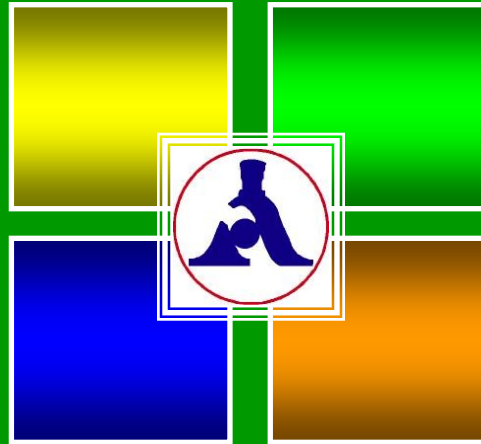


# Allen ISD

## District Effectiveness Reports

August 27, 2007



# Social Studies

Program





# General Function

- ❖ Learner Services supports K-12 Social Studies TEK-based instruction through curriculum updates and continuous staff development for teachers to effectively support classroom instruction through targeted areas such as: alignment of skills, most up-to-date resources, rigorous curriculum, and aligning to TEKS and district standards.



# Structure

- ❖ Our core curriculum is based on providing instruction aligned with TEKS K-12. *History Alive* is an engaging, differentiated, and integrated resource used to supplement social studies instruction. This framework and resource aligns and supports our core social studies TEKS through a very innovative and engaging approach. Currently, all K-11 social studies teachers have participated in Curriculum Project work and History Alive (TCI) philosophy training. Teachers meet annually to share and update social studies lessons/resources.



# Staffing

- ❖ Elementary supports social studies instruction K-4 through an integrated approach with departmental focus in grades 5-6. In addition, elementary GT/AIM program supports integrated ELA/SS instruction. Middle School supports foundation of Texas History and U.S. History; in addition, GT/Humanities provides an integrated ELA/SS instruction granting credit for both courses. 9-12 Social Studies curriculum spirals with 9th World Geography, 10th World History and 11th U.S. History. In addition Phoenix/GT and GT/IB support integrated ELA/SS approach to instruction.



# Staffing

## **Elementary:**

One teacher designated to teach social studies at Grades 5-6 only. Social Studies is taught by the classroom teacher in K-4.

## **Middle School:**

Each middle school has approximately three social studies teachers per grade level.

## **Secondary:**

**LFC** has approximately 9 World Geography teachers;

**AHS Grade 10** has 12 World History teachers,

**Grade 11** has 9 US History teachers, and

Government and economics are required courses with additional related offerings in **Grade 12**.

