

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 [] Magnet [] Choice

Name of Principal Mr. Michael Clemente Arreola

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

Official School Name Early College High School

(As it should appear in the official records)

School Mailing Address 3939 Valley View Lane Bldg P

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

City Farmers Branch State TX Zip Code+4 (9 digits total) 75244-4997

County Dallas County State School Code Number* _____

Telephone 972-968-6200 Fax 972-247-2258

Web site/URL http://earlycollege.cfbisd.edu E-mail arreolam@cfbisd.edu

Twitter Handle https://twitter.com/CFBISD_ECHS Facebook Page https://www.facebook.com/pages/C-FB-ISD-Early-College-High-School/132633063612643?ref=ts&ref=ts 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. Bobby Burns E-mail: burnsb@cfbisd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carrollton-Farmers Branch Tel. 972-968-6100

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. James Goode
(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):
- 25 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 36 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. 1 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	25	44	69
10	21	47	68
11	39	48	87
12	40	51	91
Total Students	125	190	315

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 4 % Black or African American
 - 85 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 0 % 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: 5%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1	275
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 2 %
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: SPANISH
8. Students eligible for free/reduced-priced meals: 74 %
 Total number students who qualify: 233

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: 0 %
1 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 | 1 Specific Learning Disability |
| 0 Emotional Disturbance | 0 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	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	2
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 28:1

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	96%	97%	96%	97%	96%
High school graduation rate	98%	87%	100%	100%	100%

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	26
Enrolled in a 4-year college or university	69%
Enrolled in a community college	31%
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 X

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

PART III – SUMMARY

Early College High School at Brookhaven College (ECHS) is a small school that proves that all students, regardless of background, can be successful at the highest levels. ECHS, a Carrollton-Farmers Branch ISD school, is part of the Early College High School network in Texas. Our school, in partnership with Brookhaven College, offers students dual credit courses free of cost, provides rigorous instruction, and reduces barriers to higher education for at-risk students. Our target population is students who are at risk of dropping out of high school as defined by the Public Education Information Management System and might not otherwise go to college. Our 315 students come to us from our six middle schools with the same goal; to earn an Associate's Degree and a high school diploma in four years. Many of our students have previously failed a STAAR or TAKS test, been identified as Limited English Proficient, are living in poverty, or will be the first in their family to graduate from high school. In spite of all of these obstacles, ECHS has a strong history of academic success and a climate that promotes college readiness.

The goal of Carrollton-Farmers Branch ISD is high achievement for all students. No school exemplifies this mission more than ECHS. Approximately 75% of ECHS students are on free or reduced lunch programs. Yet, on the 2012-2013 STAAR Exams, our students performed at a rate much higher than that of their counterparts within the district and the state. Our greatest sense of pride is the lack of an achievement gap between our Economically Disadvantaged students and the campus as a whole. Our Economically Disadvantaged students had a passing rate within one percent or better than the whole campus on all 11 STAAR tests administered. One hundred percent of our Class of 2012 graduates graduated on the Distinguished Achievement Plan, which requires students to complete an additional foreign language course and an advanced mathematics course. These accomplishments are made even greater by the fact that many of our students do this while also completing over 60 college hours during their four years at ECHS.

While ECHS has a strong tradition of academic success, the purpose of our program is to create a path to higher education for students who otherwise would not attend college. We exemplify this mission in all aspects of our school culture. The comment most visitors make is that our school feels like a family. This family environment is the backbone of many of our traditions at ECHS. At ECHS all of our students are enrolled in an AVID (Advancement Via Individual Determination) course throughout their four years of high school. The AVID course reinforces the family environment while also stressing the importance of college-readiness. Since the majority of our students will be the first in their family to graduate from college, the AVID program is essential to the success of our school. In AVID our students apply to three universities by the end of their Senior year and they apply for scholarships and grants. Our greatest successes as a school are those of our students; when a student is accepted to a college or university, they are paraded through our hallway as they ring a bell to be celebrated by our students and staff. As of March 18, 2014, the ECHS Class of 2014, which contains 91 students, has received 185 acceptance letters from 4-year colleges and universities, as well as nearly \$342,000 in scholarships. Our Class of 2014 Valedictorian has been accepted to Harvard after beginning his education in the United States in 6th grade as an ESL student. His success story has been made possible by his incredible work ethic and dedication but he credits the commitment of his teachers at ECHS for much of his success. Many schools can claim to have outstanding students at the top of their class but few can make the claim that their lowest ranked senior will earn an Associate's Degree before graduating high school.

