U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal <u>Dr. Phyllis Cormier</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Victory Early College High School</u>
(As it should appear in the official records)

School Mailing Address <u>4141 Victory Drive</u>
(If address is P.O. Box, also include street address.)

City <u>Houston</u>   State <u>TX</u>   Zip Code+4 (9 digits total) <u>77088-7321</u>

County <u>Harris County</u>   State School Code Number* <u>101902008</u>

Telephone <u>281-810-5675</u>   Fax <u>281-810-5698</u>
Web site/URL
<u>http://www.aldineisd.org/about/schools/high_school</u>
<u>s/victory_early_college_high_school/</u>   E-mail <u>pacormier@aldineisd.org</u>

Twitter Handle _____ 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* <u>Dr. Wanda Bamberg</u>   E-mail: <u>wbamberg@aldine.k12.tx.us,</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Aldine Independent School District</u>   Tel. <u>281-449-1011</u>
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 <u>Dr. Viola Garcia</u>
(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.

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 <u>53</u> Elementary schools (includes K-8)
   (per district designation): <u>10</u> Middle/Junior high schools
   <u>14</u> High schools
   <u>0</u> K-12 schools

   <u>77</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>4</u> 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	48	82	130
10	46	92	138
11	43	65	108
12	32	63	95
Total Students	169	302	471

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
5 % Asian
16 % Black or African American
75 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
1 % 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 2013 - 2014 year: 2%

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 *to* the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	441
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
   1 Total number ELL
   Number of non-English languages represented: 0
   Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 73 %

   Total number students who qualify: 353

Information for Public Schools Only - Data Provided by the State

The state has reported that 73 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 0 %
                                                                                    0 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	4
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   24:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	97%	94%	94%
High school graduation rate	100%	100%	100%	100%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	82
Enrolled in a 4-year college or university	92%
Enrolled in a community college	1%
Enrolled in career/technical training program	1%
Found employment	2%
Joined the military or other public service	4%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No <u>X</u>

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

15. Please summarize your school mission in 25 words or less: Victory aspires to prepare students socially and emotionally as citizens; develop a foundation for scholarly achievement; and cultivate qualities preparing students for universities and careers.

PART III – SUMMARY

Victory Early College High School emerged from goals and objectives shared by a well-established history between Lone Star College-North Harris and Aldine Independent School District. When the Texas Education Agency requested proposals for early college high schools, a design team, represented by both entities, was created to devise a plan developing policies and procedures with the purpose of embedding college readiness standards into rigorous courses of an early college high school. From collaborative efforts, Victory Early College High School was funded in 2007 for two years. Application for admission to Victory was open to all rising 9th graders in Aldine ISD during the spring of 2007. The school, then housed at a satellite campus of LSC-North Harris, accepted 116 students into the first freshmen class.

Victory, a non-traditional small high school, offers limited campus enrollment, small class sizes, and a supportive personalized learning environment. Now located at Lone Star College Victory Center Campus in the historic Acres Home area of Houston, Texas, Victory provides students the opportunity to graduate with a high school diploma and Associates Degree or two years of college credit towards a Baccalaureate Degree. The school, now in its eighth year, has graduated four classes. The first graduates, Class of 2011, consisted of 42 graduates. Of those 42 students, 27 received an Associate of Arts degree from Lone Star College-North Harris. Class of 2012, had 72 graduates with 60 of those students receiving an Associate of Arts degree. Class of 2013 graduated 78 students. Fifty-seven students were awarded an Associate of Arts degree, and the Class of 2014 graduated 82 seniors with 60 students receiving an Associates from Lone Star College. Students enrolled in college courses are held to the same placement standards as all LSC-North Harris college students.

Victory has received numerous awards including being named a National School of Distinction in recognition of Outstanding Service to Fight Hunger. In addition, Victory was named to the Texas Business and Education Coalition 2011 Honor Roll, which recognizes schools who consistently have a high percentage of students meeting state standards while also having a high percentage of students with Commended Performance. The Texas Education Agency recognized Victory with a Gold Performance Acknowledgement for Advanced and Dual Course Enrollment, Attendance Rate, Commended Performance in reading, math, science, and social studies, and student performance on the Texas State Initiative ELA and math. Finally, U.S. News & World Report included Victory in its Best High School rankings for 2013 and 2014 earning a Gold Award. Of the schools analyzed nationwide, only 2.7% earned a Gold Award.

