

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mr. Alex Rivera

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Walnut Glen Academy for Excellence

(As it should appear in the official records)

School Mailing Address 3101 Edgewood Drive

(If address is P.O. Box, also include street address.)

City Garland State TX Zip Code+4 (9 digits total) 75042-6345

County Dallas State School Code Number* 057909122

Telephone 972-494-8330 Fax 972-494-8725

Web site/URL http://www.garlandisdschools.net/walnutglen E-mail ADRivera@garlandisd.net

Twitter

Handle walnutglenacademy@WGA_Leopards Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Bob Morrison E-mail: blmorris@garlandisd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garland ISD Tel. 972-494-8330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Larry Glick

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 47 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 67 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	28	48
K	28	33	61
1	41	44	85
2	40	41	81
3	39	48	87
4	43	45	88
5	60	37	97
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	271	276	547

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 13 % Asian
 - 12 % Black or African American
 - 48 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 23 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	546
(5) Total transferred students in row (3) divided by total students in row (4)	0.062
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 32 %
174 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Spanish, Vietnamese, Bengali, Molayalam, Tamil, Korean
8. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 289

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %
27 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 5 Specific Learning Disability |
| 0 Emotional Disturbance | 24 Speech or Language Impairment |
| 4 Hearing Impairment | 0 Traumatic Brain Injury |
| 9 Mental Retardation | 0 Visual Impairment Including Blindness |
| 13 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2007

PART III – SUMMARY

Our mission: to provide an exceptional education for our diverse academically gifted, artistically and musically talented as well as our regular education neighborhood students by teaming with parents, teachers, and community members to present both basic and innovative learning opportunities for all. Our vision: To be a leader in enabling our students to be lifelong learners by virtue of strong academia and creative thinking so they can better face future challenges as they grow toward becoming successful, responsible members of a world society. Walnut Glen Academy for Excellence is located in an industrial part of the city of Garland and matriculates 547 students from a variety of cultures and academic backgrounds. We are an exemplary elementary school that has academically gifted and fine arts programs that serve both neighborhood students as well as invited students who qualify for our gifted and talented program through rigorous testing. John F. Kennedy once said that “A rising tide will lift all boats”. Walnut Glen is that rising tide. All students are exposed and encouraged to benefit from the opportunities that abound in our diverse magnet programs. We are dedicated to providing an educational environment that meets the complex and multi-faceted needs of our entire diverse population. We seek to cultivate complex, creative, and real world activities that will have meaning for students whose backgrounds, interests and talents vastly differ. As part of a court-ordered desegregation plan, Walnut Glen Academy was created in 1988 as an academy and fine arts magnet school with a primary objective to enhance the educational opportunities for children in a low socio-economic area, while simultaneously meeting the needs of the gifted and talented students, bilingual gifted and talented students, and Alternative Learning Environment (ALE) students. With excellence as our ultimate goal, we have established an atmosphere in which students possessing a wide range of abilities understand that everyone has the potential to improve and be successful. Students are guided by highly qualified, dedicated, caring teachers to create products, take risks, and accept challenges in a climate emphasizing individual academic potential and worth. Walnut Glen strives for excellence in both our students and community. We have been awarded many titles that give great pride to our students and faculty as a shared and collaborative achievement including being a National Blue Ribbon School in 1996-97 and 2006-07 as well as being nominated in 2011-12 and 2012-13 as a National Title I Distinguished School. In Texas, Walnut Glen has been rated with Exemplary Performance for the past eight years and recently, with the next testing criterion, Advanced Academic Performance for the past two years. Additionally, Walnut Glen has been ranked the number one, two and three elementary school in North Texas by The Children at Risk, a non-profit that is focused solely on the well-being of the whole child, tracks those indicators through its publication Growing Up in Houston, and proactively drives change for children by educating legislators on the importance of improving each of the key indicators. Locally, we have received the Garland Nicholson Memorial Library Summer Reading Award for the past seven years in a row. Tradition is an integral part of our culture. Our Rotary Club sponsors a holiday outreach to our economically disadvantaged students with age appropriate gifts each year. A number of environmentally conscious parents sponsor a Green Team program to which students work to promote recycling, energy conservation, and to provide instructional support for our science programs. This year, our Green Team collected the most trash around our school and community park during our yearly Trash-Off event. Additionally, our fifth grade students attend a program that is reserved for sixth grade students called Enterprise City located in Richardson, Texas, where they engage in simulations guided towards city management and the Walnut Glen Academy Student News Team was recently honored at the Garland Fire Reel Film Festival for Best in Category. Walnut Glen excels in its presence of the arts. They are displayed, practiced, appreciated and offered to the students as an integral part of their personal development. The Strings Orchestra is open to all 4th and 5th grade students who desire entry. There is also the award winning Orff Ensemble, open to 3rd through 5th grade students who must audition, that utilizes elementary sized percussion and mallet instruments to perform multi-harmonic instrumental orchestrations. We foster a community environment at Walnut Glen which is evident through the number of parent and teacher volunteers in our PTA in addition to the utilizing our school website, PTA Facebook page, electronic phone system, regular mailings/handouts, Walnut Glen Academy Twitter, and our live morning announcements. Our award winning announcements are broadcasted every morning on the internet for parents to watch live or replay as needed. This is our strongest technology-based effort to keep all of our families informed. One of the continuous social and community characteristics we try to build with students is our support of the surrounding community through our Animal Advocacy program run by our art teacher and parent volunteers.