Through our success on state and national assessments, ECHS has proven that a student's success is not directly tied to their address, race, background, or family income. The ECHS program has established very high expectations for our students and has created a path for our students to change to success in higher education. The commitment to high achievement for all students has made ECHS a bright spot in the public education system in our great country and a school deserving of the designation of a national Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The State of Texas released a new Accountability system for the 2012-2013 school year. The new system has only two ratings for schools, “met standard” or “improvement required.” Each district and campus will receive one of those labels. Under this system, ECHS was assigned a “Met Standard” rating. Although there are only two ratings, there are four indices used to determine this rating: Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. The Student Achievement index examines test results of all students in all subjects – reading, math, writing, science and social studies. The score is based on the overall percentages of students meeting standards on each exam. Student results are reported as Unsatisfactory, Minimum, Satisfactory or Advanced. Students who score above Minimum are considered to have met standard. The target score for earning “met standard” is 50. The Student Progress index focuses on student growth from the previous year for each ethnic group, students with disabilities and English language learners. The score is based on the results in reading, math, and writing, looking at whether a student met or exceeded growth expectations. Target scores for high school are 17. The Closing Performance Gaps performance index is based on the advanced academic achievement of economically disadvantaged students and the two lowest performing ethnic student groups. The score is based on the percentage of those students reaching a higher level of performance, Satisfactory, on each test. The state minimum score is a 55. The Postsecondary Readiness index score is based on the school’s 4-year graduation rate. The state minimum score is a 75. Districts and campuses are evaluated in these four areas, based primarily on how students performed spring of 2013 on the State of Texas Assessments of Academic Readiness. Schools that “met standard” can be recognized with three “distinction” designations, for Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics and for Top 25 Percent Student Progress.

b) ECHS has a long history of high achievement for all students. ECHS students consistently exceed their prior performance. In the 2012-13 school year, ECHS students performed at a remarkably high level. Perhaps the greatest accomplishment for our school is the lack of an achievement gap in all tested areas. Ninety five percent of our students met standard in all subjects of the 2012-13 STAAR tests, with a passing rate of 95% for our students classified as Economically Disadvantaged. The passing rate of our students in STAAR Mathematics was 98%, 97% for those classified as Economically Disadvantaged, which exceeded the state passing rate by 19% and the district rate by 17%. In STAAR Science, our students had a passing rate of 100%, which exceeded the state passing rate by 18% and the district rate by 14%. The passing rate of our students in STAAR Writing was 85%, 84% for those classified as Economically Disadvantaged, which exceeded the state passing rate by 22% and the district rate by 20%.

These achievements are far from a one-year wonder. ECHS has consistently shown increases in student achievement. From 2008 to the current school year, even as the total number of students enrolled has grown, the percentage of students exceeding the Proficient level on state assessments has steadily increased. Our percentage of students reaching the Advanced level has also steadily increased. Trends also show that our achievement gap has remained between one or two percentage points in all areas assessed. During this five-year period the state of Texas has made the transition from TAKS to STAAR. STAAR exams are more focused on the content learned during the year tested as opposed to TAKS which was more comprehensive. While most schools suffered a large dip in performance with the transition, ECHS was able to maintain their double-digit percentage advantage over the state and district. ECHS showed growth in the percentage of students reaching the Advanced level over the five year period for all groups. The extraordinary part of this is that our achievement gap remains negligible. As a school which serves a large percentage of both economically disadvantaged and first-generation college going students, our school has focused many of its efforts on building literacy. Literacy is taught and assessed in all contents and grade levels. Using engaging strategies and differentiating for all levels has produced the significant improvements in assessment performance over this five year period. ECHS has proven through these measures that all students can be successful if given the proper opportunities and support to do so.

