

# CLEBURNE ISD

## ACADEMIC ALIGNMENT ADVISORY COMMITTEE



Wednesday, September 2, 2020



5:30 – 6:00: Meal Provided



6:00 – 8:00: Meeting Content



Cleburne High School Cafeteria

# YOUR SUPERINTENDENT



Dr. Kyle Heath

# Your AAAC CO-Chairs



Stephanie Philips



Brad Mead

# AAAC

## Purpose, Considerations, Outcomes of AAAC

### Purpose

To provide counsel, input, and feedback in consideration of a grade realignment in the District

### Considerations

1. To provide Cleburne ISD students with optimum opportunities for learning, social and emotional development, and stable, long-term school connections.
2. To create the most prudent, economical, efficient, and long-term use of existing and new facilities that support #1.

### Outcomes for Tonight

- Academic Performance Comparison
- Specific Program Impact of Realignment
- District Demographics and Facility Use
- Social/Emotional Considerations
- Committee Decision-Making

# AAAC

## Outcome for Meeting #2

### Tonight's Outcome

The AAAC's task tonight is **not** to make a facility or bond recommendation. The AAAC's outcome is to **decide by vote on one of the following recommendations to be presented to the CISD Board of Trustees for a decision:**

- 1. Grade Realignment** – Reconfigure CISD's campus grade alignment to include:
  - PK-4 elementary campuses
  - One 5-6 intermediate campus
  - One 7-8 middle school campus
  - One 9-12 high school campus
- 2. No Change** – Maintain a grade alignment of:
  - PK-5 elementary campuses
  - Two 6-8 middle school campuses
  - One 9-12 high school campus

# AAAC

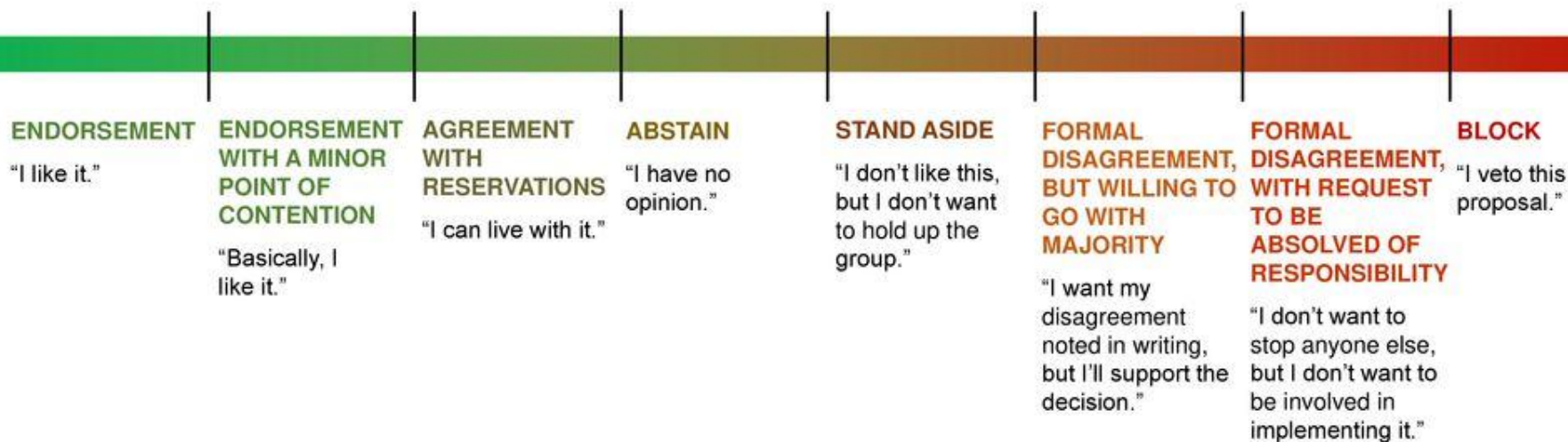
## Next Steps After AAAC Meeting #2

*If the Committee's Recommendation is to Realign Campus Grade Levels:*

- **Formation of Facilities Review Committee**

- If the AAAC recommends that Cleburne ISD proceed with grade realignment, the Board of Trustees will then be requested to: 1) take action on the recommendation from the AAAC; 2) approve the formation of a Facilities Review Committee.
- The task of this committee (which may include many of you) is to explore if our current facilities can support the recommended grade alignment; and if not, what **action** needs to be taken to upgrade existing facilities to meet the needs of students in a new grade alignment.