Victory recruits students from the ten Aldine ISD middle schools, targeting first generation, low socioeconomic students at risk of not attending an institution of higher education. The school is marketed emphasizing an accelerated curriculum, maturity, motivation, and commitment, necessary to attain a high school diploma and Associates Degree simultaneously. As part of the recruitment process, informational parent and student meetings are provided in English and in Spanish. Specifically, the selection process focuses on students' academic ability, 8th grade teacher recommendations, essay response and interview. Recommendations from the students' 8th grade teachers focus on students' persistence/determination on academic tasks, learning environment behavior, self-initiative on academic expectations, and academic integrity. Using these measures allows for a comprehensive evaluation of potential students while ensuring the fairness and integrity of the program.

Victory Early College models a college schedule. Students take four alternating 90 minute classes for a total of eight Monday through Thursday. Friday's schedule is adjusted with six 45 minute periods beginning at 7:30 am and ending at 1:00 pm. The remainder of Friday is used to build social, cultural and physical skills through participation in clubs and organizations. Clubs and organizations include but are not limited to the fitness club, game club, and the Hispanic Heritage club.

Through the rigorous yet supportive environment, Victory assists students in developing academically, emotionally, physically, socially and culturally. For example, our graduation preparation classes not only prepare students academically for the college readiness test and classes but also focuses on soft skills needed for life-long sustainability. By participating in clubs and organizations, students have the opportunity to

develop socially and culturally. Students attend cultural events and become a part of student life organizations at the college level.

Victory believes that all students can graduate college and be career ready through the support of faculty, staff, parents and the community. The school promotes and encourages student success by incorporating active learning, engaging students in critical thinking and utilizing a variety of strategies based on educational principles. Victory attributes its success to a rigorous and progressive program of study and to the building of relationships among students, community stakeholders, parents, the Lone Star College System, and Aldine ISD.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

The path to college readiness at Victory begins with every freshman enrolled in core Pre-AP courses. Over time, students move to dual-credit courses and then finally to classes at Lone Star. Within classrooms, teachers endeavor to impart students with skills that will transfer to college contexts rather than a sole focus on high school content. These skills include, but are not limited to, the ability to question, reason, analyze, and construct an argument supported by sound research.

For students to analyze and construct a variety of text forms, English teachers have developed an approach that unites old world with new. Teachers address the TEKS through a blend of traditional literature that generates students' cultural literacy, newer world literature that creates understanding and sensitivity to world issues, and current events via non-fiction articles that engenders students to construct connections. Because students are placed in college classes while still in high school, the challenge is to elevate each student to a college reading level. Staff uses a gradual step method to introduce students to increasing levels of text complexity while providing concrete strategies to aid compression and analysis. Courses develop students' comprehension of literary texts through inferencing, drawing conclusions, and analyzing author's craft, including figurative and rhetorical strategies. Students acquire vocabulary knowledge by utilizing aids, print and electronic, and parts of speech to determine multiple meanings and words in context. Students grow as writers by participating in the writing process with a focus on expository, persuasive, and analytical texts. Students also work to develop skills in speaking and listening through collaborative grouping. Finally, students obtain skills in research by choosing relevant topics, posing questions, gathering and evaluating sources, organizing ideas and supporting text evidence, and presenting findings.

At Victory, math education is a continuum bridged across algebra I, geometry, algebra II and pre-calculus. The goal is for every student to understand the qualities and relationships of linear and quadratic functions with an emphasis on interpreting data, constructing equations, and solving problems; to develop geometric and special reasoning in relation to geometric figures and their properties; to comprehend the relationships between algebra and geometry in order to solve systems of equations or inequalities; and use "symbolic reasoning and analytical methods to represent mathematical situations." The math department accomplishes this by teaching students how to collaborate productively. This collaborative method helps students, who are below or above grade level, to attack complex, open-ended questions. With students at any grade level, collaboration expands instruction, refines knowledge, develops social skills, and builds confidence. By making instruction collaborative, math teachers are able to simultaneously build the fundamental skills of weak students, expand the skills of advanced students, and prepare all students for professions in modern collaborative work environments.