High performance on assessments from ECHS students is not limited to state assessments. In the last five years ECHS students have increased the average SAT and ACT score for our campus each year. This is in spite of our enrollment increasing steadily over that time. One unique aspect of ECHS is that every 12th grade student is required to take the SAT exam. While our average ACT and SAT scores are lower than the district average, no other school in our district ensures that all 12th graders complete the test. This gives our campus a better reflection of where we stand and also encourages our mission of high achievement for all students.

2. Using Assessment Results:

The purpose of gathering high-quality data about teaching and learning is to provide teachers with better feedback, to personalize professional development, and to support the creation of fair and reliable systems for measuring teacher effectiveness. ECHS utilizes data to guide instructional focuses and practices. Each spring, students take the STAAR exam (State of Texas Assessment of Academic Readiness). Test results get a thorough analysis that looks beyond the items students missed: each possible answer choice is analyzed for student misconceptions. Objectives tested on STAAR come directly from the Texas Essential Knowledge and Skills (TEKS); each question references a specific objective. The analysis provides data that informs instruction for those students during the next year so that instruction can target student needs very specifically. Teachers, curriculum specialists, and administrators discuss data results and implications for instruction during Professional Learning Community (PLC) meetings each month.

CFBISD curriculum uses the UbD (Understanding by Design) model that structures each instructional unit based on the questions, “What do we want students to know?” and “How will we measure what they learn?” Units of study include formative assessments that show student mastery leading up to the summative assessment. Summative assessment items, like STAAR items, are referenced to specific learning (TEKS) objectives and this makes it possible for teachers to target instructional intervention to assure student mastery. By district policy, students achieving less than 84% on a summative assessment receive additional instruction on the material and then have an opportunity for reassessment. This grading policy enhances the opportunity for students to achieve success.

Diagnostic and benchmark assessments play an important role in providing effective instruction. These benchmark assessments allow teachers to identify areas of need for individual students. The district curriculum offers supplemental activities for students who are struggling to understand specific concepts. The progress of English Language Learners toward proficiency in English gets examined each year using the Texas English Language Proficiency System (TELPAS). Each year, ECHS students complete a Lexile assessment to determine their reading level. This assessment is used to choose challenging, yet accessible, texts for each individual student. Our AVID program gives us access to the national organization’s database of expository articles for each discipline.

The parent/teacher partnership in each student’s educational journey is an area of focus at ECHS. Each semester, teachers hold parent conferences to discuss student progress. Parents have constant online access to their student’s grades through the school district Parent Connect website. Each nine weeks, students receive a report card and each three weeks they get a progress report. Teachers notify parents in writing when students fail a summative assessment and require additional teaching and reassessment. Each student’s STAAR performance report includes a written explanation of the results. ECHS’s school website features a campus report card and an accountability report so that anyone in the community might see the results of our passion for students and teaching.

3. Sharing Lessons Learned:

ECHS students, teachers and staff are committed to being life-long learners. Our staff sets the example for our students through various examples of sharing areas of strength and targeting areas for growth. ECHS teachers have been involved in many local, state, and national presentations to learning organizations. Locally, the ECHS principal was asked to share strategies for promoting student, parent, and community involvement through character education. The purpose of this presentation was to share ideas for positive

reinforcement and maximizing positive communication with parents. ECHS teachers have presented to secondary principals and curriculum department leaders on integrating writing across curriculums. The ECHS AVID teachers presented to district leaders on the effective use of WICOR (writing, inquiry, collaboration, organization and reading) strategies across disciplines. The ECHS principal has presented to local community colleges on the unique aspects of our program and on strategies to increase collaboration between our school and the college.

ECHS has also hosted several schools over the past year to serve as a model school. Local districts pursuing the Early College High School distinction from the state of Texas were encouraged to visit our school. ECHS has hosted leaders from various districts and colleges to discuss instructional strategies we use to differentiate instruction. The presentations also include non-instructional strategies used to promote character education and college-readiness.

ECHS teachers have presented at the Texas High School Project's annual conference, sharing strategies to increase student engagement and student discourse. ECHS teachers have worked with developing Early College High Schools assisting them with writing curriculum, designing their structures and in implementing instructional strategies.

As a part of the Texas Early College High School Network, ECHS Teachers also have access to the Teaching Channel. The Teaching Channel is an online video website which contains brief videos of inspiring and effective teaching practices used across the country designed to improve student outcomes. Teaching Channel provides teachers with high quality, accessible, and on-demand examples of teaching and learning. Many of our teachers have submitted films of themselves to share with colleagues on the site and have received personalized feedback for improving their practice.