We believe that it is this spirit of service and our dedication to the needs of our community that have enabled Walnut Glen to excel. The recognition of human diversity in strengths, abilities, needs, and social supports guides our decisions and requires of us the dedication that a school worthy of any mention must espouse.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

(A.) In the current academic year, Texas has obtained a waiver for Annual Yearly Progress (AYP). Every year before this year, Walnut Glen Academy has met AYP in accordance with federal legislation in the No Child Left Behind Act of 2001.

With regard to Texas State Assessment systems and state standards, the first three years of data relevant to our discussion were gathered under the TAKS assessment system. The most recent two years of data were collected under the STAAR program.

Under the previous system, the Texas Assessment of Knowledge and Skills, or TAKS test, the highest rating a school could achieve was termed Exemplary. For the eight years prior to the discontinuation of this test, Walnut Glen Academy had achieved an Exemplary rating for the state of Texas and demonstrated continuous improvement.

The STAAR program, implemented in 2011-2012, used to determine if students in grades 3-5 have been adequately prepared for the next level in the areas of reading, math, writing, and science. This program recognizes three levels of academic performance. A Level I performance rating (Unacceptable) indicates that students are inadequately prepared for the next grade. A Level II rating (Acceptable) indicates students are sufficiently prepared for the next grade. A Level III (Advanced) rating indicates that students are well prepared for the next grade level. In addition, the STAAR Program permits Texas schools to use the STAAR Alternative test for students who have “significant cognitive disabilities and are receiving special education services...” (Texas Education Agency). This assessment serves to link the grade level expectations to the student’s Individualized Education Plan, as determined through the campus admission, review and dismissal (ARD) committee. As presented, the student is assessed at three different levels of complexity with Level I representing the most basic level of awareness.

Of the three ratings afforded schools, Walnut Glen Academy strives for a Level III rating for all students, and we have achieved a consistent 50% or greater average of students at Level III ratings every year.

The difference between the two tests lies in assessment strategy. STAAR seeks to assess critical thinking skills with a greater number of open ended items requiring a higher level of independent thought.

(B.) Students at Walnut Glen Academy have consistently scored above the state average for the past ten years (although only the last five are relevant for our discussion). Average scores for students in grades 3 – 5 on reading, math, writing (4th) and science (5th) tests were significantly above both the state average and state commended rates.

In 3rd grade math for the last three years under the TAKS test, Walnut Glen Academy had a passing average of 97% compared with the state passing average of 87%. Likewise, under the STAAR math program, the 3rd grade had a passing average of 92.5% as compared with the state passing average of 70%. In reading, for the 3rd grade under the last three years of TAKS, Walnut Glen Academy had a passing average of 99% as compared to the state passing average of 90%. Under the STAAR reading test Walnut Glen Academy had a passing average of 97% as compared with the state’s passing average of 80%.

In 4th grade math for the three years under the TAKS test, Walnut Glen Academy had a passing average of 99% as compared to the state’s passing average of 88%. Under the STAAR program, Walnut Glen Academy had a 96% passing average as compared to the state’s 69% passing average, representing a 27% positive comparison to the state. In reading, under the TAKS test, Walnut Glen Academy had a 98% passing average while the state had an 86% passing average. Under the STAAR Reading program Walnut Glen Academy had a 96% passing average while the state had a 75% passing average.

In 5th grade under the TAKS Math assessment, Walnut Glen Academy had a 99% passing average while the state had an 86% passing average. Under the STAAR Math program, Walnut Glen Academy had a passing average of 98% while the state had a passing average of 76%. In the TAKS Reading assessments, Walnut Glen Academy had a passing average of 98% and the state had a passing average of 85%. While under the STAAR reading program, Walnut Glen had a passing average of 96% and the state had a 78% passing average.

Our Level III (Advanced) distinction averages for the STAAR program are presented as encompassing all of our assessed grade levels into a subject Level III (Advanced) distinction average. At Walnut Glen Academy, our average Math Level III (Advanced) distinction average is 58% as compared to the state Level III (Advanced) distinction average of 15%. In Reading, our Level III distinction average is 58% and the state distinction average is 16%.

For the current year there is a 10 point difference between the 3rd grade math score of 92% for all students and the ELL students score of 82%. We have a 22 point difference in 4th grade math between the all student pass rate of 95% and the African American students at 67%. In the 3rd grade reading, we have a 22 point difference between the all student pass rate of 97% and the African American passing rate of 75%. In 4th grade reading we have a 15 point difference in the overall passing score of 98% and the African American pass rate of 83%.