The science department focuses on diverse instructional practices that foster teacher development and student learning. Using the state standards as a guide, science education is augmented through strategies designed to increase all students' learning potential. These foundational skills are derived from scientific inquiry, problem-based learning, the common instructional framework, debate, and cross-cutting concepts that help shape students' knowledge and understanding of content by bridging disciplinary boundaries in science and engineering applications. Additionally, instruction is supported by flipping the classroom, integrating technology, virtual lab simulations, using Peerwise for questioning and assessment, and Edmodo and Schoology as online classroom management systems. The department created this multi-facetted approach to address diversity in the three subjects taught: biology, chemistry, and physics. Utilization of these efforts allows for small groups, one on one tutoring, subject remediation and enrichment, and migration to upper level college classes to address the diverse needs of both below and above-level student populations. With high expectations for student achievement, Victory's progress preserves rigorous content, connecting the relevance and building the relationship of learning that deepens core ideas and develops a coherent scientific view of the world.

Social studies encompasses three distinct curricula. In world geography, students work to comprehend the interwoven nature of geography, economics, and government by examining world cultures. In world

history, students survey the history of man from various points of view, including from early civilizations such as China, Greece, India, and Rome; from major religions such as Judaism, Christianity, and Islam; and from major events such as the Scientific and Industrial Revolutions, and the World Wars. Finally, American history is an in-depth study of America's birth, including the Declaration of Independence and Revolution; its cultural, economic, and political influence; and the major events that have shaped its history. Teachers address this by modeling how to analyze and synthesize primary source documents. They then teach how to construct narratives or arguments on historical events, utilizing research and text evidence. This facilitates the development of students' analysis and historical thinking skills in addition to their writing skills, allowing students to think within historical context by taking perspective into consideration. For enrichment, students are encouraged to participate in National History Day. In 2013, dual credit US history students took part in piloting the Literacy Design Collaborative (LDC). The reading and writing assignments in the LDC are tiered to challenge students who are at different skills levels.

2.   **Other Curriculum Areas:**

The goal at Victory is to prepare every student to be successful in their high school classes, their college courses with Lone Star College, and at four-year institutions after high school graduation. Victory's elective and core teachers collaborate to design lessons that are relevant across the curriculum.

The Art 1 curriculum is based on the Elements of Art and the Principles of Design created for the freshmen class. Freshmen complete major projects based on each element, the building blocks for the Principles of Design. The freshmen students then critique and reflect on every major project with a written and oral presentation. Students also discuss and study art history aligned with the objectives learned in class. In art, the freshmen draw visuals symbolizing new vocabulary words and then create their own definition of the words. This method helps increase comprehension and understanding. The art curriculum prepares freshmen students to compete in numerous art competitions throughout the school year and for higher level art and art history courses.

Victory students in all grade levels take Business Information Management 1 (BIM-1) and Digital & Interactive Multimedia (DIM). These courses are Career & Technical Education (CTE) programs that support students' acquisition of real-world problem solving skills, collaboration, reasoning skills, digital citizenship and technology operations and concepts. These programs provide students in all grades an opportunity to transfer software skills to the workplace. In DIM, students become proficient in Adobe Photoshop, Flash, Dreamweaver, Adobe Illustrator, and Adobe In-Design. They can become industry-certified in one or all of the aforementioned software programs. In BIM, students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate a database, and design electronic presentations using appropriate software. Students are trained and prepared throughout the school year to test for and obtain a Microsoft Office Specialist Certification in Power Point and Word 2013. All students also have the opportunity to further their knowledge and skills sets outside of the classroom by joining the Career and Technical student organization Future Business Leaders of America (FBLA). FBLA boosts the students' social and leadership skills through their involvement and attendance at local, state and national conferences. The National Technical Honor Society (NTHS) also offers opportunities to members of FBLA.