4. Engaging Families and Community:

ECHS has a strong commitment to the parent/school relationship. Our campus works with families to support student success by offering multiple parent involvement opportunities throughout the school year. One shared goal is to focus on communication. ECHS makes many efforts to educate parents on the essential components of our school. Summer meetings are held for all incoming 9th graders to meet the teachers and staff and learn more about our school. We host a Parent/Principal Coffee each month to discuss pertinent issues on our campus. During these meetings we provide parents with resources available to them to help support their child in their development as students. Each of these meetings is held in English and Spanish. Because our student population is predominantly Hispanic, it is essential that we have all communications sent to parent in both English and Spanish. All office staff is bilingual, as well as our principal.

Building and sustaining relationships with parents is a key component of our school's goal of high achievement for all students. Every summer our teachers are provided time during our week of professional development to visit the homes of our incoming 9th graders. Each home receives a welcome package containing important dates and information about our school. Our teachers are also encouraged to get to know the families during this visit and share some of their personal experiences with them. The ECHS AVID program is a key component of our efforts to reach out to families and our community. We host an AVID Family Night each semester which focuses on informational sessions for parents and students, as well team-building activities. AVID also hosts many sessions for the families of our 12th grade students to help them complete applications for scholarships and financial aid.

ECHS students participate in a variety of volunteer opportunities in our community. Each year ECHS has a day of service in which all 11th grade students are assigned a community service project. ECHS students participate in the Brookhaven College Arbor Day ceremony, working alongside college volunteers to plant trees and beautify the campus.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Early College High School, in partnership with Brookhaven College, provides a rigorous and advanced curriculum for all students. Students entering ECHS in their 9th grade year are placed in all Pre-AP core courses as well as in dual credit elective courses. Because ECHS students are immersed in the college environment from their first day on campus, all of our high school courses are designed to have our students completely college ready, according to the Texas Success Initiative standards, by the end of their 9th grade year. The Texas standards for our core courses are simply the minimum standards; our goal is to prepare all students to enter and finish college. To meet this lofty goal, our district curriculum staff, working with ECHS teachers, has integrated many of the Texas College and Career Readiness Standards into the 9th and 10th grade curriculum. In our English courses, the focus is on reading and writing at a college level. Our teachers work tirelessly to provide individual feedback on essays and written responses. Our staff chooses texts, with input from college professors, to help students develop the reading levels necessary for success in college classes. In their 11th grade year our students take dual credit English at Brookhaven College. In mathematics, our students complete a minimum of Algebra 2 by their 11th grade year and take dual credit College Algebra their 12th grade year. Through our partnership with Brookhaven College, ECHS students who are in advanced mathematics courses may complete as many as four college-level math courses. Many of our mathematics teachers utilize project-based learning frameworks in their classes, which help accelerate instruction and learning while providing the relevance necessary for students to make connections and retain learning. ECHS students are expected to complete three years of high school credit in Science, with an additional dual credit Science course their 12th grade year. Because our high school is located on the campus of Brookhaven College, we have access to state of the art Science laboratories and equipment. This allows our teachers to design labs at a higher cognitive level and which simulate a college level course. In Social Studies our students complete two high school courses before moving into dual credit U.S. History in their 11th grade year. Our Social Studies teachers collaborate with college professors to implement strategies and techniques used in the college courses.

Most of ECHS's required electives are dual credit courses. Students are required to complete three years of dual credit foreign language courses, which exceeds the state recommended requirement for high school foreign language of two years. ECHS students take dual credit Fine Arts courses, rather than typical high school courses. These courses allow our students to visit area museums and performance halls and gain valuable experiences they otherwise would not have. Our students are encouraged to participate in college-level artistic performances and exhibits. Students also have access to state-of-the-art technology in their dual credit Technology courses. One unique requirement for ECHS students is the requirement to participate in an AVID, Advancement Via Individual Determination, course for their four years in high school. The AVID program is designed to help first-generation college students develop the necessary skills to be college-ready. Students learn study skills, develop literacy, research colleges and navigate the college admissions process as a group. AVID students conduct at least one college visit each year and work on scholarship applications beginning their 11th grade year. AVID also enlists current college students who visit our campus to tutor and mentor students. The tutors share successful study skills and help our students with their academic areas of concern. The abundance of dual credit opportunities our curriculum provides ensures that our students are both college and career ready.