**Note:** PreAP and AP/IB Social Studies offerings at grades 9-12.



# Students Served

- ❖ K-12; Elementary, Middle and Secondary GT programs

# Quality Effectiveness Indicators





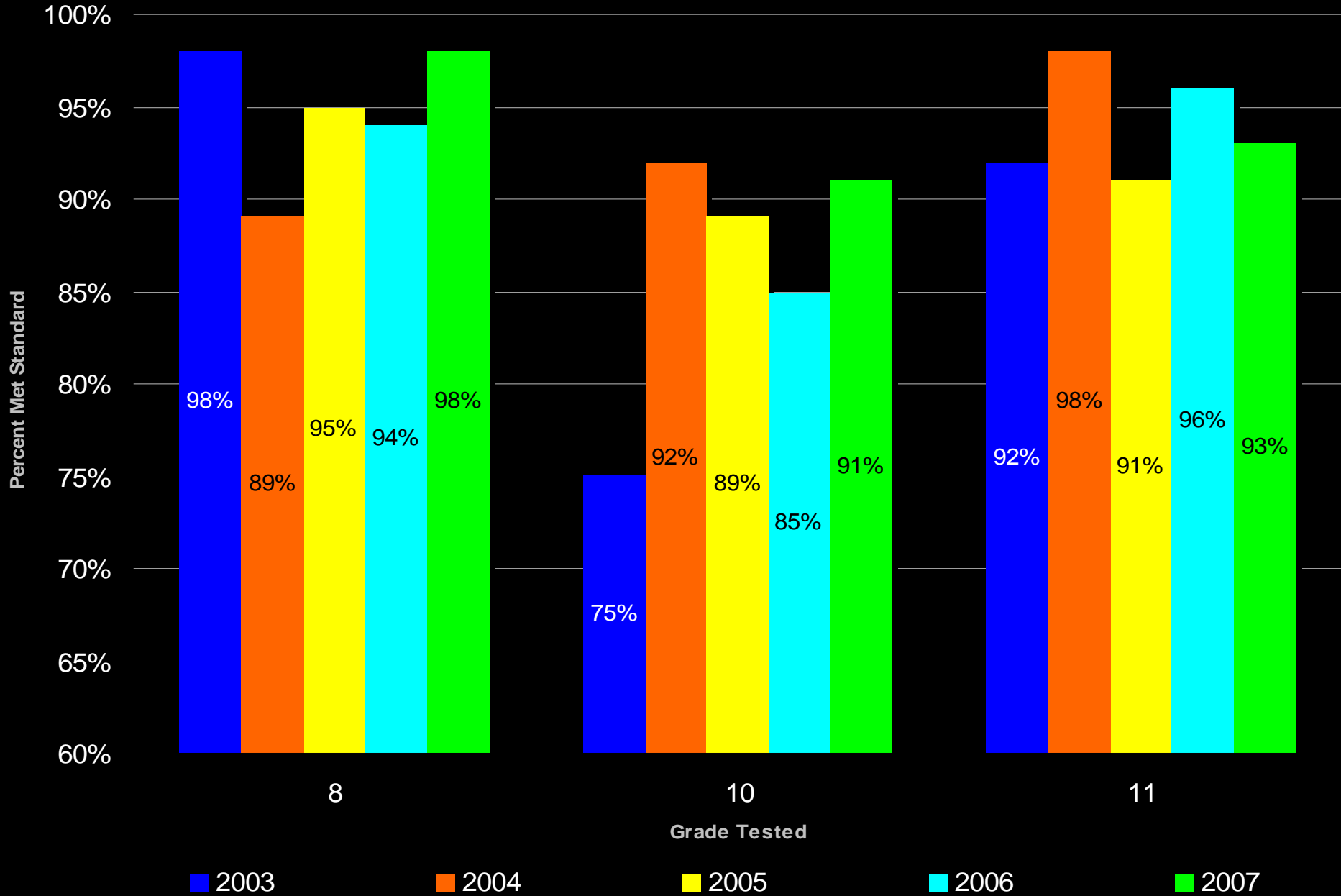
# Effectiveness

- ❖ The *History Alive* philosophy which incorporates higher level thinking, provides teachers with a common language, spiraling curriculum, and engaging lessons all aligned to grade level TEKS. With the implementation of these resources into our social studies curriculum and training over the past four years, our TAKS scores have continued to show improvement, specifically our growth and maintenance in sub pop areas.

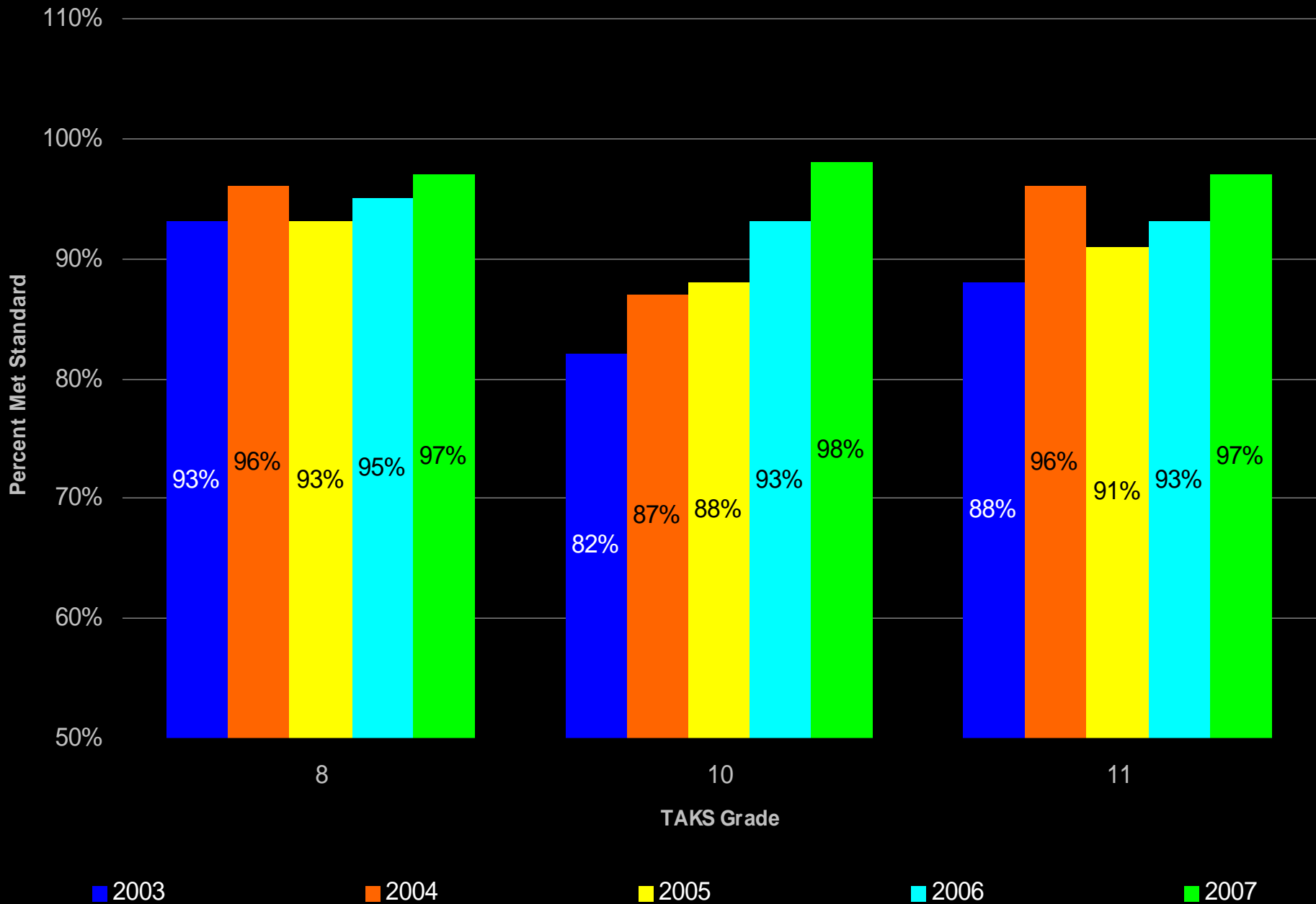
**TAKS SCORE SUMMARY**  
**Subpopulation Results**  
**Social Studies 2006-2007**