The difference in scores created a sense of urgency in the Walnut Glen Academy professional community. In response to the data, Intervention Time (I-Time) is a new model being implemented for students who did not pass the state assessment. I-Time allows students to receive 25 minutes of math and/or reading four days a week with an intervention specialist. Additionally, the administrators, teachers and parents collaboratively engineer an Accelerated Instructional Plan (AIP) for the student. Walnut Glen also ensures these students attend mandatory afterschool tutorials each week. Students in need of these interventions are afforded space in our Morning Computer program where students can work on reading and math programs that target specific learning objectives designed by their teacher.

2. Using Assessment Results:

Walnut Glen Academy administration and staff make it their number one priority to ensure that data drives instruction. We use a multitude of data collected from the state assessments as well as from district benchmark tests, Iowa Test of Basic Skills (ITBS), and campus assessments to discern student needs. While the STAAR test is offered once a year, the district benchmarks are given twice a year to afford a diagnostic snapshot at the beginning of the year and a progress snapshot for the end of the year. Teachers use this second round of benchmarks to compare with the first test offering to determine their own instructional successes. Finally, Curriculum Based Assessments (CBAs), both district created and teacher developed, have been made available for teachers to use every three weeks as a classroom snapshot.

In addition to our efforts to keep both the community and our parents involved and informed of the current achievements and educational results of our school, Walnut Glen shares the state developed school report card and student performance indicator reports. Through these reports, parents are able to assess how our students achieved on the most recent state assessments in relation to the district, school, and state. These test scores are also the reflection of the six-week period report cards that are sent home in English and Spanish. Additionally, Walnut Glen host two parent conference nights where parents can meet with their child's teacher at a convenient time of the afternoon and evening. Conference appointments are open for a twelve-hour period. Finally, at the beginning of every year, each grade level hosts a parent meeting to discuss the expectations, curriculum, and contact information for each teacher. Parents are also frequently contacted with both positive and needful information from the teacher through phone calls, emails, conferences, or if needed, quick, face-to-face conversations.

With the data we receive from official benchmark tests, Walnut Glen immediately analyzes the information by objectives to address further instructional needs through a "Pre-STAAR summit" meeting. This collaboration is vital in identifying which students are performing at the most critical level of intervention,

or Tier 3, while permitting corrective methods to be implemented in an effective, timely manner. Once needs are identified, Walnut Glen Academy has a variety of action steps to make these immediate instructional decisions. We use Intervention Time, (I-Time) a 50 minute period built into the daily schedule, for all grade levels to receive intervention or for teachers to reteach material. Furthermore, Professional Learning Community (PLC) meetings are held monthly between specific content area teachers and the administration to discuss these student needs and devise individual plans that include differentiated instruction. In addition to test scores, Walnut Glen Academy uses the STAR Reading Program which is an assessment program that allows teachers to assess the students' grade equivalent, estimated oral fluency, instructional reading level, etc. We also use the STAR Math Program which provides valuable information including the student's grade equivalent, percentile rank, normal curve equivalent and identifies the students in need of intervention at the beginning, middle and end of year. Teachers use the data to identify intervention techniques and tutoring groups. Reports generated from each of these programs are routinely shared with parents and used to close achievement gaps. Walnut Glen is effectively utilizing Istation for both instruction and intervention. This program enables teachers to provide targeted instruction and is utilized in the computer lab by students in both English and Spanish. A Priority Report identifies students that demonstrate a weakness. Teachers use aggregated data from this report to align curriculum and intervention to close the achievement gap between students. The reports are also frequently given to parents to demonstrate student progression. They are also used by Walnut Glen during the grade level PLC and staff meetings to showcase successes and celebrate teaching excellence. The Campus Improvement Team meetings involve stakeholders of both our school and local community. These members meet six times a year to discuss the academic and budgetary needs of the school. The Advisory Committee, another important population of stakeholders, meets monthly to discuss and propose ideas and perceptions of data analysis, school operations and academic needs of the student population. Furthermore, our exceptional PTA Board meets with both the administration and teachers to discuss additional needs of the school that have been deemed vital to improve the daily instruction and assessment results of students. Involving the area community members and leaders, school parents, teachers and administrators of Walnut Glen ensures the success of our school is a collective desire and summit to be conquered. The Texas Education Agency maintains a website dedicated to collecting data and reviewing trends in student achievement by school district and campus. This site is available to teachers and the district 24 hours a day. When planning long term goals, our various committees review the data on this site.

3. Sharing Lessons Learned:

Teachers from all over the district regularly request to shadow and observe Walnut Glen Academy teachers in various grade levels and subject areas; and, recently, our special education teacher was asked to conduct a district professional training on instructional strategies with a neighboring elementary academy. Furthermore, we are taking part in an enrichment program called Think Tank which our district has established where Walnut Glen Academy teachers collaboratively develop creative, engaging, literacy and writing based projects for all students to participate in campus wide. We are consistently invited to share our Think Tank projects throughout the district as samples for other schools.