2. Reading/English:

College-level literacy for all students is the goal of the ECHS English language arts team. English language arts at ECHS, is designed to enrich the human spirit and promote an inner joy that comes with literacy behaviors. Language arts instruction is based on the complete and constant integration of each of its components — listening, speaking, reading, writing, and viewing — in meaningful contexts that recognize student differences, experiences, and perspectives at every level of ability. Language arts provides students with a means of communicating and thinking critically about all disciplines because language is the primary instrument for making sense and for connecting who we are with what we want to discover and need to know. We believe that such discovery leads to lifelong learning and extends the collective wisdom of the

nation. The ECHS English Language Arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving academic standards, and attaining independence as learners. It embeds explicit skills instruction in purposeful and meaningful learning while emphasizing the process of learning and the creation of quality products and presentations. Teachers integrate all aspects of the language arts as well as research, viewing, and critical thinking in their daily instruction. Teachers also promote student interaction and communication along with the learner's ability to assess his own learning strengths and needs and set goals for personal academic growth.

In our English classes, teachers use the "Reader's-Writer's Workshop" model to provide individual attention to each student's literacy. Reader's-Writer's Workshop allows teachers to differentiate literacy instruction and provide immediate feedback through individual conferences with students. Students are provided a variety of topics to write about, promoting creativity and student choice in writing. The focus is on the writing process as much as on the completed product. Peer editing and reviewing is also an important part of the process. The workshop model also promotes freedom in choices in the texts students read. Students are grouped according to their selections and encouraged to discuss their reading daily. A variety of student groupings allows for remediation as well as synthesis of multiple texts.

College readiness is an integral component of our English language arts curriculum. ECHS utilizes college resources, such as the college Library, reading and writing labs, and the college Librarian, to teach our students the skills required for college-level writing.

3. Mathematics:

ECHS believes that all students should be able to reason and communicate proficiently in mathematics. Therefore, the mathematics curriculum focuses on the development of mathematical reasoning opposed to the systematic mastery of algorithmic procedures and techniques that hinders the conceptual understanding of mathematics. Carrollton-Farmers Branch ISD utilizes the Connected Mathematics Project (CMP) framework in the middle school years, which allows for a more comprehensive understanding of mathematics in conjunction with procedural mechanic. CMP helps students to develop a deep understanding of mathematical concepts in number, geometry, measurement, algebra, probability, and statistics.

Our students continue to build their mathematical understanding and fluency by using the Center Mathematical Education (CME) framework in their high school curriculum. The goal of CME, and thus ECHS, is to provide a rigorous mathematical curriculum that is accessible for all students through innovative, research-based instruction designed around problem-based, student-centered tasks. These student-centered tasks allow students to work collaboratively with one another enhancing their mathematical proficiency, insight, inventiveness, and critical thinking. This collaboration enriches student learning by fostering opportunities for students to development mathematical conjectures and then explore the validity of the conjecture through a logical progression of statements and experiments. During this time, students utilize Accountable Talk and an array of talk moves to justify their conclusions, communicate their findings with teachers and classmates, receive feedback on their arguments, modify their findings and then, finally, present a mathematical sound argument.

In addition to learning to communicate mathematically, our curriculum employs the use of manipulatives; such as iPad applications showing mathematical phenomena, algebra tiles, computer programs, geometric nets and figures, etc., and presents students with a variety of real-world problems which makes the mathematics relevant.

In addition to the standard curriculum, ECHS offers remediation for struggling students. Students who have difficulty in mathematics are double blocked to allow for additional time focused on developing lagging mathematical skills. Teachers masterfully examine data to determine the individual needs of students and develop individualized plans targeting identified deficiencies. Students are also asked to attend tutorials, and in some cases Saturday school, to ensure that the need areas are addressed. During these small group tutorials, ECHS utilizes programs such as UMath and Region 4 Supporting STAAR Achievement.

