

# Department of **ACA**demic Services

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**June 2022**

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*Build teacher capacity to design and deliver rigorous instruction  
that enables all students to realize ACA's Mission, Vision, and Ends Policy Student Outcomes.*

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## **State Assessment:**

Due to impacts from COVID-19, the TEA said it "is running additional analyses on the data as part of an enhanced due diligence process." For this reason, STAAR reports and special population analyses will be presented in our July report.

In Accordance with HB4545, Intermediate and Middle School Campus Administration held Accelerated Learning Committee Meetings with families of students in Grades 3, 5, and 8 who Did Not Meet Standard on one or more STAAR assessments or STAAR EoC exams and contacted families of students in Grades 4, 6, and 7 who Did Not Meet Standard on one or more STAAR assessments to inform them of the 30-hour Supplemental Accelerated Instruction requirement.

Students in Grades 3-7 were offered the opportunity to complete the required 30 hours for Reading and/or Mathematics in the ACA Summer Academy in group sizes of no more than 10 students to 1 teacher or to participate in after school tutoring at a minimum of once a week during the school year.

Currently, ACA Summer Academy has been in session for 15 days. Of the 147 eligible students, 104 are participating. Thanks to the efforts of Summer Academy Administrator Melanie Dean and the outstanding ACA Summer Academy staff, many students have already completed the required 30 hours. After we finalized our enrollment, Summer Academy staff collaborated and problem-solved to make sure students who only needed one subject had access to instruction and individualized practice for the entire 3 hours each day, which shortened their Summer Academy session. Parents of students who completed the required 30 hours before July 1 were given the option for their student to continue, since teachers are using students' EoY MAP data to identify each student's personal areas for growth. Teachers are collecting pre-, post-, and mid-unit data to track student progress. All data will be summarized after the completion of the Summer Academy. We will continue to monitor participating students' progress in the fall and share with families at Parent Conferences.



Students who Did Not Meet Standard on the Biology I EoC and/or the Algebra I EoC had the opportunity to retest on June 21 and June 22 at the Middle School Campus. Prior to the retest dates, students who Did Not Meet Standard on the Biology I EoC were offered the opportunity to participate in supplemental instruction delivered by Mrs. Westmoreland. Students needing support before the Algebra I EoC retest were invited to join the ACA Edia class. Edia is an online platform that delivers individualized practice, instruction, and feedback to students in Mathematics for Grades 6-12. Mrs. Neill created assignments aligned to each of the assessed objectives on the Algebra EoC, and families were encouraged to have their students join the class to participate.

In continued accordance with HB 4545, we are monitoring the progress of students who were required to participate in Supplemental Accelerated Instruction during the 2021-2022 school year:

- FEV Tutor Participants' Spring 2022 STAAR Results

Grade Band	4-5		6-8	8	6-8
Subject	Mathematics	Reading	Mathematics	Algebra I	Reading
Number of Students Participating	75	83	65	33	61
Percentage Scoring Approaches or Higher	36/52 48%	68/83 82%	28/65 43%	26/33 79%	38/61 62%
Percentage Scoring Did Not Meet	39/72 52%	15/83 18%	37/65 57%	7/33 21%	23/61 38%

- FEV Tutor Participants' EoY MAP Growth Measures

Grade Band	4-5		6-8		6-8
Subject	Math	Reading	Math	Algebra I	Reading
Number of FEV Students with Valid BoY/EoY MAP Scores	75	83	86		61
Percentage Meeting or Exceeding Projected Growth as measured by EoY MAP	65%	74%	50%		69%