The Walnut Glen Academy art teacher is the lead art teacher for the GISD art program and is responsible for developing and conducting many of the art professional development meetings each year. She has created an art history program for our school and frequently shares program details, ideas, strategies, benefits with everyone who visits her classroom. She refers to Walnut Glen practices and curricula regularly when addressing Garland Independent School District.

Walnut Glen Academy was showcased both locally and nationally on NBC DFW Channel 5 News on April 2, 2013. The media showed great interest in our school wide exercise ball program that begins first thing in the morning when students and teachers take part of an exercise video during our live announcements. Throughout the day, all students in grades Pre-Kindergarten through 5th grade sit on an exercise ball, a practice that began after our principal noted the brain research that lists several benefits such as improved blood flow to the brain, improvement in handwriting and posture, decline in childhood obesity, and burning up to 350 calories a day. Not only are the exercise balls active seats, but they are used as much as manipulatives as chairs to enhance our instruction. As a result of the newscast, Walnut Glen Academy

administration has received calls and emails from educators all over the nation including New Jersey, California, Arizona and Texas.

Technology integration, an important aspect of our 21st century daily incorporation, has become a key skill for improvement for both children and adults. To aid in this seamless assimilation, one of our 4th grade teachers, in conjunction with our district technology department, has presented and participated in our community technology panel discussions. Open to the public, these discussions aim to bring awareness of both the importance of understanding technology, but also the precautions inherent with implementing technology with students of all ages.

The Junior World Affairs Council of Dallas Ft. Worth sponsored a group of students and teachers to come to the United States, specifically to Garland ISD, where Walnut Glen Academy was selected as a host school. Fourteen Taiwanese secondary students, and two teachers, met with Walnut Glen Academy students, faculty and administration to learn the practices of education in America. Information shared included instructional strategies, state standards, technology integration, fine arts curriculum and daily schedules.

4. Engaging Families and Community:

Walnut Glen Academy is a collaborative community. Our teachers interact daily with parent groups and administrative groups. We have a very large and active Parent Teacher Association. In part this is due to the prestige of attending such a successful school. There is a culture and heritage that seems to propel the collaboration between the involved groups. In these meetings we share information and resources. Walnut Glen Academy has a variety of ways for community stakeholders to get information electronically. We use Edmodo, Twitter, Blogs and the school website to disseminate information in both English and Spanish. We frequently use the telephone call out system to make announcements, give words of congratulations to our students, and encourage our families for participation in school events. Additionally, the administration regularly broadcasts our “open door policy” to staff, students, parents, and other community stakeholders/members. Community stakeholders/members can and have been part of our Campus Improvement Team, such as the branch manager at Texans Credit Union. We were also approached by the owner of a local Pizza Patron who wanted to know how he could support any reading programs/initiatives with his resources.

One of our new programs this year is our Watch D.O.G.S. program. The Watch D.O.G.S. program, which stands for Watch Dads of Great Students, fosters the developing relationship between the men or male figures of our students and the school climate for safety and community support. Through this initiative, our “D.O.G.S.” are invited to spend a minimum of one day at the school supporting students, patrolling the hallways, volunteering with the teachers, and interacting with their student in their educational environment. Many of our volunteers have shared positive reflections on the program and asked to volunteer again throughout the year.

We make use of parent and community surveys to discover ways in which to improve our school. Our administrative team collaborates with the middle school administration and makes visits to campuses where students from Walnut Glen will likely attend in the future to discover ways in which our professional staff can help students transition from one campus to another.

Finally, Walnut Glen Academy has engaged 4th and 5th graders to produce their live morning announcements which are broadcasted daily onto the school website. Parents and community members can tune in and keep well-informed of school activities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In alignment with our district mission and vision, Walnut Glen Academy prides itself on offering a rich, complex, challenging and engaging education for every child regardless of ability or resources. We provide a holistic curriculum that not only encompasses rigorous academic courses but gives more emphasis to emotional, artistic, and physical development. We promote the values of diverse opportunity, strong support and acceptance of ourselves and each other.

Since Garland has a wide variety of students, the curriculum is developed to serve the needs of students classified as English Language Learners, Intervention and Gifted and Talented. Our core curriculum is developed locally by the GISD Curriculum and Instruction department based on the Texas Essential Knowledge and Skills (TEKS). Walnut Glen Academy uses the standards of the Texas Performance Standards Project (TPSP) for our gifted students. Our teachers retain, however, some creative license.

Furthermore, the district differentiates through a series of tiers into which students are grouped. I-time is a 50 minute period in which teams of teachers enter into non-gifted level classes and spend that time tutoring students in specific areas identified by local and state data. Students who are not in need of intervention receive enrichment, which is defined as instruction that is above and beyond the normal requirements. Enrichment includes participation in Fine Arts or in Think Tank projects. Additionally, teachers can utilize the time for project-based learning in alignment with the Texas Performance Standards Project (TPSP).