<b>Population</b>	<b>Grade 8 2006</b>	<b>Grade 8 2007</b>	<b>Grade 10 2006</b>	<b>Grade 10 2007</b>	<b>Grade 11 2006</b>	<b>Grade 11 2007</b>
<b>District % Passage</b>	<b>98</b>	<b>98</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>98</b>
Commended Performance	60	67	55	64	47	54
African American	94	98	85	94	96	94
Hispanic	95	95	93	93	93	97
White	99	98	97	98	99	99
Economically Disadvantaged	92	95	90	90	95	93

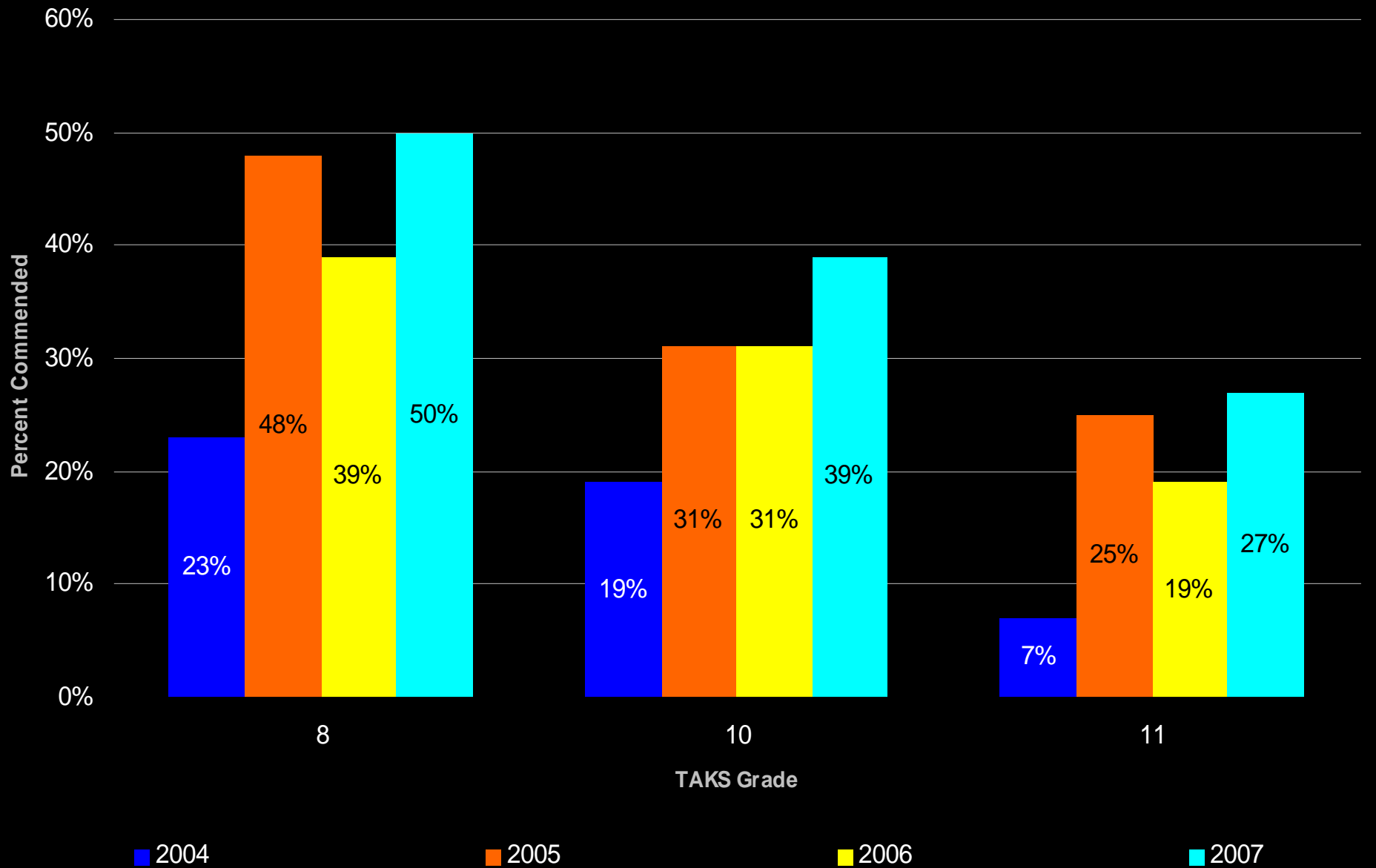
# African American Social Studies



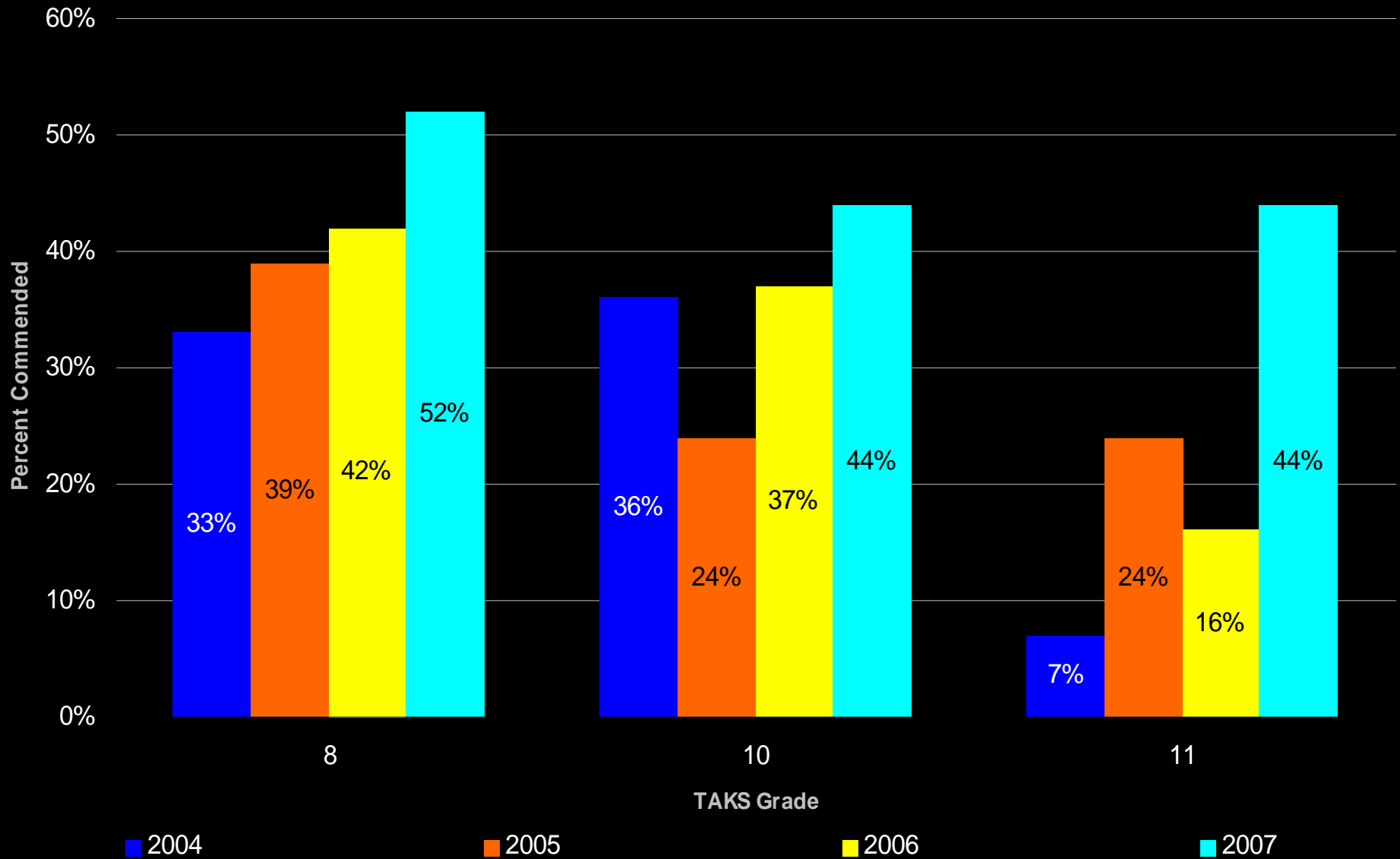
# Hispanic Social Studies



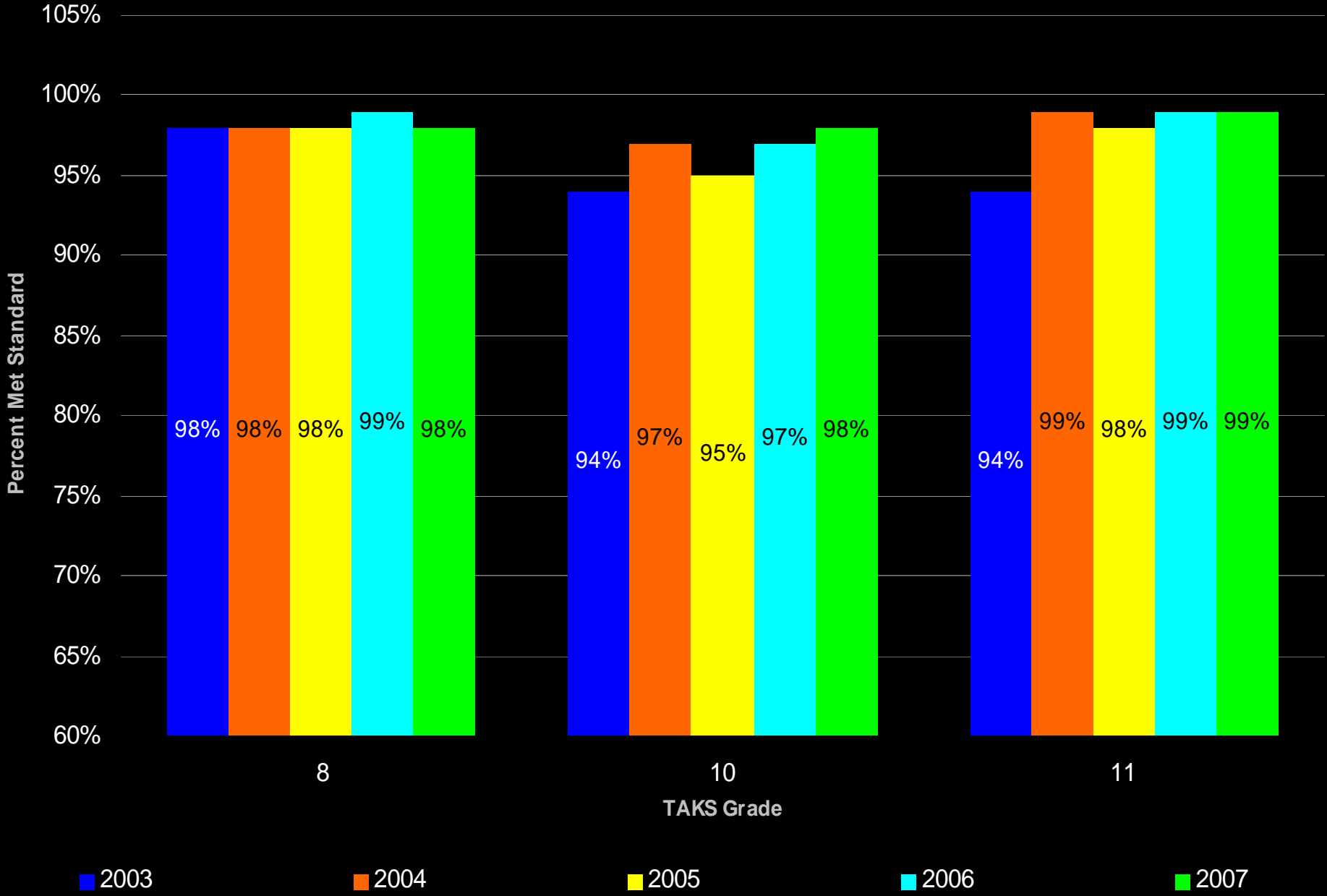
# African American Social Studies Commended Performance