Freshmen take health in the fall semester and physical education in the spring. The purpose of these courses is for the students to acquire the knowledge and skills needed for a physically active, healthy and fit lifestyle. To accomplish this goal, cross curriculum instruction and activities are incorporated into these courses. Lessons and products help develop the students' reading, writing, critical thinking, and research skills while addressing the health and fitness components. Furthermore, Victory supports and encourages students to develop their health and physical fitness knowledge and skills outside of the classroom by participating in charity events like The Woodlands Marathon, the Houston Chevron Marathon, NFL Play 60 activities, and the annual Student and Parent Wellness Night.

The Foreign Language department at Victory offers Spanish courses that meet the needs of native speakers and non-native speakers. Native speakers are prepared to take the College Board Spanish Language Advanced Placement test at the end of their second year of Spanish instruction for the opportunity to earn

college credit. Non-Native speakers are prepared to take the Spanish Computer Adaptive Placement Examination at the end of their third year of Spanish instruction for the opportunity to earn college credit. The grade levels of the students varies in the Spanish classrooms because they come to Victory on different tracks of their language learning path. The AP Spanish Language and Culture course at Victory is conducted primarily in Spanish with authentic materials from the Spanish-speaking world. All Spanish courses are rigorous and provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills through writing assignments, oral presentations, recorded conversations and film analysis. To enhance the communicative language learning experience, students are exposed to cultural events in the target language that include interacting with speakers of different Hispanic nationalities in order to acquire knowledge and make comparisons between languages and cultures.

3. Instructional Methods and Interventions:

To create a shared vision of high expectations for all students, teachers utilize the elements of the Common Instructional Framework: scaffolding, questioning, collaborative group work, writing to learn, literacy groups, and classroom talk. Since students participate in an accelerated curriculum, teachers scaffold by modeling then practicing skills with students before releasing responsibility to the individual student. During this process, students work in collaborative groups, practice analysis techniques with increasing difficult texts, generate their own questions, discuss their thinking, and demonstrate their understanding through writing and formative assessments.

Because teachers understand the importance of developing students' communication skills, they employ the SIOP model (Sheltered Instruction Observation Protocol) to explicitly teach reading, writing, speaking, and listening and provide opportunities for practice. Teachers work to build students' background knowledge, explicitly linking prior knowledge and skills to new concepts by providing hands-on materials, frequent opportunities for interaction, and chances to use all four communication skills while learning new material.

Faculty utilizes technology to approach the curriculum. Programs such as Schoology and Edmodo provide online platforms where students can explore content, participate in discussion boards, review rubrics, and submit assignments. Peerwise and Kahoot provide teachers and students a forum for generating and responding to questions. The CTE department utilizes Microsoft Suite and Adobe Suite, providing students opportunities to earn specialist certifications. World geography classes use GeoGuessr to cultivate inferencing skills while geometry classes use a variety of online sites, including Photomath, Geogebra, Wofram Alpha, and Demos. Finally, the entire building has access to COWs (Computers on Wheels,) Turn It In.com, and Google Drive.

Reflection and metacognition practices are key components of Victory's instructional methods. In English, students reflect during the drafting process, metacognitively thinking about their writing choices when revising. Afterwards, students reflect on their journey through the writing process, what they learned about themselves as writers, and set goals for the next assignment. In math, students metacognitively think about the processes they use to both formulate equations and solve given problems. Students then reflect on the benefits of those processes to determine which is the best method and why.

Interventions begin with staff working together to analyze formative and summative assessments data to chart growth and pin-point areas to address during weekly after-school tutorials. When necessary, skills specialists provide mini-lessons during the regular instructional day and also team teach across disciplines. For example, the English skills specialist team-teaches with the chemistry teacher to help students regarding their district research papers. At the heart of intervention are PLC (Personal Learning Communities) meetings. Teachers meet by grade level to share current curriculum being taught, discuss how they can connect learning across disciplines, ascertain students' areas of struggle, identify at-risk students who need intervention, and construct plans to help students find success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results Narrative Summary:**

The five year assessment data in the attached tables reflects Victory Early College's performance under two different state assessments: the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessment of Academic Readiness (STAAR) tests.

The TAKS was administered in the 2010-2011 school year and measured students in three levels: Did Not Meet Standard, Met Standard, or Commended Performance. The TAKS tested the cumulative knowledge of the subject area. Victory's goal for every student was to Meet Standard and the goal as a school was to increase the number of students performing at the Commended level from that of the previous year.