English Language Arts instruction is driven by the testing data. This data comes to us from the state assessment, STAAR, district benchmark tests and students' course grades. Walnut Glen Academy strives to develop a deep appreciation for reading in each student. Reading materials are selected from a variety of writing genre including traditional and nontraditional pieces of fiction, nonfiction, and technical writing.

In mathematics, Walnut Glen Academy uses the Pearson enVision curriculum and resources package, which is supplemented by teachers as technology improves. In mathematics, 3rd through 5th grade teachers can employ the "flipped classroom" model where pre-recorded lessons can be viewed at home through Edmodo. This technique is especially useful with our gifted and talented students in terms of enrichment

In science, our TAKS and STAAR tests have historically occurred only in the 5th grade. Our students, though, have specific self-contained science instruction in kindergarten and first grade. We begin departmentalized instruction in 2nd grade which serves our student population by enabling our teachers to make connections between the various disciplines resulting in higher student achievement and preparedness. Our 4th and 5th grade science teachers use a science "Tech Book", developed Discovery Education, to further enhance their daily instruction by way of videos, virtual labs, demonstrations, teacher created assessments and student created digital posters.

At Walnut Glen Academy, there is a strong focus on the Fine Arts and physical education to support student development. Both disciplines encourage student interest in school, creative projects in academic courses, positive social behavior, and a healthier student body outlook. We have an expansive Fine Arts curriculum which includes performing as well as visual arts. Music performances and art shows are frequent and contribute to both positive community relations and the climate of inclusion and happiness at our school. Our students and teachers use exercise balls as chairs throughout the day to encourage physical activity which increases attention and engagement.

2. Reading/English:

By allowing data to drive instruction, we ensure that our students are best served with resources tailored to meet their diverse needs. This data is obtained through the district benchmark tests as well as TAKS and STAAR test results. Further assessment resources include screening, placement and fluency assessments. We have phonics and spelling specific practice guidance for building understanding of English grammar.

Our textbook adoption, Texas Treasures, from the McGraw-Hill Core Reading package, supports our many district and campus needs with resources readily available to our teachers. Again, teachers retain some creative license and supplement these with a variety of materials to infuse the love of reading into our students.

Teachers at Walnut Glen Academy are able to progressively track and monitor student needs and achievement through strategic lessons and assessments geared toward progressive advancement. These progress monitoring systems are technology based and include programs such as Istation, Study Island, and Success Maker that track student success and challenge them with our state Texas Essential Knowledge and Skills objectives.

Walnut Glen Academy uses the STAR Reading Enterprise and ISIP (Istation Indicators of Progress) to track the level of student reading mastery and areas of needed improvement. This software provides the data of assessed needs for students. Teachers offer instructional support to the student by differentiating instruction based on the data. Additional reading support includes time with a reading specialist, Morning Computers and after school tutoring.

3. Mathematics:

Walnut Glen Academy works tirelessly to promote the advancement of mathematics. Students are monitored three times a year to determine their needs and ranking with state and national curriculum, and if a need for enrichment or intervention is discovered, the teachers at Walnut Glen Academy adjust the instruction appropriately. As in the other disciplines, data drives our instruction.

Walnut Glen Academy has the Pearson enVision Math Curriculum and Resource package. Through this adoption, teachers and instructional support staff members are provided with resources and support to meet the diverse needs of students. Teachers have the ability to supplement instruction based on the needs of their students.

One way in which several support structures can be introduced to students is through the “flipped classroom” model in mathematics as previously discussed. This resource enables teachers to give general instruction to a student through a home based source like the website Edmodo or through the online adopted enVision Math student textbook. Students can view lessons at home in preparation for the classroom guided practice and independent practice fostered by the teacher. The flipped classroom enables teachers to create a variety of lessons to support many different instructional needs and learning modalities. Teachers are trained to provide opportunities for growth with their students while also modeling avenues for showing mastery in specific topics with the “flipped classroom” approach.

Finally, math teachers tailor tutorials through weekly sessions organized by grade level. Individualized tutoring sessions with students are used to target specific instructional needs. Students are asked to stay with teachers for more in depth tutoring based on their identified needs. It is essential to note the benefit of having close collaborations with the school families. All areas of math instruction are developed with the intention of helping students strive for excellence.

4. Additional Curriculum Area:

At Walnut Glen Academy art instruction occurs through an integrated curriculum that demands that students engage in critical thinking. Art is taught through the identification of four areas: art production, art history and culture, art criticism, and aesthetics. This method of instruction is commonly referred to as Disciplined Based Art Education, or DBAE.

Using a variety of art media, all students engage in creating art projects utilizing the principles and elements of design in alignment with the Texas Essential Knowledge and Skills (TEKS). In addition, there is a heavier concentration on art history in the third through fifth grades. These students spend additional time in

art class learning, discussing and critically writing about master artists, famous artworks and the different periods of art history. Students engage in an all-class critique.

Students in first through fifth grades are also provided time in the school computer lab to learn how to create digitally mastered art pieces using Corel software, Wacom Drawing Boards and Wacom stylus pens. Students create original art using state-of-the-art technology.