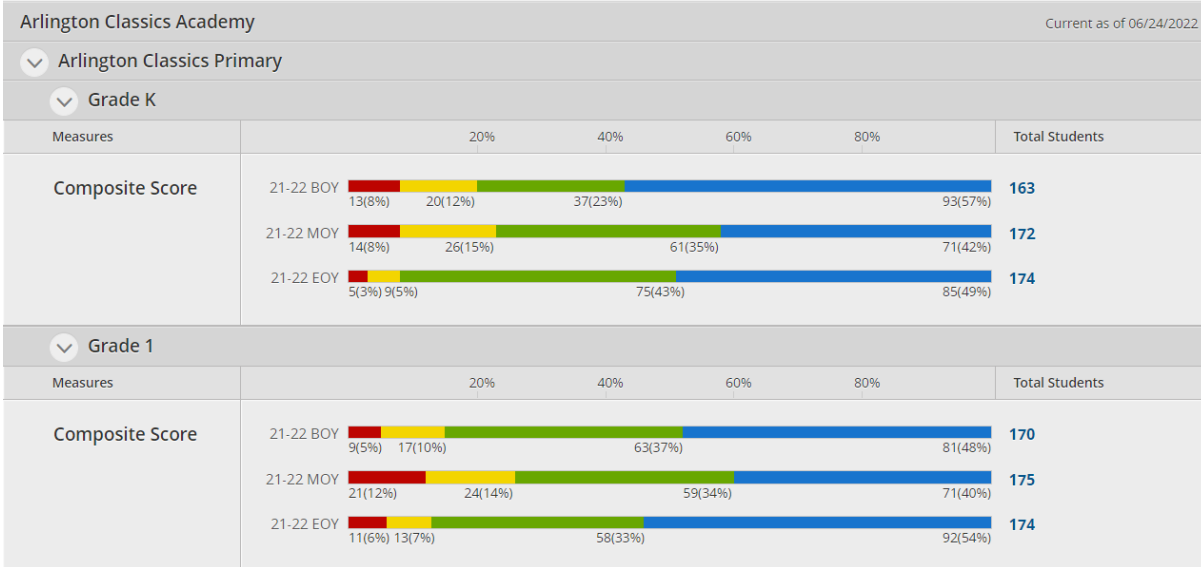
The remaining hours in our FEV contract will be offered as 1:1 tutoring to students who Did Not Meet Standard on the Grade 5 Science STAAR exam. Mrs. Neill will contact families during the week of June 27-July 1st to enroll eligible students, should families choose this option for their students.