4. Additional Curriculum Area:

ECHS Science curriculum follows the 5E (Engage, Explore, Explain, Elaborate and Evaluate) instructional model. This is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5 E's allows students to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept. The process begins with students making connections between past and present learning experiences and mentally engaging in the concept, process, or skill to be learned. In the explore phase of the 5 E's, students identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials. Students then move to the next phase, Explain, where they explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors. During the Elaborate phase of the 5 E's, students extend their conceptual understanding and practice skills and behaviors. Through new experiences, the learners develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills. Finally, students reach the Evaluate phase where they assess their understanding and abilities while teachers evaluate students' understanding of key concepts and skill development. The 5E model fits the ECHS philosophy for Science, which is that Science is a way of learning about the natural world. Students should know how science builds a vast body of changing and increasing knowledge by physical, mathematical and conceptual models, and also should know that science may not answer all questions. Investigations enable students to learn about the natural world. Students will understand that investigations answer certain types of questions and that the resulting models and conclusions change with new observations. Teachers design and manage learning environments that transform classes of students into communities of scientific learners. Teachers model the skills of scientific inquiry, while providing activities and tools that allow the student to observe, collect data, reflect and analyze first hand events. Students are given active roles in the design and implementation of investigations which allow them to use scientific evidence to verify, revise and/or reflect particular viewpoints, make accurate measurements, attempt to find patterns of casual relationships by interpreting data, and use a variety of scientific tools to reason, make connections, solve problems and communicate.

ECHS Social Studies curriculum supports our belief that Social Studies is an integrated study which increases students fundamental understanding of their role as a citizen in the community, state, nation, and world. In Social Studies classes at ECHS, students acquire and use the skills of individual and group inquiry to examine cultural diversity necessary to thrive in an interdependent world. Therefore, students will think creatively and critically about the past in order to solve present, recurring, and future problems. As a result of their Social Studies education, they are prepared to be active citizens in a democratic society. Social studies at ECHS, is presented in an integrated program of social sciences, humanities and other disciplines. The Social studies curriculum involves active participation so students will acquire the ability and desire to become fully engaged in the activities of society. Students are provided repeated practice for using the critical and creative skills in relevant situations for use in student study, presentations, and classroom discussion. Social studies should help students recognize each person as a valuable individual, encourage respect for the civil rights of all people, and emphasize students shared heritage.

AVID, Advancement Via Individual Determination, is a college readiness system used at ECHS that is designed to increase school-wide learning and performance. The AVID curriculum uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. AVID is an elective course taken by ECHS students in all four years. In AVID, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. The AVID curriculum is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID helps our students build their literacy and make connections across disciplines.

5. Instructional Methods:

The mission of Carrollton-Farmers Branch ISD is high achievement for all students. Differentiated instruction is at the heart of this mission. ECHS is a non-selective program and enrolls students with a wide variety of talents and abilities. Ensuring that our highest achievers are properly challenged, while also remediating students when necessary can be a difficult task, but not an impossible one. ECHS uses various methods to accomplish this goal. ECHS teachers set high expectations for all learners, focusing on the success of the learning rather than the speed of the learning. Teachers encourage intellectual openness, inquisitiveness, problem solving, precision, and accuracy. Questioning is used to diagnose, to engage, to seek evidence, to clarify, to assess, or to seek an interpretation or inference. Questions are followed with intentional wait time. Follow-up questions by both the teacher and the students are encouraged. Teachers use wait time and call on all students whether or not they volunteer to speak; however, they provide a safety net and scaffolding to provide assistance as needed.

Powerful instructional practices ensure high levels of achievement for all learners. One of the most important practices is for students to understand the purpose for learning. All classes provide learning targets in student friendly language each day. Students record these learning targets and use them as guidelines for learning and for study.

The power of many of the teaching methods lies in using them across the curriculum. One of the foundations for advancing learning is a strong vocabulary. Teachers use synonyms or cognates in addition to academic vocabulary, but do not use these words to replace academic vocabulary. Strategies that can be found in any of our classrooms are Cornell notes, AVID strategies, and the ECHS common instructional framework. In addition, many of the teachers use class discussions that also give each student a voice through accountable talk, individual writing, cross curricular writing assignments, debates, and project based learning.