Students attending Walnut Glen Academy with an aptitude or “talent” in the visual arts engage in an enrichment art class in addition to their regular art class. This accelerated class with an emphasis in art history and culture is provided to students who pass a formal art audition process.

Throughout the school building, student art projects are proudly displayed and continually rotate as art lessons change. Exemplary work is selected for both the district-wide Elementary Art Exhibit and the Harris Hill Administration Building Exhibit, both open to the public. The annual Literary Fine Arts Festival occurs each spring, in part to showcase the visual arts program to the community. Elaborate art displays, visiting guest artists, speakers and field trips provide enrichment opportunities for our student artists during this annual event.

5. Instructional Methods:

All students have access to a variety of technological differentiation programs such as JiJi, ALEKS, and Istation. We are able to drill down and target specific objectives for high-need subgroups that eventually show mastery on topics through targeted intervention. JiJi is a visual multi-level math program that reaches across languages for students as young as Kindergarten. We also utilize the online math technology program ALEKS, which allows students to progress as high as college level math. Students using these programs may work at a guided and self-motivated pace from within and outside the classroom.

All faculty members use an amalgamated approach to teaching. This includes a one on one instructional method that consists of several computer-mediated activities that form a template to a more integrated instructional approach.

Other programs that meet our diverse needs include the English language arts program, Istation. This program challenges and assesses objectives taught in the classroom for students at every level in our school. Students can work on vocabulary, inferring, and comprehension skills as well as have the challenge of building and strengthening skills that require a higher level of cognitive thinking. When students require more academic challenges, they have the opportunity to work with Study Island, a second online program that opens the doors to more diverse subjects like science and social studies.

At Walnut Glen Academy, all teachers are provided with a teacher computer workstation and a district issued iPad. Using the iPad, teachers can access the programs, Air Server and Doceri, which allow the teachers to wirelessly project content from their iPads onto the projector screen. This enables them the freedom to walk around the classroom during instruction.

All teachers at Walnut Glen Academy extensively use a simple plan for dramatically improving the effectiveness of classroom instruction called The Fundamental Five, an instructional guide written by Laird and Cain. The five main components of this program are:

1. Framing the lesson
2. Work in the Power Zone
3. Frequent small group purposeful talk (which meets the needs of the aural and tactile learner)
4. Recognize and Reinforce
5. Write critically (this shows comprehension)

6. Professional Development:

Our administration works proactively to create and provide opportunities for teachers to grow and become academic and instructional experts in the craft of teaching. Professional development is chosen to meet the data driven and observed needs shown through daily walkthroughs by the instructional leaders or administrators. In addition, teacher and community input is a necessity to determine the needs of Walnut Glen. This input is shared and discussed throughout the year by our Professional Development Committee, Campus Improvement Team, Advisory team, and notated by way of the Campus Improvement Plan. Specifically, the Professional Development Team was created in 2013 with the purpose of providing teachers a direct voice to the administration. At all times, the needs of students direct our efforts in the development and cultivation of our faculty through professional development. Teachers are afforded many professional development offerings through our Oracle Online Learning Management System as well as a web based program called PD 360.

Over the last several years, staff members have identified several book studies and professional development opportunities to address areas of need, such as student engagement and writing strategies. Through staff meetings, grade level professional learning community (PLC's) meetings and vertical subject specific PLC's, teachers employed a number of learning strategies such as role-playing and interactive games to involve everyone in the learning process. Attending seminars such as Marcia Tate's "Worksheets Don't Grow Dendrites, Eric Jensen's "Physical Movement Used for Instructional Purposes and Margret Kilgo's "Data-Driven Instruction. Other curriculum-based conferences have included Empowering Writers, the Texas Music Educators Association Convention which is held every year in San Antonio, and Adolph Brown's "Don't Judge a Book by Its Cover" motivational presentation. Through current reviews of educational philosophy and practices facilitated and campus book studies, we expose all of our teachers to creativity in the fine arts in an effort to engender more creative lessons. We also hold teacher exhibits during faculty meetings to celebrate complex and multidimensional work. We further engage in Web 2.0 tool training for teachers with an eye toward incorporating it seamlessly into the classroom. We train teachers to use Edmodo, blogs and Twitter for use in the classroom to support twenty first century learning. Trainings are held year round on the use and inclusion of Web 2.0 tools and the use and inclusion of software specific to the academic disciplines at Walnut Glen. This year, two book studies have also transpired. The most instructionally influential study has remained our learning of The Fundamental Five by Sean Cain and Mike Laird. This method is a review of active teaching methods and student engagement. We have also utilized the Texas gifted online project-based curriculum called the Texas Performance Standards Projects, which was developed with both the state TEKS and national standards per grade level for determined awareness. These projects, developed for gifted students, were required to meet the standards of the TPSP and enable the gifted learner to explore an interest and create a product of a professional grade. At Walnut Glen, teachers have participated in events that aim to enhance the camaraderie amongst teachers. One such training was the Painting with a Twist class. This event spurred positive professional moral by way of its team building approach and how the teachers and administrators displayed their work proudly for all to see.