The state of Texas changed its assessment from the TAKS to the STAAR in 2011-2012. The STAAR is an end of course exam covering specific course material. The STAAR contains more rigorous items than the TAKS that are aligned with college readiness. The STAAR test uses three levels to show student achievement: Level I: Unsatisfactory Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance. As the state has done in the past, passing standards for STAAR are phased in. The goal for each student is to reach a Level II on each of the five state mandated STAAR End of Course exams. The goal as a school is to increase the number of students performing on Level III: Advanced Academic Performance.

Data reflected in the TAKS tested year shows that a greater percentage of students, in both reading and math, performed to Met Standard and Commended levels when compared to previous TAKS tested years, there was an upward trend. The STAAR data shows that in reading and math there was an increase in Level III percentage from 2012 to 2013; however, there was a decrease in Level III percentage from 2013 to 2014. Victory attributes this finding to the state phasing in new passing standards in both reading and math.

2.   **Assessment for Instruction and Learning and Sharing Assessment Results:**

National, state, district and classroom assessments play an essential role in determining instruction. Each incoming student has a cumulative folder with assessment data enabling administrators, faculty, and support staff to make informed decisions regarding instruction.

Each nine weeks, students take district benchmark tests in core subjects and Spanish. Benchmark tests are developed during curriculum writing by various teachers across the district along with program directors. The program directors guide and direct benchmark tests based on the state standards. Victory uses this data to reflect on students' strengths and weaknesses and make informed decisions about future instructional material, methods, and interventions.

In non-core classes, teachers develop tests based on the TEKS as prescribed by TEA. According to the scope and sequence taught, students are assessed for mastery. Assessments may vary and include oral presentations and other project based assessments.

Another assessment used to drive instruction is the Texas State Initiative Assessment (TSI). The TSI is a computer based test used to determine college course placement. The results from this test determine whether students are placed in college classes or in high school remediation courses. Teachers use the results in remediation courses to focus on individual strengths and weaknesses. The students are assessed throughout the semester to track progress towards the goal of mastery of the TSI.

Victory administers other assessments to assist students with knowledge of college readiness, aptitude, and skills. Two examples of assessments that provide data are the Preliminary Scholastic Aptitude Test (PSAT), a college readiness assessment provide by College Board, and the Armed Services Vocational Aptitude Battery (ASVAB). The PSAT evaluates skills for college. The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in various careers.

Pretest and post-test informational sessions are provided for students and parents to review the purpose and scope of the assessments and results. The interpretation of these results will assist students in determining their academic skill sets and provide resources towards choosing college majors and careers.

Results of student assessments are shared through Parent Connect, a computer based grade system that is accessible to students and parents. Results are also shared by mail-outs every three weeks that include grade reports and general school information.

Part VI School Support

1. School Climate/Culture

Victory achieves an engaging environment which motivates students to succeed academically by introducing the students to the school's culture before they arrive. Ambassador teams of students and teachers visit the district's ten middle schools to introduce Victory's concept and answer questions. Once accepted, students attend a scholarship ceremony where parents, district officials, and college representatives celebrate their accomplishment. Incoming freshmen then attend a summer orientation where they meet teachers, visit the main Lone Star College campus, and attend study skills sessions. This process demonstrates to students the vast support systems in place to encourage their success.

Victory continues to support students' academic, social, and emotional growth through various programs. When students begin their dual-credit classes, they engage in a session of student-led support. The upperclassmen in college classes guide new college qualified students to role-play difficult situations they might face throughout the semester. In addition, a sophomore student, with assistance from the counselor, has developed, "Don't Jump Ship" a peer support program, which offers advice on navigating Victory's unique learning environment. Academic success is further encouraged by allowing the whole campus to attend Victory's "Senior Signing Day" where the seniors' university acceptances and scholarships are celebrated, which is a great boost to the underclassmen's morale and ambitions. Finally, social and emotion growth are addressed every Friday with VEC clubs, which are developed based upon student interest. Examples of past/current clubs include soccer, crafting, movie, photography, volunteer, rocketry, and recycling. Through these clubs, Victory attempts to create a "traditional school" feel while providing our students a respite within a rigorous academic environment.