# Consensus and Gradients of Agreement



This is the Community At Work Gradients Of Agreement Scale.

This scale makes it easier for participants to be honest. Using it, members can register less-than-whole-hearted support without fearing that their statement will be interpreted as a veto.

Community At Work © 1996

# What Process Shall We Use...?

You will hear several presentations tonight and at our next meeting by District professionals.



Tonight, you will make your decision regarding grade realignment.



The findings of this AAAC will be presented to the Facilities Review Committee prior to their work.



You will have time to discuss the presentations and give your feedback, ask questions, or make comments.

The findings of this AAAC will be presented to the Board of Trustees for action.



# How Will We Make Decisions?



After receiving all pertinent information, history, and data.



After table and group discussions.

At meeting #2, you will individually decide between *two options*:

1. Realign grades in Cleburne ISD as presented and proposed.
2. Keep the existing grade configuration model in Cleburne ISD.

You will indicate your decision with a dot on one of the two choices.

# Cleburne ISD

## Common Ground Rules

- One conversation at a time; no sidebar talk.
- Honor the time contract.
- Stay on topic and on task.
- Share ideas freely; no “duck shooting”.
- Listen to understand; respect and honor others’ input.
- Think holistically; sublimate personal agendas; consider the whole District.
- Be kind.
- Be honest.
- Silence electronic devices.
- **HAVE FUN!**

# Academic Performance Comparison



Dr. Chris Jackson

Assistant Superintendent of  
Research, Data & School Improvement

# Academic Performance **Before/After** 2007 Grade Realignment

**One** 5th/6th Campus  
**One** 7th/8th Campus

**5th** at Elementary Campuses  
**Two** 6th/7th/8th Campuses

	2004-05	2005-06	2006-07	Transition to SMS and WMS	2007-08	2008-09	2009-10
5th Reading - CISD	78	77	78		85	81	83
5th Reading - State	75	81	85		85	83	86
<b>CISD Compared to State</b>	3	-4	-7		0	-2	-3
5th Math - CISD	75	71	79		82	74	79
5th Math - State	80	82	86		86	84	86
<b>CISD Compared to State</b>	-5	-11	-7		-4	-10	-7
6th Reading - CISD	91	95	97		93	84	79
6th Reading - State	86	92	92		94	86	86
<b>CISD Compared to State</b>	5	3	5		-1	-2	-7
6th Math - CISD	77	80	82		75	75	70
6th Math - State	73	81	80		83	81	83
<b>CISD Compared to State</b>	4	-1	2		-8	-6	-13

# Academic Performance **Before/After** 2007 Grade Realignment

**One** 5th/6th Campus  
**One** 7th/8th Campus

**5th** at Elementary Campuses  
**Two** 6th/7th/8th Campuses

	2004-05	2005-06	2006-07	Transition to SMS and WMS	2007-08	2008-09	2009-10
7th Reading - CISD	82	80	89		83	84	84
7th Reading - State	81	80	85		85	85	86
<b>CISD Compared to State</b>	<b>1</b>	<b>0</b>	<b>4</b>		<b>-2</b>	<b>-1</b>	<b>-2</b>
7th Math - CISD	68	79	81		73	74	77
7th Math - State	65	71	77		80	80	82
<b>CISD Compared to State</b>	<b>3</b>	<b>8</b>	<b>4</b>		<b>-7</b>	<b>-6</b>	<b>-5</b>
8th Reading - CISD	84	85	91		97	87	90
8th Reading - State	84	84	89		95	88	91
<b>CISD Compared to State</b>	<b>0</b>	<b>1</b>	<b>2</b>		<b>2</b>	<b>-1</b>	<b>-1</b>
8th Math - CISD	65	72	80		74	74	72
8th Math - State	62	68	79		73	80	81
<b>CISD Compared to State</b>	<b>3</b>	<b>4</b>	<b>1</b>		<b>1</b>	<b>-6</b>	<b>-9</b>

# Programs of Grade Reconfiguration/Alignment

## Athletics



Jeri Hall  
Athletic Director

## Fine Arts



Kyle Boles  
Fine Arts Director

## Careers



Mark McClure  
CTE Director

# Career & Technical Education

All 8th graders in CISD are enrolled in  
**College and Career Readiness**



Finding their passion.



Making connections with  
secondary opportunities and  
their dream careers.

# Current Opportunities To Connect



Presentations &  
PowerPoints.



8th Grade  
Tours.



CTE Showcase.