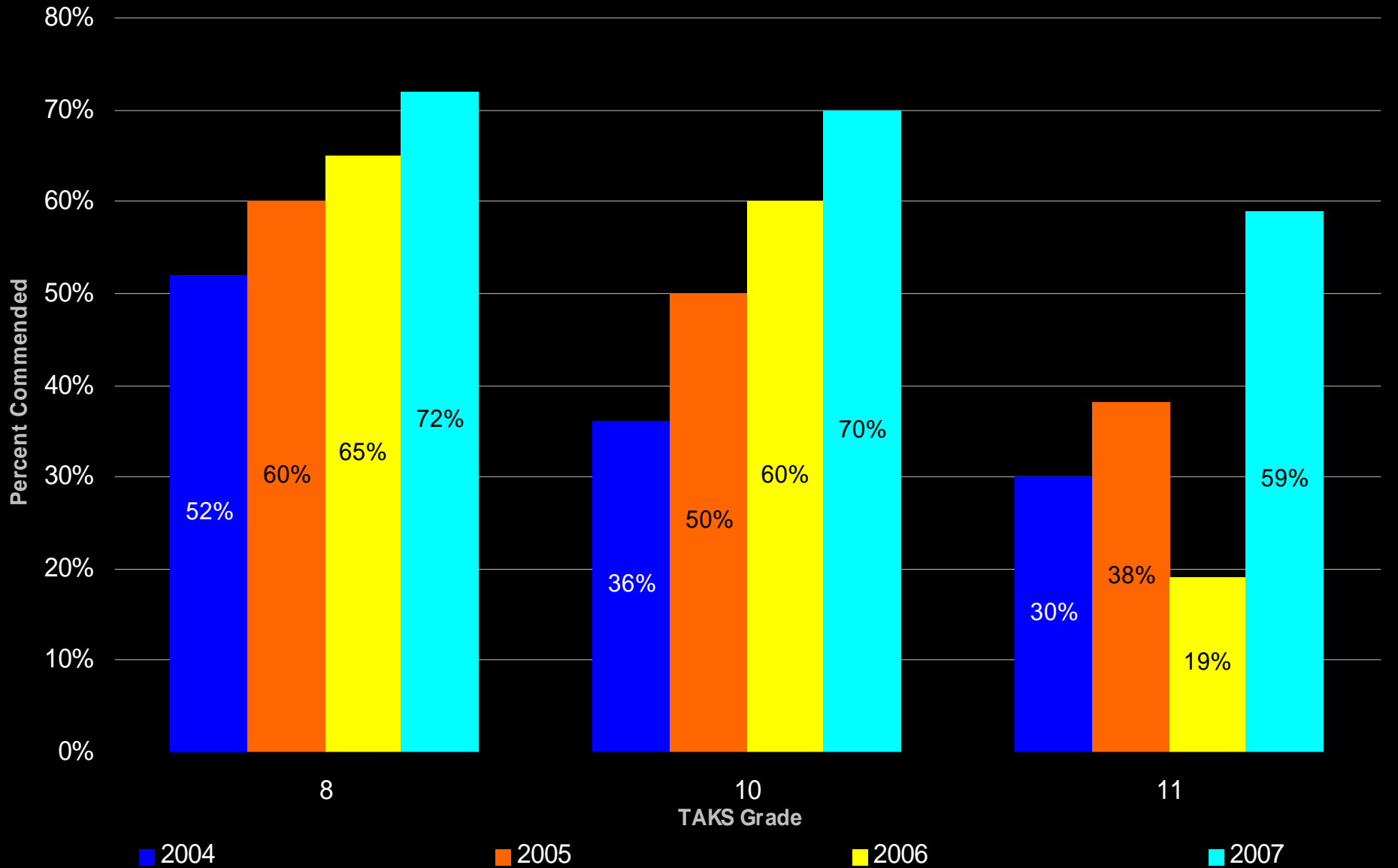
# Hispanic Social Studies Commended Performance



