academy Programming

- **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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- **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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AP & IB Programming

- Increase enrollment
  - Data analysis to identify enrollment gaps
  - Develop customized recruitment plans for enrollment management
  - Implement recruitment strategies

CollegeBoard Advanced Placement Program

International Baccalaureate

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Budgetary Impact

- Course development and recruitment
- Summer and experiential programming
- Full-time Educators (FTE's)
- Curriculum enhancements and design
- Professional learning

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Workforce Readiness

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Workforce Readiness

- Aviation Academy Career & Technical Education Center
- Agricultural Science Center

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Texas Aerospace Industry

Sizing Up the Texas Air Transportation Industry*

$8.4 billion
Gross domestic product (GDP) of the Texas air transportation sector in 2011, a record for the state

No. 1
Texas' rank in the U.S. for both GDP and total employment in the air transportation sector

+33%
Growth of the Texas air transportation sector over the past decade, measured by real GDP

*Includes commercial airlines and air cargo operators
Source: U.S. Bureau of Economic Analysis

Key Texas Aerospace Rankings
- No. 1 in Air Transportation Jobs
- No. 1 in Air Force Personnel
- No. 2 in Aerospace Manufacturing Output

Texas has more aircraft mechanics and avionics technicians than any other state

The average annual salary for a Texan aerospace worker is $80,958.

Texas Ranks No. 1 in the U.S. in Air Transportation Employment

Source: U.S. Bureau of Labor Statistics

The aerospace and aviation industry directly employs over 153,000 Texas workers at 1,300 establishments.

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Aviation Academy Goals

- Increase STEM learning opportunities
- Increase workforce certification opportunities aligned with industry needs
- Provide pathway for students to acquire gainful employment through relevant curricular and intern-based learning experiences

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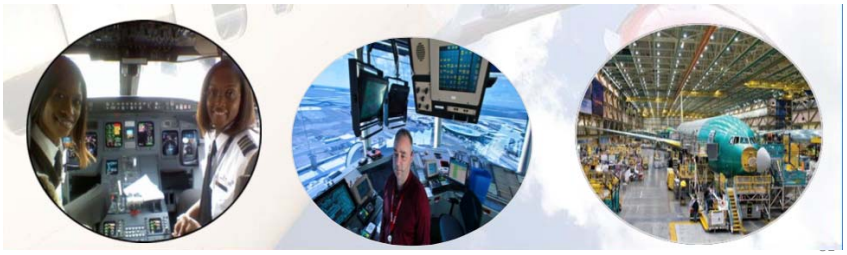
Aviation Certifications

- Air Traffic Controller & Dispatcher
- Professional Pilot
- Air Craft Manufacturing/Aerospace Worker



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Career & Technical Education Center

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CTE Center Goals and Objectives

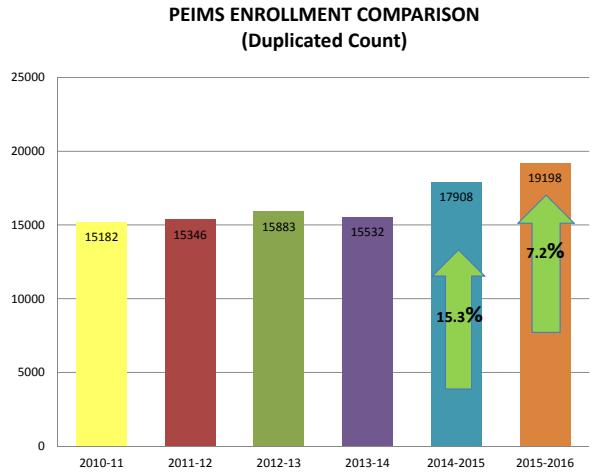
- AISD Objective:
  - 100 percent of students will graduate on time and excel at their school or career of choice.
- CTE Center Outcomes:

  - Each student to earn:
    - A TCC Certification of Completion
    - An industry standard certification designed by business and industry
    - A licensure from the State of Texas