Victory's small class sizes allows for an intimate community in which teachers know each student, and all teachers work together to intervene if students struggle. Teachers meet in PLCs (Professional Learning Communities) and ARK (Adults Relating to Kids) groups to support both student and teacher needs. These meetings are also an opportunity for teachers to value each other's ideas and opinions. Teachers' creativity is encouraged, so teachers work collaboratively to design engaging and interdisciplinary lessons. Recently, 9th graders completed a project for Romeo and Juliet which required them to collaborate with a mentor teacher in a discipline other than English for a student-proposed product. The administration also financially supports teachers and their endeavor to be lifelong learners. Teachers regularly attend professional development and conferences such as the Advanced Placement Institute at Rice University, the Abydos Writing conference, and Humanities Texas workshops.

2. Engaging Families and Community

VECHS supports students through parental and community involvement. Because Victory believes that parents are the first and best teachers, it supports community participation in the development of all children. As an early college, the majority of our students are first generation college attendees, and we are committed to orienting students and families to a college readiness culture that culminates in their attainment of a high school diploma and an Associates Degree during their four-year tenure.

To fulfill our core belief and commitment, we engage in research-based best practices to involve our families. These best practices include a welcoming school climate and effective communication that provides families with information for students academic success and development. Examples of family engagement include mandatory dual credit meetings where the parents are informed of Victory's expectations. Additionally, parent meetings are held for high school and college graduation requirements, ASVAB, PSAT, and general school updates. These meetings strengthen parents' knowledge and skills to support learning at home and in the community by connecting families to resources. They also engage families in school planning, leadership, and meaningful volunteer opportunities.

Our community partners, Molina Healthcare, Walgreens Pharmacy, Comcast, Houston Public Library, Bound for Adversity, and Lone Star College, collaborate with us regularly to offer health and wellness

screenings, nutrition guidance, internet basics, ESL and GED classes, help with immigration and naturalization, personal defense, gun safety, mentorships and internships. Our parents assist in chaperoning university tours, suggest topics for workshops, advocate for their community's concerns, and serve on the parental advisory committee and campus improvement committee to review the school's budget, curriculum and parental involvement policy.

Our home/school communication system supports the learning environment in different forms. Parents have access to the daily announcements, the social learning platforms of Edmodo, Remind 101 and Schoology, and an electronic grade book to monitor student progress. In addition, parents receive a monthly newsletter with suggestions for monitoring and supporting student work at home. Finally, communication with parents also includes phone calls, emails, and notes from teachers, and invitations to school and district events sent through the Blackboard message delivery system. Stakeholders are encouraged to complete survey cards providing suggestions for improvement and performance.

3. Professional Development

The faculty at Victory work hard to stay abreast of new, researched-based methods designed to improve teacher craft and student achievement. Best practices are shared with colleagues as a means of providing strategies for all. In order to accomplish this, faculty and administration regularly examine and reflect on issues before actively searching for opportunities to develop skills that will address these building issues. Case in point, after reflection on areas to improve, a portion of the administration team attended VitalSmarts' Crucial Conversations training provided through Region 4 in order to increase communication effectiveness.

Staff development is also built into the school schedule. Once every other week, professional development is held during teachers' preparation and planning periods. After-school sessions are also scheduled once a month. As faculty attends conferences, beneficial strategies are shared during professional development sessions. One example of such sharing is the collaboration between grade level and vertical, opening the door for cross-curricular planning and instruction. Victory Vocabulary, one such collaboration, is an on-going contest between grade levels. Words are posted by the English department at the beginning of the week for all to review. Teachers in subjects outside of ELA use the terms and review them with their students. This collaboration began as a way to address verbal scores on the PSAT, the SAT, and with college reading.

Based on classroom observations last year, the administration created a list of areas for improvement. Then, over the course of this school year, the ELA skills specialist and science skills specialist designed and presented staff development to target these specific building needs. The ELA skills specialist has designed and provided staff development on SIOP strategies to help promote the development of reading, writing, speaking, and listening in all VEC classrooms; on questioning strategies to help raise the levels of teacher generated questions and to help teachers guide students in asking their own questions; on the element of scaffolding and the Common Instructional Framework with an emphasis on scaffolding in reading; and on writing across the curriculum and the notion that we are all writing teachers in our own fields. The science skills specialist has helped staff implement Adults Relating to Kids (ARK), designed by Dr. B. Glen Wilkerson. ARK offers teachers two elements that are crucial: emotional tools for working students and a support network. VEC teachers and staff meet once a month to learn about understanding students' emotional and social needs and their impact on the students' academic needs.