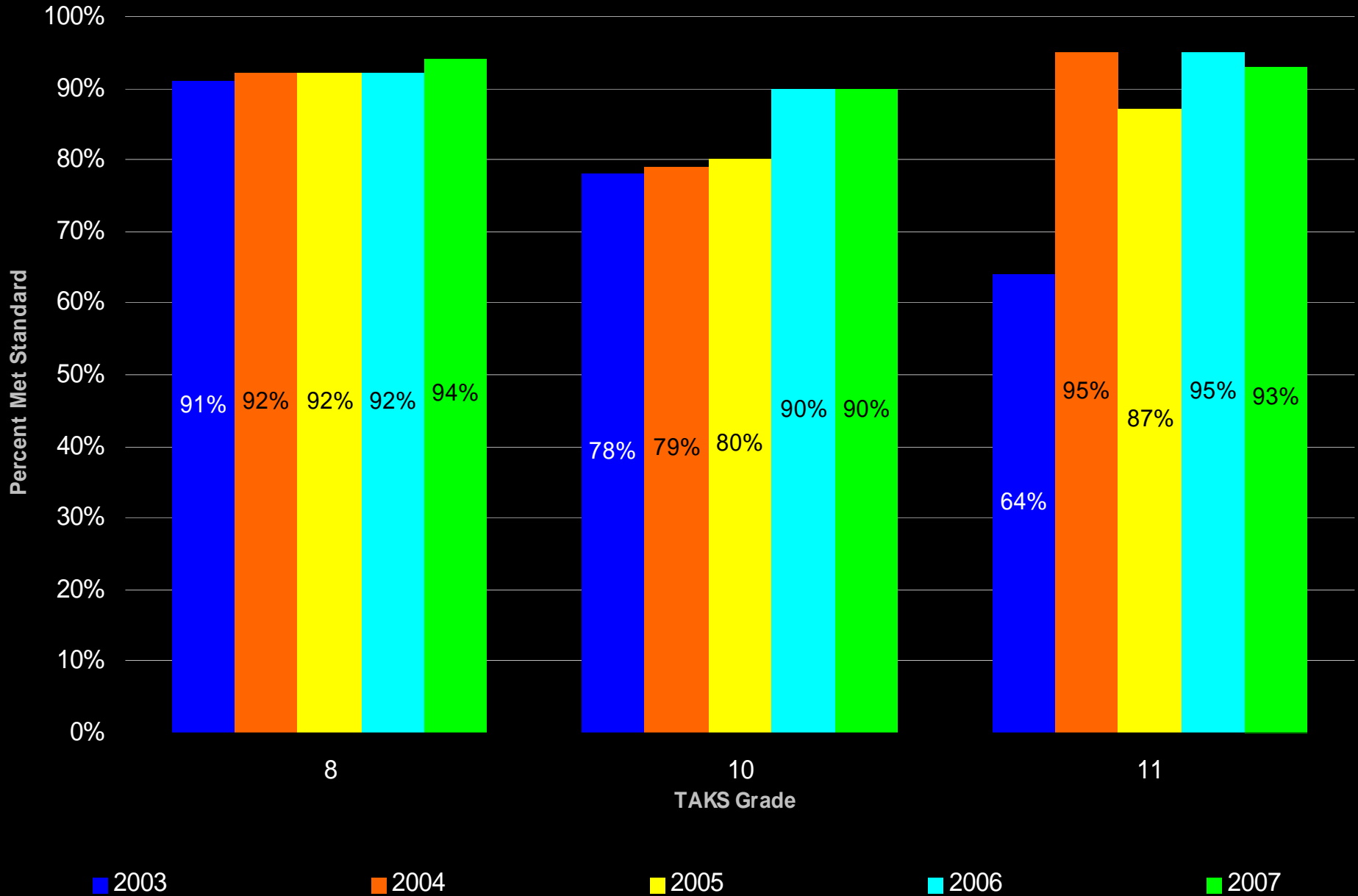
# White Social Studies TAKS



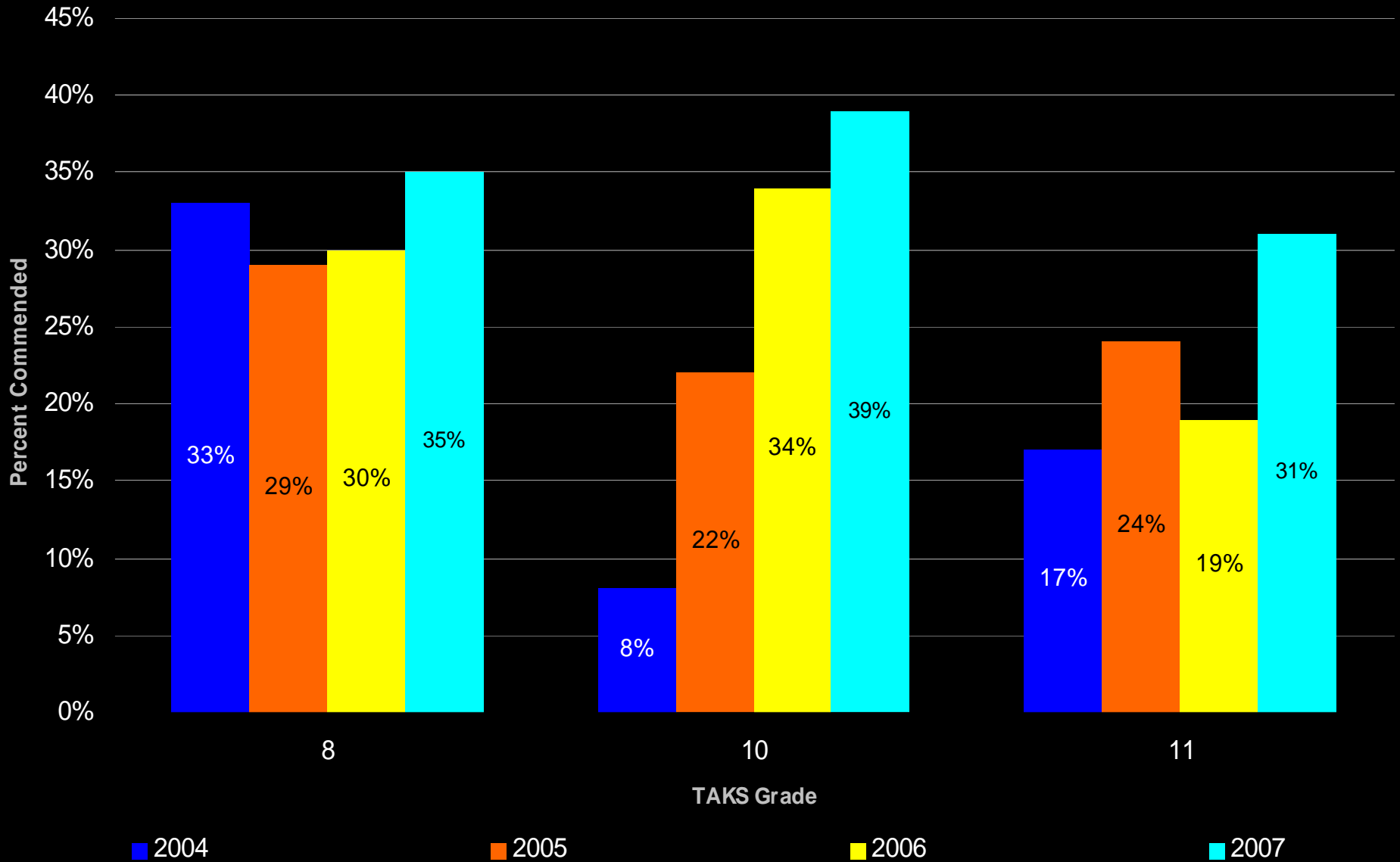
# White Social Studies Commended Performance



# Eco Disadvantaged Social Studies



# Eco Disadvantaged Social Studies Commended Performance





# Efficiency

- ❖ It is very evident with a targeted curriculum and teaching to the TEKS, our TAKS scores continue to show growth each year. Each year upon review of TAKS data teachers at grades 8-11 meet to target "low five and high five" TEKS to create focused lessons and resources shared by district prior to next TAKS testing.



# Compliant

- ❖ Our curriculum work and *History Alive* and all support materials, including TAKS Prep Planning guides, are aligned to TEKS and TAKS.



# Safe

- ❖ *History Alive* supports multiple intelligence and differentiated learning that promotes a "safe" environment for kids to learn and succeed and to meet TEKS K-11. This adds another dimension to our K-12 Social Studies curriculum.



# Continuous Improvement

- ❖ Learner Services continuously provides updated information for teachers such as data analysis of benchmarks, simulations, and TAKS testing so that upon review of said data teachers can make adjustments and alignment to curriculum and TEKS. Additional opportunities are provided for teachers to create effective and innovative lessons to engage students and prepare them for higher level coursework.

Core Beliefs





# Core Beliefs

- ❖ Social Studies Curriculum documents, staff development, History Alive resources, and other materials embrace ideas of WOW targeting strategies of engagement, differentiation, choice, connectivity, and collaboration opportunities for all students as an innovative approach to teaching the TEKS. K-12 social studies teachers have been provided with staff development opportunities to share and collaborate beliefs to support teaching to the TEKS. Many of our teachers and team leaders attend state and national conferences to enhance learning and bring back innovative and best teaching practices.



# Core Beliefs

- ❖ Social Studies offers opportunities for students to integrate ELA skills and TEKS while laying content social studies foundation TEKS at each grade level. This approach is evident in K-12 classrooms and GT support programs.



# Core Beliefs

- ❖ Social Studies secondary teachers have collaboratively created an approach to review TAKS data, target low performing TEKS with specific review and instruction to raise percentage for next TAKS test. This instruction is provided to all 8-11 TAKS tested grade level teachers. In addition, we now target more higher performing TEKS to address and implement more creative strategies to raise percentage to affect our current commended rate.