Additionally, staff and students incorporate technology into the learning environment to stimulate interest, accelerate the learning, and to prepare to participate in the twenty-first workforce. Students have the ability to check out laptops, with internet connections, through our lending library. Students can then use these laptops to access support courses offered through our district. Students who are in advanced mathematics courses may begin taking college-level courses as early as their 9th grade year. This opportunity is unique for ECHS classes because rather than be forced to take the class online, they can attend the classes in person on the college campus on which we are located. This also gives them access to tutorial groups and additional resources offered by the college. ECHS offers dual credit online courses to students who qualify for accelerated instruction based on their previous performance.

6. Professional Development:

Professional development training for Early College High School teachers focuses on creating an academic culture that enables struggling learners to achieve success in college courses on an accelerated timeline. Our goal at ECHS is that all teachers will experience high-quality professional development as part of their daily work. ECHS uses the Instructional Rounds model described in the book *Instructional Rounds in Education*. The purpose of performing rounds at ECHS is for our teachers to observe the practice of their colleagues and help find areas of strength and weakness for our campus as a whole. In rounds, three to five teachers will observe a class and take notes regarding the teacher's use of specific instructional strategies and the student responses to them. After the observations, teachers come together to synthesize their findings and trends are discussed. As a staff, we then analyze the trends and discuss areas in which we need further professional development. Rounds also allow us to identify bright spots at our school where teachers can observe successful strategies being implemented. Because we have a small staff, it is imperative that we maximize the resources available to us and use the expertise on our campus to grow. Teachers are encouraged to share strategies they find successful and to collaborate on activities to promote student achievement.

As a part of the Texas Early College High School Network, ECHS Teachers also have access to the Teaching Channel. The Teaching Channel is an online video website which contains brief videos of inspiring and effective teaching practices used across the country designed to improve student outcomes. Teaching Channel provides teachers with high quality, accessible, and on-demand examples of teaching and learning. Many of our teachers have submitted films of themselves to share with colleagues on the site and have received personalized feedback for improving their practice.

7. School Leadership

Collaborative leadership is essential to the ECHS, and CFBISD, goal of high achievement for all students. Campus decisions are made collaboratively after reviewing faculty input, current research and district objectives. Teachers and staff provide continuous feedback to the principal on student achievement and growth. Professional development is focused around the idea of teacher and student leadership. Teachers are encouraged to lead professional development and share their expertise with others. The ECHS principal utilizes the staff's strengths and talents to implement the Campus Improvement Plan (CIP) into action.

Our district has developed an ambassador training program to address attitudes and mindsets pertaining to public schools and our own district. The program helps participants learn how to take on leadership roles as ambassadors for classrooms, campuses, C-FB ISD, and education as a whole. Participants are trained and committed to communicate publicly and generously about the strengths and achievements of the profession. Ambassadors are committed to be a guardian of the campus which includes lifting the spirits of colleagues when needed, promoting the accomplishments of staff and students, and speaking well of the education profession. Currently our campus has two staff representatives who are actively involved in this initiative, as well as 6 student ambassadors.

The ECHS office staff has been trained in "I-Care" customer service. The focus of I-Care is to develop the customer service skill set within the office staff to make stakeholders feel understood, obtain assistance, and most importantly feel welcome. This leads to increased parental involvement, and inspires staff to be the best they can for their students, parents and community.

The Campus Improvement Council is composed of parents, teachers and community members, and implements change and facilitate communication. Team leaders mentor new staff members, facilitate budget issues, coordinate assessment strategies, and guide curriculum planning. Their leadership has resulted in stronger teaching teams and an increase in staff cohesiveness. Several staff members serve in district leadership roles which focus on student achievement, district innovation, safety, assessment, and employee benefits. Two teachers write district curriculum. Teachers serve as Gifted Liaisons, lead parent meetings, and facilitate communication from the district level to the grade levels. All staff members share campus decision-making roles through committees such as safety, curriculum, social and wellness. Two teachers participated in CFBISD Leadership Academy which focused on leadership traits, leadership roles, and preparing teachers and staff to become campus and district leaders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS

All Students Tested/Grade: 10

Edition/Publication Year: 2009

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced		96	91	83	85
% Advanced		24	25	13	10
Number of students tested		93	32	48	84
Percent of total students tested		98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		96	90	88	86
% Advanced		27	19	14	8
Number of students tested		69	21	42	64
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced		95	90	86	85
% Advanced		23	20	14	6
Number of students tested		82	20	44	66
5. African- American Students					
% Proficient plus % Advanced					75
% Advanced					13
Number of students tested					8
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					100
% Advanced					38
Number of students tested					8
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 10
Publisher: Pearson

Test: STAAR Geometry
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	99				
% Advanced	9				
Number of students tested	86				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	99				
% Advanced	7				
Number of students tested	68				
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	99				
% Advanced	7				
Number of students tested	75				
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	99	96	96	99	96
% Advanced	38	39	19	21	23
Number of students tested	92	28	48	78	57
Percent of total students tested	100	100	100	99	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	98	94	97	98	94
% Advanced	43	35	19	17	19
Number of students tested	65	17	37	52	36
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	99	100	98	98	98
% Advanced	38	35	20	16	24
Number of students tested	81	17	44	61	50
5. African- American Students					
% Proficient plus % Advanced				100	
% Advanced				38	
Number of students tested				8	
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced				100	
% Advanced				38	
Number of students tested				8	
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced			93	86	82
% Advanced			31	34	27
Number of students tested			97	29	49
Percent of total students tested			100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced			94	86	84
% Advanced			33	29	24
Number of students tested			80	21	37
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced			92	79	84
% Advanced			31	26	30
Number of students tested			85	19	44
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: Pearson

Test: STAAR ALGEBRA I
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	91	79			
% Advanced	7	0			
Number of students tested	43	56			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	80			
% Advanced	0	0			
Number of students tested	29	45			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	77			
% Advanced	3	0			
Number of students tested	33	52			
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced		100	100	100	98
% Advanced		29	25	10	14
Number of students tested		95	32	48	84
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		100	100	100	97
% Advanced		24	33	7	13
Number of students tested		71	21	42	64
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced		100	100	100	98
% Advanced		29	25	9	14
Number of students tested		83	20	44	66
5. African- American Students					
% Proficient plus % Advanced					88
% Advanced					0
Number of students tested					8
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					100
% Advanced					38
Number of students tested					8
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Pearson

Test: STAAR English II
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	92				
% Advanced	19				
Number of students tested	86				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92				
% Advanced	17				
Number of students tested	64				
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	92				
% Advanced	20				
Number of students tested	76				
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	100	96	100	97	100
% Advanced	40	39	23	31	34
Number of students tested	92	28	48	77	59
Percent of total students tested	100	100	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	38	47	24	29	32
Number of students tested	65	17	37	52	37
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	97	100
% Advanced	40	29	23	23	35
Number of students tested	81	17	44	62	52
5. African- American Students					
% Proficient plus % Advanced				100	
% Advanced				63	
Number of students tested				8	
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced			99	100	98
% Advanced			49	41	14
Number of students tested			98	29	49
Percent of total students tested			100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced			99	100	97
% Advanced			51	38	11
Number of students tested			81	21	37
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced			99	100	98
% Advanced			47	32	14
Number of students tested			86	19	44
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

However, since the state did not release AEIS reports in 2013, participation and performance rates for 2012-13 school year was derived from the 2013 STAAR Summary Reports for EOC Reading 1 and EOC Reading 2 combined with the 2013 TAKS Exit Level test for ELA.

The state of Texas transitioned from the TAKS assessment to STAAR during this 5-year period. For more information on this grade level, please see the other data table included.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher: Pearson

Test: STAAR English I
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	93	84			
% Advanced	10	17			
Number of students tested	72	94			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	81			
% Advanced	8	18			
Number of students tested	52	73			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	91	82			
% Advanced	11	14			
Number of students tested	55	83			
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100				
% Advanced	14				
Number of students tested	7				
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Academic Excellence Indicator System (AEIS) reports were used to compile performance and participation data for the following school years: 2008-09, 2009-10, and 2010-11. Percentages for proficiency and advanced levels were collected from the Texas Academic Performance Report (TAPR) for 2011-12 and 2012-13 results.

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