**District Assessment:**

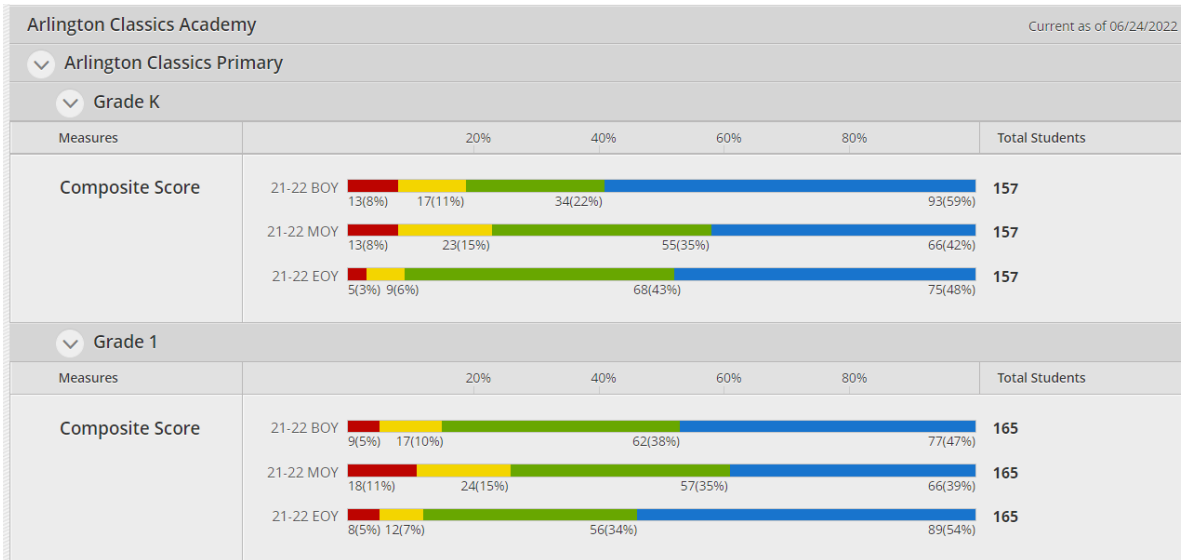
- EOY Assessment: mclass Amplify, K-1**

The mclass Amplify Assessment goals for each subtest and for the composite score in each grade level increases for each window. To maintain Benchmark (or other same level status), growth is required. To move from one color band to the next requires accelerated growth, just as in MAP.

The Composite Scores below represent all students assessed in each window:



These Composite Scores represent students enrolled continuously, BoY to EoY:



In each grade level, teachers’ targeted, systematic, and explicit instruction yielded overall positive movement from one color band to the next. Thanks again to Mrs. Fambrough for affording K-1 teachers the opportunity to spend a half data understanding their MoY results and then designing targeted instruction for the whole class and targeted intervention for those in need of support.

The reports on the following pages show overall grade level performance on the individual measures of the mclass Amplify assessment. For each grade level, there is a report for All Students and a report for Continuously Enrolled Students.

# Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade K District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Arlington Classics Academy

Current as of 06/24/2022

↳ Arlington Classics Primary

↳ Grade K

Measures	20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 13(8%) 20(12%) 37(23%) 93(57%)				163
	21-22 EOY 5(3%) 9(5%) 75(43%) 85(49%)				174
Letter Names (LNF)	21-22 BOY 17(10%) 27(17%) 119(73%)				163
	21-22 EOY 6(3%) 8(5%) 160(92%)				174
Phonemic Awareness (PSF)	21-22 BOY 25(15%) 19(12%) 49(30%) 70(43%)				163
	21-22 EOY 35(20%) 31(18%) 59(34%) 49(28%)				174
Letter Sounds (NWF-CLS)	21-22 BOY 25(15%) 5(3%) 10(6%) 46(28%) 77(48%)				163
	21-22 EOY 11(6%) 22(13%) 71(41%) 70(40%)				174
Decoding (NWF-WRC)	21-22 BOY 25(15%) 63(39%) 75(46%)				163
	21-22 EOY 11(6%) 18(10%) 52(30%) 93(54%)				174
Word Reading (WRF)	21-22 BOY 25(15%) 29(18%) 109(67%)				163
	21-22 EOY 10(6%) 11(6%) 61(35%) 92(53%)				174

# Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade K District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Student Filters: Assessed in All Periods: Yes

Arlington Classics Academy		Current as of 06/24/2022				
↳ Arlington Classics Primary						
↳ Grade K						
Measures		20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY	13(8%)	17(11%)	34(22%)	93(59%)	157
	21-22 EOY	5(3%)	9(6%)	68(43%)	75(48%)	157
Letter Names (LNF)	21-22 BOY	17(11%)	23(15%)	117(74%)		157
	21-22 EOY	6(4%)	7(4%)	144(92%)		157
Phonemic Awareness (PSF)	21-22 BOY	23(15%)	18(11%)	46(29%)	70(45%)	157
	21-22 EOY	30(19%)	28(18%)	53(34%)	46(29%)	157
Letter Sounds (NWF-CLS)	21-22 BOY	23(15%)	5(3%)	8(5%)	45(29%)	76(48%)
	21-22 EOY	10(6%)	21(13%)	65(42%)		61(39%)
Decoding (NWF-WRC)	21-22 BOY	23(15%)	59(38%)	75(47%)		157
	21-22 EOY	10(6%)	17(11%)	47(30%)		83(53%)
Word Reading (WRF)	21-22 BOY	23(15%)	25(16%)	109(69%)		157
	21-22 EOY	9(6%)	8(5%)	59(38%)		81(51%)

# Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade 1 District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Arlington Classics Academy

Current as of 06/24/2022

↳ Arlington Classics Primary

↳ Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 9(5%) 17(10%) 63(37%) 81(48%)	170			
	21-22 EOY 11(6%) 13(7%) 58(33%) 92(54%)	174			
Letter Names (LNF)	21-22 BOY 13(8%) 28(16%) 129(76%)	170			
	21-22 EOY 9(5%) 15(9%) 68(39%) 82(47%)	174			
Phonemic Awareness (PSF)	21-22 BOY 27(16%) 40(24%) 92(54%) 11(6%)	170			
	21-22 EOY 31(18%) 18(10%) 38(22%) 82(47%) 5(3%)	174			
Letter Sounds (NWF-CLS)	21-22 BOY 26(15%) 12(7%) 46(27%) 86(51%)	170			
	21-22 EOY 28(16%) 15(9%) 48(28%) 83(47%)	174			
Decoding (NWF-WRC)	21-22 BOY 13(8%) 31(18%) 65(38%) 61(36%)	170			
	21-22 EOY 28(16%) 15(9%) 49(28%) 82(47%)	174			
Word Reading (WRF)	21-22 BOY 5(3%) 12(7%) 64(38%) 89(52%)	170			
	21-22 EOY 11(6%) 17(10%) 46(26%) 100(58%)	174			
Reading Accuracy (ORF-Accu)	21-22 BOY 16(9%) 28(16%) 126(75%)	170			
	21-22 EOY 19(11%) 8(5%) 147(84%)	174			
Reading Fluency (ORF)	21-22 BOY 12(7%) 5(3%) 75(44%) 78(46%)	170			
	21-22 EOY 9(5%) 13(7%) 52(30%) 100(58%)	174			

# Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade 1 District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Student Filters: Assessed in All Periods: Yes

Arlington Classics Academy		Current as of 06/24/2022				
Arlington Classics Primary						
Grade 1						
Measures		20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY	9(5%)	17(10%)	62(38%)	77(47%)	165
	21-22 EOY	8(5%)	12(7%)	56(34%)	89(54%)	165
Letter Names (LNF)	21-22 BOY	13(8%)	26(16%)		126(76%)	165
	21-22 EOY	8(5%)	13(8%)	64(39%)	80(48%)	165
Phonemic Awareness (PSF)	21-22 BOY	26(16%)	40(24%)		89(54%) 10(6%)	165
	21-22 EOY	27(16%)	16(10%)	37(22%)	80(49%) 5(3%)	165
Letter Sounds (NWF-CLS)	21-22 BOY	26(16%)	12(7%)	44(27%)	83(50%)	165
	21-22 EOY	24(15%)	15(9%)	45(27%)	81(49%)	165
Decoding (NWF-WRC)	21-22 BOY	13(8%)	30(18%)	64(39%)	58(35%)	165
	21-22 EOY	24(15%)	15(9%)	46(28%)	80(48%)	165
Word Reading (WRF)	21-22 BOY	5(3%)	12(7%)	63(38%)	85(52%)	165
	21-22 EOY	8(5%)	17(10%)	43(26%)	97(59%)	165
Reading Accuracy (ORF-Accu)	21-22 BOY	16(10%)	28(17%)		121(73%)	165
	21-22 EOY	16(10%)	8(5%)		141(85%)	165
Reading Fluency (ORF)	21-22 BOY	12(7%)	5(3%)	74(45%)	74(45%)	165
	21-22 EOY	6(4%)	12(7%)	50(30%)	97(59%)	165

Our data indicates that our areas for Instructional Growth are PSF–Phoneme Segmentation, NWF-Nonsense Word Fluency, and WWR-Whole Word Reading. Through our work with mclass Amplify and the Texas Reading Academy, the Kindergarten and Grade 1 teams recognize this need and those discussions have prompted our research into and purchases of curriculum resources that provide a systematic sequence of instruction in Phonological Awareness, Phonics, and Sight Words beyond what our core resource (Texas Wonders-McGraw Hill) contains. These resources have been purchased or are in the process of being purchased, with explicit training and curriculum mapping planned for both July and August.