7. School Leadership

As stated by Bill Gates, "As we look ahead into the next century, leaders will be those who empower others."

The Walnut Glen Academy administration team consists of a principal and assistant principal who strive to empower leadership in others. Both work tirelessly to ensure that the highest level of collaboration exists between teachers, parents and community members. These collaborations have resulted in additional successful programs that greatly contribute to the progressive culture of our school. Remaining consistent with our mission and vision, our students are continuously at the center of our decision making.

Our assistant principal is in charge of the Watch D.O.G.S. (Dads of Great Students) program where dads are invited to spend an entire day at our school. This program is designed to engage our parental community of men, inspire students and reduce bullying in hopes to build the academic environment at our school. We ask that our male volunteers serve at least one day in the school year with a variety of activities. Dads begin the

day in their student's class and offer instructional and moral support to both the teacher and the students they serve for the remainder of the day. The students have openly stated that they love seeing their dads patrolling our school as a Watch D.O.G.

Our Parent Teacher Association (PTA), in conjunction with our administration and teacher-leaders, host Donuts with Dads and Muffins with Moms events every year where students enjoy donuts, coffee and juice with their mom and dad at two different events. In addition, our PTA Fright Night Carnival is a smashing success every year only rivaled by our Multicultural night. Families and community members experience a night of food, entertainment, and engaging learning opportunities about many different countries. Display booths and performances have included a Mariachi Band comprised of students from the different Garland ISD high schools, a traditional Indian dance by a former Walnut Glen alumnus and the Garland High School Step Team. These events reinforce the learning of cultures, real world experiences, diversity and acceptance of others. Our school leaders, be it one of the administrators, teacher-leaders or one of the PTA subcommittee chairs, all work in unison to effortlessly provide these wonderful programs for our community which reinforce the relational bond between all stakeholders .

Our CIT (Campus Improvement Team) committee consists of parents, teachers, administrators, community members and a district level member. This committee meets six times per year and looks at trends in the school, discusses the yearly needs assessment and provides input on how the school budget should be allocated to best serve student needs.

We believe that in order for our school community to remain at the forefront of innovation, demonstrate best teaching practices and continuously cultivate the highest levels of parent and community involvement, our school leadership must remain dedicated to empowering our diverse leaders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: STAAR/TAKS

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	92	93	99	98	94
% Com/L3	48	38	72	72	71
Number of students tested	87	86	86	87	84
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	2	1	0	0	3
% of students tested with alternative assessment	2	1	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	86	87	100	96	87
% Com/L3	28	23	57	70	51
Number of students tested	43	31	42	47	39
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	82	95	100	100	89
% Com/L3	24	16	67	82	61
Number of students tested	17	31	15	17	18
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	83	94	97	97	95
% Com/L3	31	20	68	72	63
Number of students tested	35	35	37	36	38
5. African- American Students					
% Met/L2 plus % Com/L3	88	50	100	88	78
% Com/L3	13	33	44	50	11
Number of students tested	8	6	9	8	9
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	74	60	87	82	100
Number of students tested	19	10	15	11	16
7. American Indian or					

Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	96	100	100	95
% Com/L3	67	46	82	74	90
Number of students tested	21	28	22	31	20
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page
TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

Pound sign (#) in table indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

Walnut Glen Academy houses an Alternative Learning Environment (ALE) class. The class is designed for students with significant cognitive disabilities. Enrollment in the ALE class is multi grade and can support up to ten students. In any given year, a grade level may have a larger representation in the ALE class as seen in grade 3 for 2008-2009, grade 4 for 2008-2009, 2009-2010 and grade 5 in 2008-2009, 2009-2010, 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	95	96	100	100	98
% Com/L3	52	45	79	79	78
Number of students tested	86	85	89	86	86
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment	1	1	1	4	6
% of students tested with alternative assessment	1	1	1	5	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	93	97	100	100	94
% Com/L3	29	29	73	67	61
Number of students tested	41	34	48	48	36
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	100	100	100	100	95
% Com/L3	11	13	67	17	45
Number of students tested	9	8	6	6	20
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	97	95	100	100	97
% Com/L3	32	38	74	73	75
Number of students tested	34	37	39	44	32
5. African- American Students					
% Met/L2 plus % Com/L3	67	88	100	100	88
% Com/L3	33	13	63	50	38
Number of students tested	6	8	8	8	8
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	80	73	100	100	93
Number of students tested	10	15	9	15	14
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	70	50	84	89	84
Number of students tested	27	22	25	18	32
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page
TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