CTE Center Design Partners

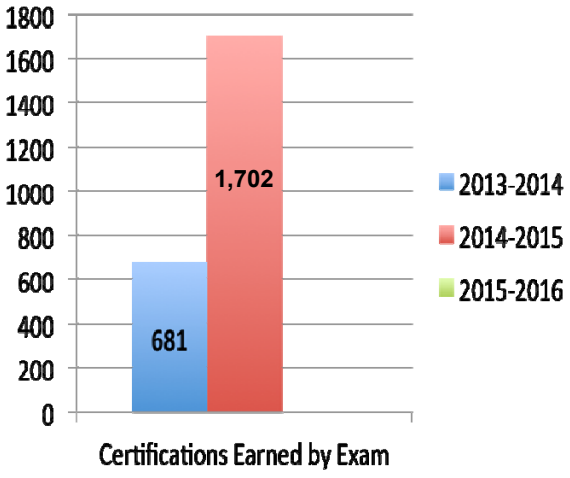
- Arlington Chamber of Commerce
- North Texas Interlink
- Workforce Solutions
- Tarrant County College
- Arlington Fire Department
- Arlington Police Department
- University of the Texas at Arlington
- Lockheed Martin
- General Motors
- Trinity Industries
- Arlington Memorial Hospital
- ISCAR Metals
- UTA School of Nursing

Enrollment Trends in CTE Courses



* One student may be reported multiple times

Industry Standard Certifications Earned by Exam



Courses and Certification

- For a total of 34 comprehensive programs of study for the 2017-2018 school year
  - First and second year foundational courses will be offered at each of the six comprehensive high schools
  - Third and fourth year courses will be offered at the CTE Center and at the student's home campus
- Will offer an additional 24 certification opportunities for students for a total of 39

PROGRAMS OF STUDY	
Agricultural Science	**Architecture & Construction**
Agricultural Mechanics Veterinary Medicine* Floral Design and Horticulture Science*	Architectural and Construction Interior Design Building Maintenance Technology
Arts, Audio/Video Technology & Communications	**Business Management & Administration**
Fashion Design Animation Graphic Design* Photography Audio Video Production (TV & Radio)*	Business – Microsoft Office Specialist Business – Webmaster
Education & Training	**Finance**
Ready, Set, Teach	Accounting QuickBooks
Health Science	**Hospitality & Tourism**
Patient Care Technician Pharmacy Technician Sports Medicine* Emergency Medical Technician Medical Administrative Assistant Biomedical Sciences	Culinary Arts* Hospitality*

* New programs of study

Human Services	Information Technology
• Cosmetology	• Computer Technician*
	• Mobile Application Development*
Law, Public Safety, Corrections & Security	**Manufacturing**
• Firefighter Academy	• Computer Numeric Control (CNC)*
• Law Enforcement	• Welding
Marketing	**STEM**
• Entrepreneurship	• Robotics*
• Sports & Entertainment Event Marketing	• Engineering
Transportation	
• Automotive Technology*	
• Aviation Technology*	

* New programs of study

Current and Potential Workforce Dual Credit Programs		
Information Technology	Automotive Technology	Culinary Arts
Game and Simulation Programming I	Engine Analysis Technician	Culinary Arts I
Programming I*	Heavy Line Technician*	Catering/Private Chef*
Office Technology Professional	Aviation Technology	Electronics Technology
Administrative Specialist*	Advanced Composite Technology*	Computer Maintenance
Applications Specialist*	Airframe*	Emergency Medical Services
Office Technology Specialist*	Power plant*	Emergency Medical Technician (expand)
Radio, Television & Film	Commercial Pilot Airplane*	Graphic Communication
Audio Production*	Commercial Pilot Helicopter*	Photographic Retouching
Video Production*	Computer-Aided Drafting and Technology Design	Computer Graphics*
Welding Technology	Building Technology	Enhanced Web Design*
Welding Basic*	Civil Technology*	Heating, Air Conditioning & Refrigeration
MISC	Manufacturing Technology*	Residential HVAC Technician I
Horticulture*	CNC Machinist Technology*	Hotel Restaurant Administration
Landscape Specialist*		Event Management*
		Restaurant Operations*
*Potential		Restaurant Practitioner*

TCC / AISD Partnership

- Tarrant County College collaboration with AISD:
  - Offer workforce dual credit courses for some courses offered at the CTE Center
  - 2+2 Degree Program
  - Students obtain stackable credentials
  - Share learning space to create course opportunities for TCC and AISD students
  - Learning day to include evenings, weekends, and summer for workforce dual credit
  - Mix/combine AISD students with TCC students as appropriate to maximize course opportunities

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Budgetary Impact

- Full-time Educators (FTE's)
- Curriculum/course development
- Instructional materials and equipment
- Professional learning

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Leadership, Citizenship, Responsibility

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Leadership, Citizenship, & Responsibility

- Expand PK-12 service learning opportunities
- Enhance core leadership competencies of administrators
- Establish customer service expectations

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Budgetary Impact

- Professional learning
- Training materials

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Questions?

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