In addition to using this data as a tool to analyze the impact of our instruction and our alignment with evidence-based practices for early reading, the Kindergarten EoY data serves as our TEA-required Dyslexia Screening data. In our required PEIMS reporting, we report all students performing in the Below Benchmark and Well Below Benchmark categories as “At Risk for Dyslexia and Related Disorders”. Coding a student as “At Risk..” in PEIMS is not a Dyslexia identification. Mrs. Fambrough, Mrs. Brookby, Ms. Burns-Holland, and Kindergarten teachers used our ACA Dyslexia Identification process and our Reading Difficulties problem-solving tool to determine a course of action for each student represented in the data subset.

- HB3 Goal Tracking, Updated with EoY MAP Data

<b>HB3 Goal 1: Increase the percentage of students reading at grade level.</b>					
<b>The percentage of 3rd Grade students reading at grade level or above, as measured by Meets Standard or better on the STAAR Reading assessment, will increase from the baseline of 62% to 70% as reported on the August 2024 TAPR.</b>					
<b>Performance Data</b>					
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Annual Target</b>	2019: 62%; 2020 No Administration	62%	<b>64%</b>	67%	70%
<b>Actual Performance</b>	No Administration	54%	<b>76%*</b>	XX%	XX%

Our Actual Grade 3 performance surpassed the Annual Target and the 2024 Goal.

\*as reported to us by TEA to date

<b>Percentage of Students On Track for MEETS or Higher as measured by EOY MAP-Projected STAAR Reading Performance Level</b>			
	<b>BoY</b>	<b>MoY</b>	<b>EoY</b>
<b>Grade 3</b>	78%	79%	75%
<b>Grade 2</b>	60%	64%	62%

<b>Percentage of Students Performing at BENCHMARK or higher as measured by mCLASS Amplify</b>			
	<b>BoY</b>	<b>MoY</b>	<b>EoY</b>
<b>Grade 1</b>	85%	75%	86%
<b>Grade K</b>	79%	77%	92%



## HB3 Goal 2: Increase the percentage of students applying mathematics at grade level.

The percentage of 3rd Grade students applying mathematics at grade level or above, as measured by Meets Standard or better on the STAAR Mathematics Assessment, will increase from the baseline of 70% to 78% as reported on the August 2024 TAPR.

### Performance Data

	2020	2021	2022	2023	2024
Annual Target	2019 Baseline: 70%; 2020 No Administration	70%	<b>72%</b>	75%	78%
Actual Performance		45%	<b>67%*</b>		

#### Percentage of Students On Track for MEETS or Higher as measured by EOY MAP-Projected STAAR Mathematics Performance Level