## ***Potential Opportunities to Connect***

*with all 8th graders at Wheat*



Internal level 4  
program shadowing  
opportunities.



Provides Opportunity to  
continue to hone career  
goals.



Streamline students  
'Personal Graduation  
Plans' (PGP's).



# High School Coordinators



**Rosalind Lawrence**  
Head Girls Basketball Coach



**Casey Walraven**  
Head Football Coach

# Middle School Coordinators



Derek Brewer  
PE Teacher | Wheat Middle School



Michael Hoots  
PE Teacher | Smith Middle School

# 5th-12th Grade Vertical Alignment



**Balance**



**Communication**



**Rivalry**



**Opportunity**



# **Fine Arts For **The Future****

**Thoughts on Band, Choir, Theatre Arts, and Visual Arts Programs**

With Proposed Grade Reconfiguration

# Band Grade Reconfiguration

## Advantages



Early access for students to explore band beginning in the 5<sup>th</sup> grade..

Bridge the gap between elementary and secondary music instruction.



Students interest in specific areas (percussion, brass, etc.) are discovered earlier.



# Band Grade Reconfiguration

## Advantages



All 5<sup>th</sup> and 6<sup>th</sup> grade – instructed on one campus (cohesive instruction).



Easier for high school band staff to work with 7<sup>th</sup> and 8<sup>th</sup> graders on one campus.



Allows high school students to work w/ middle school band students based on the proximity of the Wheat campus.

# Theatre Arts

## Grade Reconfiguration

### Advantages



Fluid approach to presenting the theatre arts program w/ 5<sup>th</sup> & 6<sup>th</sup> grades engaging in fundamental basic introductory skills before middle school.

Theatre arts programs beginning in 5<sup>th</sup> grade as one unit moving together into high school.



# Visual Arts

## Grade Reconfiguration

### Advantages



Early dedicated introduction of visual arts such as painting and ceramics for 5<sup>th</sup> and 6<sup>th</sup> grade students taught at grade appropriate levels.

Cohesive instruction w/ 5<sup>th</sup> - 12<sup>th</sup> grade students rising together through a unified curriculum, as opposed to two separate instructional approaches.



Lessons and access to visual arts labs available for middle school students due to proximity to CHS.



# Choir Grade Reconfiguration

## Advantages



Introduction of basic music theory and true vocal performance to 5<sup>th</sup> and 6<sup>th</sup> grade students, as opposed to traditional elementary music classes.

Builds the choir program starting at the intermediate school level with all 5th grade students on one campus.



# District Demographics & Facility Use



Todd Spore  
PBK Architects

## Current Configuration Capacities

Campus	Peak Enrollment	Functional Capacity	Available Capacity	Available Percent Capacity	Available % Capacity at 10% Growth
Adams Elementary	425	590	<b>165</b>	28%	21%
Coleman Elementary	521	632	<b>111</b>	18%	9%
Cooke Elementary	605	660	<b>55</b>	8%	-1%
Gerard Elementary	514	543	<b>29</b>	5%	-4%
Irving Elementary	523	590	<b>67</b>	11%	2%
Marti Elementary	497	570	<b>73</b>	13%	4%
Santa Fe Elementary	343	590	<b>247</b>	42%	36%
Smith Middle School	806	1,225	<b>419</b>	34%	28%
Wheat Middle School	755	950	<b>195</b>	21%	13%
CHS/TEAM	1,912	2,500	<b>588</b>	24%	16%

## Possible Reconfiguration Capacities

Campus	Peak Enrollment	Functional Capacity	Available Capacity	Available Percent Capacity	Available Capacity at 10% Growth
Adams Elementary	358	590	<b>232</b>	39%	33%
Coleman Elementary	445	632	<b>187</b>	30%	23%
Cooke Elementary	517	660	<b>143</b>	22%	14%
Gerard Elementary	414	543	<b>129</b>	24%	16%
Irving Elementary	459	590	<b>131</b>	22%	14%
Marti Elementary	426	570	<b>144</b>	25%	18%
Santa Fe Elementary	291	590	<b>299</b>	51%	46%
Smith Intermediate School	1,037	1,225	<b>188</b>	15%	7%
Wheat Middle School	1,042	950	<b>-92</b>	-10%	-21%
CHS/TEAM	1,912	2,500	<b>588</b>	24%	16%