Pound sign (#) in table indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

Walnut Glen Academy houses an Alternative Learning Environment (ALE) class. The class is designed for students with significant cognitive disabilities. Enrollment in the ALE class is multi grade and can support up to ten students. In any given year, a grade level may have a larger representation in the ALE class as seen in grade 3 for 2008-2009, grade 4 for 2008-2009, 2009-2010 and grade 5 in 2008-2009, 2009-2010, 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	99	97	99	100	99
% Com/L3	74	64	83	85	88
Number of students tested	97	98	88	100	95
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment	2	1	5	6	4
% of students tested with alternative assessment	2	1	6	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	98	93	98	100	98
% Com/L3	64	50	74	74	81
Number of students tested	45	44	46	47	54
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	100	100	100	100	94
% Com/L3	0	100	14	50	55
Number of students tested	2	1	7	8	11
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	100	95	100	100	98
% Com/L3	72	57	76	77	88
Number of students tested	43	42	42	39	41
5. African- American Students					
% Met/L2 plus % Com/L3	90	90	86	100	100
% Com/L3	30	40	71	50	56
Number of students tested	10	10	7	8	9
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	100	91	100	95	94
Number of students tested	16	11	16	20	18
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	79	75	88	100	96
Number of students tested	24	28	17	33	27
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page
TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the mathematics assessments: Feb/March, May, and June. Due to the implementation of the new STAAR assessment program in 2012, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 mathematics assessment are reported.

Pound sign (#) in table indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

Walnut Glen Academy houses an Alternative Learning Environment (ALE) class. The class is designed for students with significant cognitive disabilities. Enrollment in the ALE class is multi grade and can support up to ten students. In any given year, a grade level may have a larger representation in the ALE class as seen in grade 3 for 2008-2009, grade 4 for 2008-2009, 2009-2010 and grade 5 in 2008-2009, 2009-2010, 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	97	96	100	100	96
% Com/L3	55	55	76	90	87
Number of students tested	87	84	86	87	82
Percent of total students tested	99	98	100	100	100
Number of students tested with alternative assessment	2	1	0	0	3
% of students tested with alternative assessment	2	1	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	93	93	100	100	92
% Com/L3	42	24	62	83	78
Number of students tested	43	29	42	47	37
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	100	89	100	100	82
% Com/L3	24	11	33	82	71
Number of students tested	17	19	15	17	17
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	97	94	100	100	95
% Com/L3	46	26	62	86	84
Number of students tested	35	34	37	36	37
5. African- American Students					
% Met/L2 plus % Com/L3	75	80	100	100	89
% Com/L3	13	40	89	88	56
Number of students tested	8	5	9	8	9
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	63	80	87	100	100
Number of students tested	19	10	15	11	16
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	81	79	86	90	95
Number of students tested	21	28	22	31	19
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page
TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	98	94	99	99	97
% Com/L3	56	53	70	63	63
Number of students tested	85	85	89	86	86
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment	1	1	1	4	6
% of students tested with alternative assessment	1	1	1	5	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	98	94	98	100	94
% Com/L3	37	26	58	52	42
Number of students tested	41	34	48	48	36
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	100	88	100	100	85
% Com/L3	22	13	33	33	45
Number of students tested	9	8	6	6	20
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	100	89	100	98	94
% Com/L3	41	38	56	48	50
Number of students tested	34	37	39	44	32
5. African- American Students					
% Met/L2 plus % Com/L3	83	100	88	100	100
% Com/L3	17	59	63	38	25
Number of students tested	6	8	8	8	8
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	93
% Com/L3	80	73	100	93	71
Number of students tested	10	15	9	15	14
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	95	100	100	100
% Com/L3	73	68	88	83	81
Number of students tested	26	22	25	18	32
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page
TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

Pound sign (#) in table indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

Walnut Glen Academy houses an Alternative Learning Environment (ALE) class. The class is designed for students with significant cognitive disabilities. Enrollment in the ALE class is multi grade and can support up to ten students. In any given year, a grade level may have a larger representation in the ALE class as seen in grade 3 for 2008-2009, grade 4 for 2008-2009, 2009-2010 and grade 5 in 2008-2009, 2009-2010, 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	99	92	98	98	98
% Com/L3	59	45	74	66	66
Number of students tested	97	97	87	100	94
Percent of total students tested	100	98	98	100	100
Number of students tested with alternative assessment	2	1	5	6	4
% of students tested with alternative assessment	2	1	6	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	100	86	96	96	96
% Com/L3	42	30	60	55	48
Number of students tested	45	44	45	47	54
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	100	100	86	100	91
% Com/L3	0	100	29	50	0
Number of students tested	2	1	7	8	11
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	98	88	98	97	98
% Com/L3	56	29	62	56	46
Number of students tested	43	42	42	39	41
5. African- American Students					
% Met/L2 plus % Com/L3	100	80	86	88	89
% Com/L3	20	30	57	38	44
Number of students tested	10	10	7	8	9
6. Asian Students					
% Met/L2 plus % Com/L3	100	100	100	100	100
% Com/L3	75	82	93	75	82
Number of students tested	16	11	15	20	17
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	96	100	100	100
% Com/L3	75	63	88	79	93
Number of students tested	24	27	17	33	27
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

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As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the reading assessments: Feb/March, May, and June. Due to the implementation of the new STAAR assessment program in 2012, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 reading assessment are reported.

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