	BoY	MoY	EoY
Grade 3	78%	79%	64%
Grade 2	60%	64%	47%

#### Percentage of Students Performing at 65th Percentile or Higher-MAP Mathematics

	BoY	MoY	EoY
Grade 1	85%	75%	75%
Grade K	79%	77%	72%

## Curriculum & Instruction


- Instructional Materials Purchasing for 2022-2023
  - All renewals will have been submitted!
    - Renewals include materials that are purchased yearly:
      - STEMscopes Science for Grades K-8, plus Biology
      - CPM licenses for teacher and student ebooks plus print Toolkits for Grades 6-8 Math and Algebra I (digital product received; toolkits have shipped)
      - Learning.com student licenses for Technology, K-8 (digital product received)
    - Grades K-8 ELAR Adoptions have been paid for 1-5 more years
      - All consumables that autoship have already been confirmed
      - The following have already arrived and have been inventoried:
        - TX Connections (6-8 ELAR)
        - Texas Wonders (K-2 ELAR)
        - HMH Into Reading (3-5 ELAR)
        - HMH Into Writing (1-2)
  - SAVVAS Envision 2.0 Math: Core Curriculum Resource for Grades K-5
    - Last year of paid 8-years is this year.
    - The next TEA Math Adoption year is Spring 2026.
    - After researching options, we have decided to renew Envision for 4 more years.
      - This purchase will provide us with the same resources and student consumables.
      - This purchase will provide us with additional sets of teacher materials at no added cost.
  - K-2 Phonics Curriculum—still pending (*update in italics*)
    - According to TEA, the Commissioner's List of Recommended Phonics Programs will be released in November 2022.
      - Districts must provide use of a phonics curriculum that uses systematic direct instruction K-3, and materials are being vetted through Texas Resource Review to establish the Commissioner's Recommended List of Phonics Programs.
      - Upon release of the approved list, districts may consider swapping materials to meet HB3 requirements
      - Timeline - Publish Phonics Recommended List - Nov/Dec of 22-23
      - Districts can use 22-23 to adopt and launch the new resource and implement in the 23-24 school year - or - Districts can use 23-24 to adopt and launch the new resource with implementation in the 24-25 school year.
    - The problem with this timeline is that ACA and the Primary teachers who have attended Reading Academy would like to launch a new systematic phonics curriculum next year as we had planned. Currently, both Mrs. Neill and Mr. Sims are working to determine if our intended purchase, Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS), published by the Center for Collaborative Classroom, will be on this list. Other materials by this publisher are approved on the Texas Resource Review.
    - *Since our last meeting, TEA has published the list of resources under review and added language that clarifies the purpose of the Commissioner's List. The following text excerpts have been taken directly from "Phonics Programs Currently Under Review" page of the Texas Resource Review, which is an embedded link on TEA's Instructional Materials webpage (<https://tea.texas.gov/academics/instructional-materials>):*

These programs are currently being evaluated for possible inclusion on the commissioner's list; however, they **have yet to be approved**. The final, approved list will be released in November 2022.

Instructional materials are prioritized for review when they meet one of the following criteria:

- Evaluation of material is requested by more than 10% of Texas school districts (Note: Districts may request evaluation of a product through the annual TEKS certification survey. They may also complete the [District TRR Request Form](#) to nominate material(s) for review.)
- The materials are adopted or are under consideration for adoption by the State Board of Education
- Publishers submit materials via application for review
- The materials are classified as Open Education Resources (OER)

## Announcements

- EMAT is Open for the 2022-23 School Year. Health and physical education materials adopted under Proclamation 2022 are now orderable in EMAT.
- The 2022-2023 Allotment and TEKS Certification survey form is now available. Information on the revised certification process can be found on the TEA website.
-  English and Spanish phonics programs now under review for possible inclusion on Commissioner's recommended list.
- View a summary of TEA available materials print and digital access (PDF).

## Coming Soon: Commissioner's List

The Texas Commissioner's List of Recommended Phonics Programs will be released in November 2022. The list will support districts in selecting K-3 English and Spanish phonics curriculum that uses systematic, direct instruction to ensure all students obtain necessary early-literacy skills.

*Resources in Texas Resource Review are not mandated options. Texas Resource Review provides guidance for Resource Selection. To be eligible for State Adoption, a resource must cover at least 50% of the Grade Level's TEKS. The TRR shows the percentage of TEKS covered and houses the rubric showing how each resource is rated beyond its TEKS coverage. The rubric for each subject varies to fit the needs of the course.*

*Districts are not required to adopt state-adopted materials; however, we must (through our TEKS Certification process) certify that we have purchased and/or developed resources that cover 100% of the TEKS.*

*Using this information, we have made the decision to move forward with our Phonics Curriculum purchase of SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words), 4th Edition. Even though our preferred resource is not being reviewed, Mrs. Neill has used the TEA English Rubric to evaluate SIPPS to determine that it meets the standard for covering over 50% of the TEKS while also providing a systematic and explicit course of instruction in alignment with our unique goal of accelerating all students by designing access for all to the lessons needed by those students performing in the "blue and green" (MAP scores of 61st percentile or higher).*

The screenshot shows the search interface of the Texas Resource Review website. At the top, there are five filter dropdown menus: Subject (ELAR), Grade (Grade 2), % Alignment (All), Publisher (All), and Quality Rubric Criteria (All). Below these is a 'Sort By' dropdown menu set to 'Select Category'. A message indicates '8 Grade level programs for ELAR, Grade 2'. The main resource card is for 'HMH Texas Into Reading Grade 2', published by HMH in 2020. It shows a TEKS (Student) alignment of 100.00% and a 'View Review' button. A note at the bottom of the card states 'Spanish Version is Available'.

*a snip of Texas Resource Review*  
[\(https://texasresourcereview.org/\)](https://texasresourcereview.org/)

### ● Curriculum Revision Projects

- **Middle School Seminar Course:** After soliciting feedback from Middle School staff and collaborating with the Middle School Guiding Coalition, Mrs. Dawson and Mrs. Neill worked to identify the course content strands for the Middle School Seminar Course.
  - This year, all grades used the same course content, SOAR.
  - Next year, the content will continue to be differentiated in order to build upon the SOAR foundation for grades 7 & 8.
  - The content strands identified for the course are shown on the following curriculum overview.
  - Mrs. Dawson and her Guiding Coalition will work, using materials selected last year by Middle School staff to draft a scope and sequence document this summer.
- **Origins of Our Liberty Project:** Mr. Baltensperger has completed a crosswalk document and Mrs. Neill is currently preparing for work with a larger team of Social Studies teachers across K-8.
- **Spanish K-5:**
  - Mrs. Boswell, Mrs. Neill, and our two K-5 Spanish teachers met in May to set goals for the program and to evaluate resources.
  - After previewing and having trial access to Vista Higher Learning's ¡Listos! Descubre el español Grades K-5 program, the team is now constructing a scope and sequence with unique objectives for each grade level, K-5.

- **LEAP: Learning through an Early Algebra Progression**
  - This has not yet been implemented as planned due to COVID-19
  - This year's curriculum mapping will include training and decision-making about placement of the LEAP units in Grades 3-5, for implementation in 2023-2024
  
- **Latin, K-5:**
  - Greek and Latin roots are part of the TEKS in Grades 3-8, as well as part of our Core Knowledge sequence.
  - While our current adopted resources address the instruction in Greek and Latin roots to fulfill the TEKS, our work in the Texas Reading Academy and our student data trends in NWEA MAP\*, as well as our continued commitment to our ACA Mission, Vision, and Ends Policy, has prompted discussion on how we can best **systematically and explicitly** provide our students with instruction in Greek and Latin roots beyond the level defined and expected in the TEKS.

**MAP Category of Greatest Need by Grade**

Year	Grade 2	Grade 3	Grade 4	Grade 5
2020-2021	Multiple Genres	FLS: Vocabulary	Multiple Genres	FLS: Vocabulary
2021-2022	FLS: Vocabulary	FLS: Vocabulary	FLS: Vocabulary	Author's Craft

- Because we accelerate our Phonics instruction, we have an opportunity in Grades 3-5 to fully develop the study of morphology in Grades 3-5.
- During the Administrators' Master Scheduling workshop in May, we were able to define a Greek & Latin word study block for students in Grades 3-5.
- After reviewing potential resources for the course, two were identified that not only met the requirements of the TEKS but also provided for a robust, systematic and explicit course of instruction across the 3 grade levels.
  
- Professional Development for 2022-2023
  - Administrator Workshops: Our Administrator Workshop (June 6-10) was a great success! Thanks to all members of the Admin team, including Jenny Robles and Susan Stewart, for all of the behind-the-scenes work that made facilitation of and learning during these days not only possible, but FUN!
  - New Hire Orientation
    - July 27-29th
    - All New Hires as of 6/20/22 have been invited
  - August Professional Development for All Staff is in development
    - Professional Development: August 3-5
    - Work Days: August 8-9

**Special Populations**

In accordance with Title 19 of Texas Administrative Code (TAC), §89.1250, ACA must offer 120 hours of supplemental instruction to Emergent Bilingual students entering First Grade. Eleven families confirmed!

- This program has been up and running since June 6th
- Kudos to Mrs. Boswell for her work in communicating with families and making curriculum selections to support English Language Development
- Twelve rising first graders are in attendance and are talking up a storm, thanks to the efforts of Ms. Iacopi!

Arlington Classics Academy Academic Outline **2022-2023**

**Knowledge for a Lifetime**

High School Credit

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
<b>English Language Arts and Reading</b>	<b>Developing Foundational Language Skills</b>				<b>Sustaining Foundational Language Skills</b>					
	Oral Language, Print Concepts, Vocabulary, Reading Fluency, Reading Comprehension, Text Analysis, Response Skills Core Knowledge Poetry, Fiction, Sayings & Phrases						Oral Language, Vocabulary, Reading Fluency, Reading Comprehension, Text Analysis, Response Skills Core Knowledge Poetry, Fiction, Sayings & Phrases			
	Phonological Awareness & Single-Syllable Phonics	Polysyllabic Decoding and Morphology	<b>Morphology: Latin &amp; Greek Roots</b>							
	D'Nealian Handwriting	Cursive Handwriting								
	Grammar and Composition									
<b>History and Geography</b>	Core Knowledge History and Geography						World Cultures and Geography	Texas History	American Republic up to 1877	
	Community, State, National Heritage and Citizenship			Texas History	US History					
<b>Math</b>	<b>Mathematics</b> Number and Operations, Algebraic Reasoning, Geometry and Measurement, Data Analysis, and Financial Literacy						<b>Telescoped Mathematics</b> Combined 6th/7th TEKS  CPM Courses 1 & 2	<b>Telescoped Mathematics</b> Combined 7th/8th TEKS  CPM Courses 2 & 3	<b>Algebra I PAP</b>  CPM Course CCA	

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Science</b>	<b>General Science</b> Investigation and Reasoning, Force, Motion and Energy, Earth and Space, Organisms and Environment						<b>Telescoped Physical Science &amp; Earth Science</b>  Combined 6th/8th TEKS	<b>Telescoped Life Science</b>  Combined 7th/8th TEKS	Biology I PAP
<b>Language</b>	Immersion Spanish			Spanish			Intro to Spanish	Spanish I	Spanish II
<b>Fine Arts</b>	Core Knowledge Fine Arts Music and Art						Music, Music Appreciation, Band, Choir, Choir 1, Art, Art 1, Theatre, Theatre Arts 1, Journalism, Entrepreneurship, Rocket Science, Speech [0.5 Credit], Computer Science, Logic		
<b>Physical Education</b>	Physical Education						(8 <sup>th</sup> grade PE [2 – 0.5 credits])		
<b>Lifelong Learning, Citizenship, &amp; Collaboration Skills</b>	<b>Foundations</b> Respectful, Responsible, Safe, Problem Solver			<b>ACA's Four Pillars</b> Wisdom, Vigilance, Courage, and Strength			<b>Middle School Seminar Course</b> <b>Executive Function &amp; Organization</b> <b>Leadership Skills</b> <b>High School/College Readiness</b> <b>Collaboration, Communication, &amp; Academic Discourse</b> <b>Middle School Mantra</b>		
<b>Technology</b>	<b>Technology Applications</b> Creativity & Innovation, Communication & Collaboration, Research & Information Fluency, Critical Thinking, Problem Solving & Decision Making, Digital Citizenship, and Technology Operations & Concepts								