# Enrollment Gain/Loss with New Configuration

Campus	Current Configuration Enrollment	Proposed Configuration Enrollment	Gain/Loss in Enrollment
Adams Elementary	425	358	-67
Coleman Elementary	521	445	-76
Cooke Elementary	605	517	-88
Gerard Elementary	514	414	-100
Irving Elementary	523	459	-64
Marti Elementary	497	426	-71
Santa Fe Elementary	343	291	-52
Smith Middle/Intermediate School	806	1,037	231
Wheat Middle School	755	1,042	287
Cleburne High School/TEAM	1,912	1,912	0

# School Capacity

## What Is It & Why Calculate It?

**School Capacity defines the number of students a school can accommodate.**

- Capacity information is used for Planning & Operations, Student Enrollment and Staffing.
- To enroll the **right** number of students in a school facility.
- To determine when an expansion/addition to an existing facility is required.
- To design a new school facility that is the **right** size for its intended enrollment.

# Methodology

## Updated Process & Approach

### Key Factors and Considerations

#### Physical Variables

- Building size/area; number/types of teaching stations; support facilities (kitchen, lunchroom, etc.); infrastructure; net to gross ratio; building & life-safety codes; site amenities.

#### Operational Variables

- Utilization rates & efficiency; operational policies; staffing; funding structures; teacher/union regulations; space management; staff & operational budgets; special program offerings.

#### Programmatic Variables

- Class size & staff ratios; educational program offerings; operational models (teams, academies, etc.); special programs; schedules; partnerships, off-site learning, etc.; extended use.

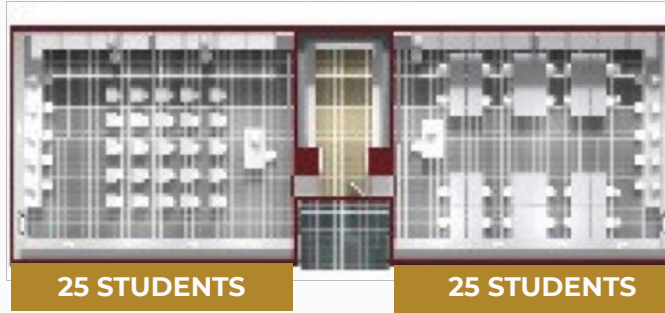
# Design Capacity

The total number of student “seats” the facility was designed to accommodate.

25 Students x 1 Classroom = 25

25 Students x 1 Classroom = 25

**Total: 50**



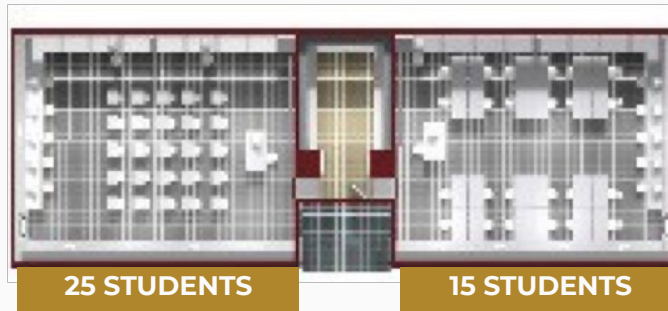
# Functional Capacity

Also considers the desired level of schedule flexibility and the curriculum and program offerings.

25 Students x 1 Classroom = 25

12 Students x 1 SPED Classroom = 15

**Total: 40**



## Methodology / Criteria for Capacity Counts

### Elementary School Classrooms:

Standard - 22 Students / Classroom  
Special Education - 15 Students / Classroom

### Middle & High School Classrooms:

Standard - 25 Students / Classroom  
Special Education - 15 Students / Classroom

### Non-Capacity Count Spaces:

Art, Music, Science, Computer Lab, Resource Room, Gym, Kitchen, Cafeteria, Library, Restrooms, Auditoriums, Administrative, Mechanical, and Circulation.



# **Social & Emotional** **Considerations in Realignment**

**Amber White**

Principal | Smith Middle School

**Suzie Keese**

Principal | Wheat Middle School

**Mary Boedeker**

Principal | Marti Elementary

**Sherqueena Jackson**

Principal | Irving Elementary



**Questions,  
Comments, &  
Feedback**

# Let's **Vote**

- Use **ONE** of the dots provided at your table to reflect your decision regarding grade realignment.
- **Option #1:** Realign grades in Cleburne ISD as proposed.
- **Option #2:** Keep the existing grade configuration model in Cleburne ISD.

# Next Meeting

## Facilities Review Committee



September 23, 2020



5:30 – 6:00: Meal Provided



6:00 – 8:30: Meeting Content



Cleburne High School Cafeteria