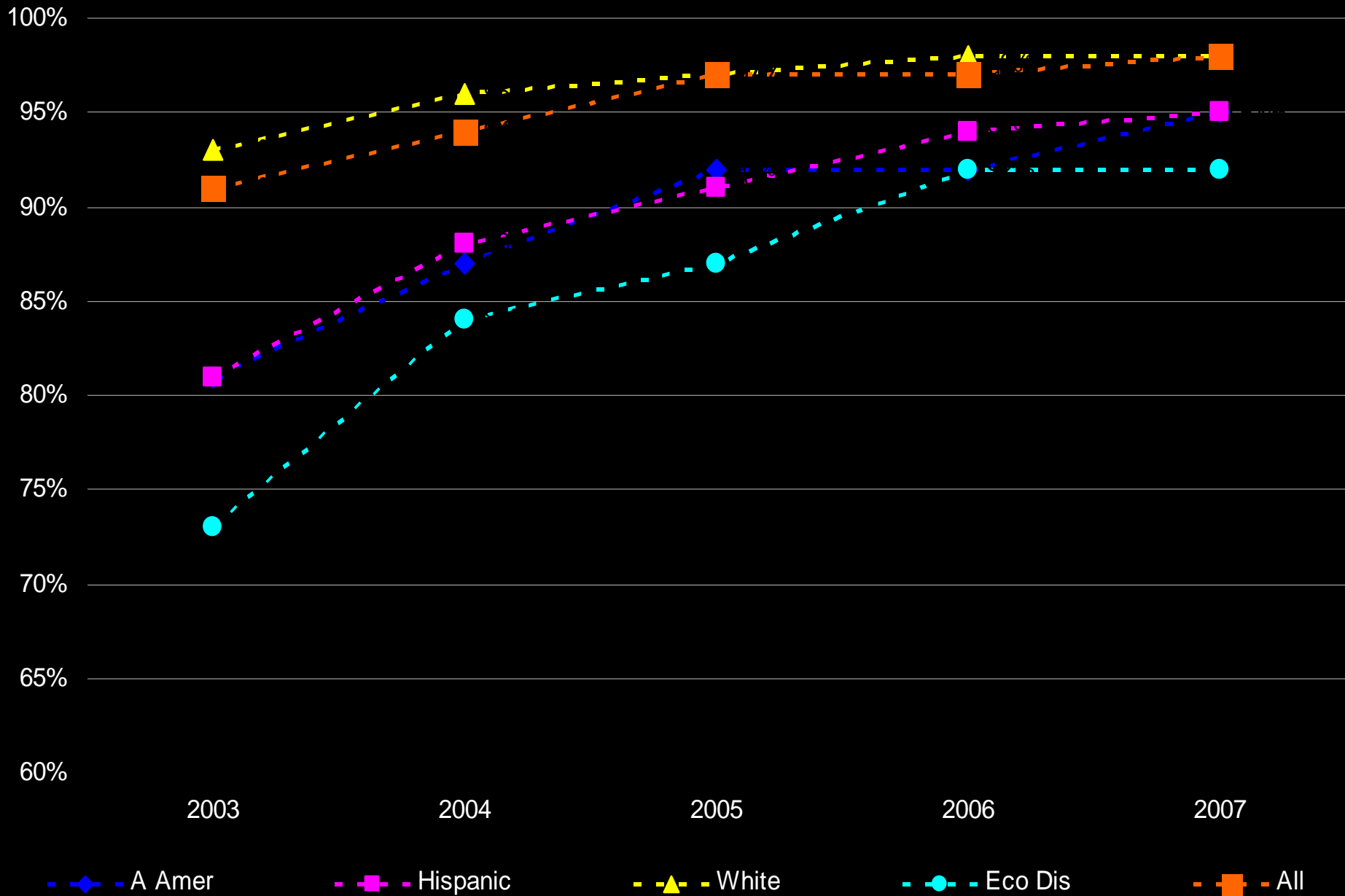
# Core Beliefs

- ❖ Social Studies TAKS scores have continued to show growth from 2003-2007. This is a direct impact on teachers who collaborate, work on social studies curriculum documents, support History Alive philosophy and instruction, and implement teaching of state TEKS and district standards.

2003-2007 Comparison TAKS Social Studies  
 Passing Standards and Commended Rate

TAKS TESTED GRADE	2003	2003 COMMENDED	2004	2004 COMMENDED	2005	2005 COMMENDED	2006	2006 COMMENDED	2007	2007 COMMENDED
8TH	99	33	97	48	97	58	97	60	98	67
10TH	93	27	96	34	94	47	96	55	97	64
11TH	93	16	99	27	98	36	98	47	98	54

# District Social Studies TAKS





# Core Beliefs

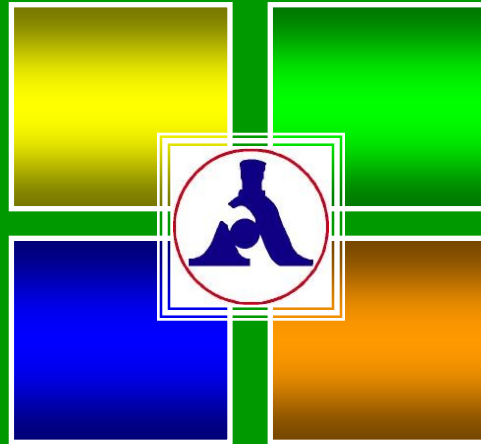
- ❖ In Social Studies classrooms we must be prepared to meet each student where they are and take them to the next level. Our secondary team works closely to identify "at risk" students based on previous TAKS scores, benchmarks, simulations, and daily progress to ensure that we identify those who need assistance and or need an alternative approach to learning. We understand that all students learn differently and as we incorporate frameworks of *History Alive*, *WOW*, Multiple Intelligences, and other strategies we can make a difference in achievement for all students.



# Core Beliefs

## **Vision for the Future:**

I believe that as we continue to focus on teaching to the TEKS through engaging and innovative strategies our students will continue to succeed and become productive citizens. I believe it is important to continue to foster our collaborative approach to learning and teaching. I see many of our classroom teachers stepping up to become district leaders. Our department continues to be working toward anticipating what's next. We will begin to adapt to EOC exams at secondary and plan a similar approach to guarantee our students success as we have done with TAKS. We believe to increase achievement and prepare students for higher level work we need to implement PreAP 7th and 8th Social Studies. This will lay the foundation for increasing participation in secondary AP Social Studies and better prepare students for higher level course work.



# Social Studies