4. School Leadership

Leadership at Victory Early College is comprised of the principal, assistant principal, counselor, academic support coordinator, and two skills specialists. Although these people make up the leadership team, the philosophy at Victory is that every person is a leader. Victory believes that all students can achieve their dreams of mastering college level work through a nurturing environment with rigorous academic standards. For this reason, it is important for each person, including the students, to become a leader and take full responsibility for education.

The principal serves as the instructional leader providing overall direction and support for the school. This includes collaborating with Lone Star College in developing a plan for student success. Collaboration of this kind is necessary in order to blend high school and college into a coherent educational program. The assistant principal serves as an instructional leader whose primary focus is to ensure that each teacher adheres to the Texas Essential of Knowledge and Skills (TEKS) and teaches with rigor, relevance, and fidelity. The counselor supports students and provides support to teachers and families; she keeps them abreast of course selection, the social and emotional status of students, and the overall graduation plans and processes. Through the academic support coordinator, the entire school is supported by organized testing, including state mandated tests, district benchmark tests, and the college placement test. Additionally, the academic support coordinator lends support to students in their academics and parents as part of the process.

Victory has two skills specialists, one for English Language Arts (ELA) and the other for science and math. They are imperative to the success of our school. Reading and writing are included in all academic disciplines, and the ELA skills specialist works with teachers in developing comprehensive reading and writing lessons. The ELA skills specialist also works with students in developing skills necessary to be successful in college classes, including soft skills and communication skills. The science skills specialist works with teachers and students in the area of relationship building and gives attention to detail with struggling students that take on-line courses. Additionally, the science skills specialist supports teachers and students with skills necessary for them to be successful in science classes.

Teachers are given autonomy in classrooms to build effective relationships with students while also instructing them. Teachers are seen as facilitators assisting students in being responsible for their learning.

Leadership can be seen as many of the students become leaders in their own right and step into leadership roles. Two students groups that contribute to student leadership are the Victory Voices and Dream Team. Both groups function as leaders and representatives serving as "the voice" of Victory at student and parent meetings, at the district level, and at other state and national programs.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Algebra 1
All Students Tested/Grade: 9	Edition/Publication Year: N/A
Publisher: Texas Education Agency	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	97	96	98	97
Advanced Academic Performance	28	26	0	60	53
Number of students tested	105	90	85	109	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	99	96	98	97
Advanced Academic Performance	24	27	0	60	52
Number of students tested	84	73	74	84	77
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	97	97	97	100
Advanced Academic Performance	25	21	0	59	62
Number of students tested	81	72	63	71	60

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	100	100	94	100	92
Advanced Academic Performance	18	45	0	50	30
Number of students tested	17	11	16	26	37
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test:
All Students Tested/Grade: 10	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	18	53	41	28	26
Number of students tested	111	109	100	95	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	98	100
Advanced Academic Performance	17	49	43	29	100
Number of students tested	82	85	76	63	61
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	17	55	41	25	29
Number of students tested	89	94	66	53	51
5. African- American Students					
Satisfactory Academic	100	100	100	97	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	25	42	46	23	19
Number of students tested	12	19	24	30	21
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

Subject: Reading/ELA	**Test:** ELA 1
All Students Tested/Grade: 9	**Edition/Publication Year:** N/A
Publisher: Texas Education Agency	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	99	98	98	100
Advanced Academic Performance	15	25	0	61	52
Number of students tested	139	123	115	107	109
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	98	100	100
Advanced Academic Performance	13	25	0	65	52
Number of students tested	105	95	94	82	77
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	99	99	100	100
Advanced Academic Performance	15	19	0	59	52
Number of students tested	107	98	86	70	60
5. African- American Students					
Satisfactory Academic	100	100	96	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	14	43	0	69	43
Number of students tested	22	14	23	26	37
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: