

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Tammy Frerich Parrish

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

Official School Name Mason Elementary School

(As it should appear in the official records)

School Mailing Address 911 West College Avenue

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

City Mason State TX Zip Code+4 (9 digits total) 76856-0410

County Mason County State School Code Number\* 157901101

Telephone 325-347-1122 Fax 325-347-5461

Web site/URL http://www.masonisd.net E-mail tammy.parrish@masonisd.net

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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\*Mrs. Pamela Kruse E-mail: pam.kruse@masonisd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mason Independent School District Tel. 325-347-1144

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. Chad Lemke  
(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**

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**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

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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):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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. 5 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	24	19	43
K	35	26	61
1	27	17	44
2	25	30	55
3	25	27	52
4	25	26	51
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	161	145	306

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 33 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 66 % 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: 15%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.147
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 9%  
26 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 61%  
 Total number students who qualify: 185

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: 8 %  
25 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.

- |                         |                                         |
|-------------------------|-----------------------------------------|
| 2 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 2 Other Health Impaired                 |
| 0 Deaf-Blindness        | 4 Specific Learning Disability          |
| 0 Emotional Disturbance | 15 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 2 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 17:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes\_                      No X

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

## **PART III – SUMMARY**

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Stephen Covey once said, “Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.” Mason Elementary School (MES) strives to interlace education with character. MES believes that each student presents unique talents and leadership skills, and the goal is to unlock and foster these talents through learning and enabling every student to reap their personal destiny. Located in the heart of the Texas Hill Country, Mason is a rural town of 2,500 residents, over 100 miles from the nearest metropolitan areas of San Antonio and Austin. Agriculture, hunting, and sand plants are the area’s major industries. Without a single stoplight, Mason embodies a true small town atmosphere while being a cohesive and supportive community. A strong sense of community is one of MES’s greatest assets. The Mason ISD Education Foundation has given over \$155,000 in grants to teachers in the last seven years. Almost every day, someone from the community participates in some facet of volunteering.

The physical structure of MES, built in 1952, still houses students and faculty. Although the building is sixty-two years old, from the moment you walk in its doors, there’s a feeling of excitement and warmth. Students and staff worked diligently to update the antiquated walls with murals and artwork that inspires learning.

Mason ISD is comprised of three campuses in one central area creating an exceptional culture that instills a deep sense of Mason pride and tradition. It is not uncommon to see purple-clad students supporting their Punchers (Cowpunchers) at weekly pep rallies instilling a sense of pride beginning in Pre-K. This pride begins each morning as MES students serve as door greeters, lead pledges, and recite mission statements. One hundred percent of MES students participate in leadership roles and service projects. A recent tradition is Leadership Day, showcasing leadership skills of students to visiting schools, community members, and parents.

MES is a pre-kindergarten (Pre-K) through fourth grade Title I school serving 306 students (33% Hispanic, 66% White, and 61% Economically Disadvantaged). Six years ago MES was a Texas Education Agency (TEA) Academically Acceptable campus. Recognizing that changes were necessary, teachers collaborated and took a proactive approach to create a plan that would meet the individual academic needs to increase student success. A specific Response to Intervention (RtI) process was developed. Primetime became the positive name, and a successful habit, for a thirty-minute small group instruction block with lessons developed using assessment data targeting areas of deficit or enrichment. This program has been presented by MES staff to visiting schools as well as to area conferences. MISD was the recipient of a 21st Century Grant called After School Centers for Education (ACE). The grant provides before- and afterschool tutorial assistance and enrichment activities such as guitar, yoga, art, sign language, and 5K runs.

With these significant changes MES has met AYP and maintained the highest TEA campus rating for five years. Other milestones include TEA Gold Performance Acknowledgement Awards and Distinct Designations were 2008-2009-Commended Performance in Reading and Writing, 2009-2011-Commended Performance in Reading, Mathematics, Writing and Comparable Improvement in Reading, 2012-2013-Distinct Designations: Reading, and 2009-2013 –TEA Title I Part A, Distinguished Schools Award.

After raising MES’s TEA standards and closing achievement gaps, a piece of the puzzle was still missing. Academic success was being achieved, but what could MES give students to truly help them excel after they left Mason Elementary? The answer was found through The Leader in Me (TLiM), a program based on Stephen Covey’s “7 Habits of Highly Effective People.” After receiving a \$50,000 “I Am A Leader Foundation Grant,” 100% of the staff members were trained in the 7 Habits and the program was ubiquitously implemented into the core curriculum. With this implementation, the school’s paradigm shifted. Instead of seeing students as those who can and those who cannot, TLiM believes every child is capable of being a leader. This will guide all students to create positive habits which help link education with character; therefore, enabling students to achieve success after they leave MES. MES’s mission statement reflects the 7 Habits, and everyone on campus knows the mission is Lead, Learn, Love, Leave a Legacy.

Lead- Every student and faculty member possesses unique leadership skills.

Learn- Every student will be given opportunities to reach their academic potential.

Love- Every student and staff member will reach out to the community and beyond through service projects.

Leave a Legacy- Every student's education is not limited to their time at Mason Elementary, but 21st

Century skills obtained will assist them in leaving their mark on the world.

MES's commitment to excellence in education and its dedication to recognizing every student as a leader is what makes Mason Elementary worthy of a National Blue Ribbon School recognition.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A) The assessment program in the state of Texas consists of annual assessments administered in the spring of every school year. Third grade takes reading and math assessments, and fourth grade takes reading, writing, and math. The Texas Assessment of Knowledge and Skills (TAKS) was given from 2004-2011, and in 2011 transitioning began to the State of Texas Assessment of Academic Readiness (STAAR). TAKS performance standards were based on the content standards for the assessment and were a product of a set of cut scores that classified students into appropriate performance levels. The TAKS Performance Level Descriptors (PLDs) for students were Met Standard, which was the minimal achievement at grade level for each foundation subject area, and Commended Performance, which was a higher level of performance and was the goal for the majority of students.

The STAAR PLDs provide snapshots of students' academic success which describe the specific knowledge and skills demonstrated at each performance level. Level III is Advanced Academic Performance, Level II is Satisfactory Academic Performance, and Level I is Unsatisfactory Academic Performance.

Both TAKS-Modified and STAAR-Modified are alternative grade-level assessments based on modified academic achievement standards designed for students who meet participation requirements and who are receiving special education services. TEA developed STAAR-Alternative designed to assess students in grades 3-12 who have significant cognitive disabilities and are receiving special education.

TAKS campus and district performance labels were Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Due to the assessment transition in 2011, TEA had no ratings for the 2011-12 school year. For the 2013 state accountability, campuses were rated as Met Standard, Improvement Required, or Not Rated.

Mason Elementary campus ratings were as follows: 2006-07 Acceptable, 2007-08 Recognized, 2008-09 Exemplary, 2009-10 Exemplary, 2010-11 Exemplary, 2011-12 No TEA ratings, and 2012-13 Met Standard.

B) Mason Elementary bases instruction on student achievement data derived from formative (benchmark testing) and summative assessments. The teachers have access to benchmark results disaggregated by objectives and the Texas Essential Knowledge and Skills (TEKS).

Many factors in the last five years contributed to significant gains in reading and math. Grades three and four were departmentalized, grade level meetings and Professional Learning Communities (PLCs) became more intentional and data-driven, and ISAC (Individual Student Achievement Committee) meetings are held to discuss at-risk students. Also, ACE before- and after-school program for tutorials and enrichment is offered, Primetime was established, Parent conferences are ongoing, Parent Testing Informational Training sessions were provided and Leadership Notebooks requiring students to track data were initiated.

In 2011-12, Texas transitioned from TAKS to STAAR, moving to a higher standard of testing. Raising the bar by changing the performance levels traditionally shows a dip in test scores, many times due to the unknown reliability and validity of the test.

Some areas of concern have been identified by MES. In 2011-12 – Reading and Math Met Standard with 81% Hispanic and 91% all students (-10%), and in 2012-13 – Reading Met Standard with 73% Hispanic and 85% all students (-12%).

In 2012-13 MES had 44% ELL students in the Hispanic subgroup in 3rd grade. Reading STAAR has no accommodations for recent immigrant students, but Spanish translation and English-Spanish side-by-side assessments were allowed on TAKS for the students' first three years in U.S. schools. The trend for Mason ISD has been a significant change in ELL students moving from Mexico with parents working on ranches

and in area vineyards. Many of these students living in Mexico had no formal schooling. In the past five years, the ESL percentage for MES increased from 3.9% to 9%.

To help close the gap and raise achievement levels of the Hispanic population, MES has put several systems into place. An ESL Director and additional teacher were hired, staff was required to attend Sheltered Instruction Observation Protocol training, and English acquisition classes for Spanish-speaking parents were offered. A research-based language and literacy software program featuring interactive activities focusing on basic vocabulary, academic language, and grammar was provided. Parent correspondence is in English and Spanish and translators are provided as needed, a bilingual secretary and parent liaison assist with communication and home visits, an ESL block is incorporated during Primetime, and ESL staff provides inclusion and pull-out. In addition, 65% of staff is ESL certified, ELL Interventions are assessed by classroom teachers and sent to parents each six weeks, and staff is trained for Texas English Language Proficiency Assessment System (TELPAS), which is a speaking, listening, writing evaluation and an online Reading test for ELL students. The ESL staff and director visit highly successful campuses to learn additional strategies, ESL fieldtrips are offered that give opportunities for real-life experiences, and MES celebrates cultural holidays such as Cinco de Mayo and TET (Vietnamese New Year).

Meeting just the minimum passing standard is not a goal for MES students. Instead, each student and teacher strives to raise their levels of performance. MES commended performance trends in math have dramatically increased by almost doubling (24% to 51%) in the past seven years. The stakes got higher with the new STAAR accountability tests; however, the percentage of commended performance levels in Reading and Math has stayed consistently high.

MES is working to close the achievement gap between Hispanic students and all students, not only academically but also through TLiM. The philosophy of MES is to improve self-esteem, social interactions, and parent involvement while continuing to achieve academic success.

## **2. Using Assessment Results:**

“Leading by data is a key source of strength and accountability at leadership schools.” This quote by Steven Covey has been one of the primary focuses at Mason Elementary School. MES uses a variety of assessment data to analyze and improve student performance. MES staff disaggregates the STAAR assessments for third and fourth grades, Universal Screenings such as the Texas Primary Reading Inventory (TPRI) and Curriculum Based Measurements (CBM) for Kindergarten through second grades, and the CIRCLE assessment for Pre-Kindergarten. These assessments are used to pinpoint the strengths and weaknesses of students and are utilized in scaffolding instruction to meet individual needs. A thirty minute intervention/enrichment block called Primetime was designed in which all students are placed in a small group with targeted instructional goals based on assessment data. Grade level expectations call for interventions in areas such as phonemic awareness, phonics, fluency, comprehension, writing, and math skills. Students who are on target or above, according to assessment data, are placed in accelerated groups that focus on higher order thinking skills. The data for the movement among groups is provided through ongoing progress monitoring and diagnostic assessments.

Formative assessments are used to assist with student placement while summative assessments are used to evaluate curriculum, programs, and intervention strategies. Teachers work in grade levels and PLCs to disaggregate data, horizontally and vertically align, plan appropriate lessons, and place students in Primetime according to students’ needs.

The Individual Student Achievement Committee (ISAC) evaluates students who have not met the minimum standards on assessments or are not making adequate progress academically. This committee develops an action plan that pinpoints specific deficits and recommends additional RtI programs.

Communication between parents and MES is vital to the success of students and developing parent partnerships. Each fall parents are invited to classroom meetings involving discussions pertaining to curriculum and expectations. Individual conferences are held after benchmark assessments explaining

results and the strengths and weaknesses of their child's learning. Daily communication folders are sent home detailing grades, behavior, and weekly learning goals. State testing orientation meetings are provided which incorporate resources to support student success. MES offers an online Parent Portal that allows parents to monitor their child's grades.

The ownership of assessment data by the students is a unique attribute of MES. All Pre-K through fourth grade students participate in analyzing their own data through the use of Leadership Notebooks. Results are communicated through data tracking tools such as Gantt Charts, line graphs, and bar graphs. Students analyze this data and formulate personal academic goals, which are then communicated to parents through annual student-led conferences.

MES meets with the CEIC (Campus Education Improvement Committee), a site-based committee comprised of staff, parents, and community members, and has specific goals, objectives, and strategies based on assessment data. The community and parents are advised of state testing results through the TEA Report Card, which is sent home and is placed in the local newspaper.

### **3. Sharing Lessons Learned:**

With one elementary school in the small community, MES staff is very cohesive and is in constant communication with each other. The most important way leadership strategies have been shared is through Leadership Day. The belief is that "Every child is important. Every child has gifts. Every child has potential. Every child can be a leader." (A.B. Combs Elementary). Over thirty area schools came last year, and 100% of MES students demonstrated leadership skills through speaking, guiding visitors, and presenting various projects.

MES is 100 miles from the nearest metropolitan area, which makes attending trainings difficult for our entire staff. For this reason, specialists from ESC Region XV Service Center were contracted to make monthly visits to train teachers in various topics after a needs assessment was conducted. These training sessions were conducted during teachers' conference periods over guided reading, phonemic awareness routines, workstations, and comprehension strategies. Anchor charts were created, and teachers demonstrated lessons for their teaching peers practicing the skills learned through these studies. Due to this training and the collaboration of the MES staff, the principal and staff has been recognized as specialists in areas of reading, small group instruction, and leadership.

Even with the geographical constraints, many schools have requested visits to MES to observe TLiM and Primetime. MES teachers have presented at the Angelo State University/ESC XV Literacy Conference with topics covering Primetime, Reading Strategies, and TLiM. In addition, ESC Region XV invited teachers to present strategies used through TLiM at a Behavior Conference. The MES principal was asked to speak with the Leader in Me organization at the TEPSA Conference in 2013. The principal and teachers have made presentations at local community organizations such as the Mason County Library Study Club, Riata and Alpha Beta Psi Service Organizations, and Lions Club to share positive information about the innovative programs at MES.

Finally, members of MES have been chosen as volunteers for the San Antonio Leader in Me Symposium the past two years. Three volunteers and nine staff members attended the national training opportunity in January 2014.

### **4. Engaging Families and Community:**

Engaging families and community members is vital to the strength of MES. The greatest way to engage parents is through students. Leadership Day allows leadership skills to be highlighted with 100% of students participating. As a Leader in Me school, students are encouraged to do community service projects. Students have collected 2,200 food items for the Mason County Food Bank, sent 15 large boxes of treats to soldiers overseas, honored local Veterans with a luncheon, and collected coins for the Mason County Cancer

Walk. Since implementing TLiM, disciplinary issues and referrals have decreased by 59%. Parent satisfaction and involvement have increased according to TLiM parent surveys.

One of the most successful programs initiated, the Mentor Program, consists of approximately fifty-five community members who have been paired with students at-risk socially or academically. Mentors meet weekly with their mentees engaging in various activities and promoting success for them in all facets of life. The Mentor Program has more than doubled in the past five years. With such growth the school has seen academic and discipline issues drop extensively. The mentors are another avenue of support and inspiration for the students' and school's success. Another mentoring program initiated by Mason Study Club, called Reading Buddies, has developed positive relationships with students while reading together, which supports reading fluency and comprehension.

Through the 21st Century ACE Grant, approximately 54% of Kindergarten-4th grade students are enrolled and receive tutoring, homework help, and enrichment before and after school. Family involvement is a critical piece, so Family Together Nights are held each semester in conjunction with Parent Teacher Organization (PTO) meetings. Parents are invited to school for the evening with a variety of programs including book fairs, parent trainings, Lions Club vision checks, and Title I meetings. Informational programs include reading acquisition, phonemic awareness, homework completion, and incorporating The Leader in Me into homes. A service organization, Alpha Beta Psi, co-sponsored a Parent Night for the "7 Habits of Happy Kids" and twenty-five books were given to families attending the meeting. Mason PTO organized fundraisers for MES and raised over \$16,000 for playground equipment.

MES parent liaison works closely with parents to get information and produce a positive school/home communication system. The liaison is bilingual which supports effective communication with ESL parents.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

We only get one chance to prepare our students for a future that none of us could possibly predict. What are we going to do with that one chance? (Muriel Summers, A.B. Combs Elementary) For this reason MES is very intentional in considering the best teaching practices.

Pre-kindergarten through second grades are self-contained and require reading and math blocks of a minimum of 90 minutes each. Grades 3 and 4 are departmentalized with instructors teaching in areas of specialty, and have 75 minute blocks for all subject areas.

Collaboration is the key to success and curriculum alignment. At the beginning of each year, all grade levels meet to review the previous years' data. Vertical and horizontal planning times are incorporated into schedules utilizing in-service training and allowing PLC meetings each six-weeks for curriculum alignment purposes.

The TEKS are the school's core curriculum integrated into a variety of instructional programs. In Reading/Language Arts, all genre of literature are taught using a balanced literacy approach. Literature is introduced through read-alouds, shared reading, small group instruction, and guided reading. "6-Traits Writing" is emphasized in K-4th. Math instruction begins with concrete hand-on lessons that lay the framework to understand numbers and place value. Teachers make lessons relevant to real-world applications by utilizing diverse strategies. The science instruction is hands-on and inquiry based. Teachers use a variety of materials to cover earth, life, and physical sciences. Scheduling adjustments are considered to allow hands-on lab activities for students to experience the explore model of instruction. By joining a regional consortium, vertical alignment has been achieved. Social studies is integrated daily through the study of leaders and the community. Since Mason is 100 miles from any metropolitan area, many students do not have the opportunity to travel. Recognizing that experiencing history and culture first-hand is imperative, field trips such as visiting the State Capitol, Bob Bullock History Museum, and the Alamo are allowed and encouraged. With exceptional technology, MES is able to offer virtual field trips and distance learning to places such as the Fort Worth Zoo and The Institute of Texan Cultures. Students receive 45 minutes of physical education each day. The CATCH Curriculum is embedded into PE classes and is designed to teach students to live a healthy lifestyle by eating well and being active. The Fitnessgram is used to assess fitness and physical activities.

All classrooms have Promethean Activboards, document cameras, I-pads, and multiple computers. There are two available computer labs and mobile computer carts for teachers to access the latest instructional technologies. Lessons utilizing these technology applications are integrated into lessons in all subject areas. Music and art education are provided weekly. Individual student needs are addressed through RtI interventions, Dyslexia and 504 accommodations, Special Education inclusion, and ESL support.

MES has implemented leadership lessons through The Leader in Me. Teachers guide lessons in the classroom by the use of the Leader in Me Activity Guides. These lessons include character education and meet the "No Bullying" initiative. Students set personal and academic goals and track their progress through the use of Leadership or Data Notebooks. These notebooks are a very important part of the process because they help students develop intrinsic desires to achieve goals. In addition, classroom and school-wide goal setting is displayed throughout the school. Students meet with their parents for student-led conferences to explain their data tracking. As students explain their own data, they are able to verbalize their learning needs. A unique method of providing leadership lessons is through Puncher Family Advisory Groups. All students are divided into multi-age groups of 10-12 students where unique lessons are taught with older students modeling and assisting the younger students as they acquire vocabulary and skills necessary to use Covey's 7 Habits effectively in their lives.

Edwards Deming says, “If you continue to do what you have always done, you will continue to get the same results.” MES is continually evaluating the progress of all instruction and programs striving to meet the needs of students to make them the best they can be.

## **2. Reading/English:**

The goal of reading instruction at MES is to develop lifelong learners who value and love reading. In 2007, MES reevaluated reading instructional methods with the goal of improving student performance, specifically reading comprehension. MES staff began carefully evaluating performance data while observing best practices at high performing schools. A thirty minute proactive RtI intervention block, called Primetime, was developed for Kindergarten-4th grade classes. All students were assigned an instructor with data-driven goals that provided information to determine the intensity of interventions for deficit skills or acceleration for above-level students. MES Reading Facilitator assists in data collection and curriculum development. A Dyslexia specialist is available for students identified as dyslexic or for those who have been brought to the ISAC for monitoring. Both serve as interventionists in Primetime (Tier II) and Tier III programs. Universal screenings, benchmarks, and progress monitoring determine the movement in these fluid groups. Following the implementation of Primetime, TPRI scores improved with 91% of first graders reading Story 5 compared to the year before being 50%. In second grade 86% read Story 5 compared to 62% the previous year. In addition, MES received an Exemplary rating on grades 3-4 state assessments with 52% of students receiving Commended recognition.

Teachers use a balanced literacy approach to teach reading supporting differentiated instruction. All students have access to the core curriculum with inclusion implemented throughout MES. Special education and ESL inclusion teachers work cooperatively with classroom teachers to support learning for all students. Lessons are developed that engage students through the use of state adopted curricula, novels, and interactive read-alouds to reinforce the “Read to, Read with, and Read independently” model across genres. All Kindergarten-3rd grade students are taught a specific phonics program that prepares children to be successful, independent readers and spellers. Reading skills are taught through whole and small group instruction. Guided reading groups provide the opportunity to meet the needs of students above and below the targeted skills. This leveled instruction in the classroom is enhanced by additional intervention blocks to remediate deficiencies and Gifted and Talented blocks that incorporate the use of the Texas Performance Standards Project. Reading and writing workshops are integrated into the day and workstations are used to provide reinforcement and mastery of skills.

Students have access daily to the school library. Students track their reading growth in Leadership Notebooks with individual goals being set to encourage daily reading.

## **3. Mathematics:**

Mason Elementary uses a variety of math resources to accommodate various learners. All teachers across the grade levels use the scope and sequence of our state-adopted math curriculum which follows the TEKS. Although this is the main curriculum, teachers are given the freedom to supplement their lesson plans with other resources and tools for optimal learning. For the primary grades, teachers utilize numerous math manipulatives in the classroom to reinforce their learning. The younger grades benefit greatly from the visual, hands-on daily lessons. As they advance to higher grades, more independent work is expected for application of concepts.

Data is carefully disaggregated following state testing, benchmarks, and progress monitoring. Teachers and specialists meet weekly to discuss individual needs. Students are placed in small intervention based groups to work on math concepts. This learning time is used to provide targeted intervention, and acceleration. Struggling students work on reinforcement of previously learned concepts while advanced students are provided enrichment activities.

Third and fourth grades use daily practice activities that provide a spiral review of Math TEKS in the STAAR format. MES’s Math TAKS and STAAR scores have averaged 96% passing and above for the past

four years. These successful scores can be attributed to the collaboration and teamwork across grade levels. All grades utilize a self-paced computerized program that is comprised of more than sixty levels of fact practices, advancing up to converting decimals, fractions and percentages. This program can be customized with various times and mastery goals. Students are encouraged and rewarded for advancing to the next level. Other computer-based programs differentiate learning after assessing and placing students on levels appropriate for remediation or acceleration.

Songs, mnemonic devices, and an especially talented guitar-playing third grade math teacher bring math to life for students at MES. Mason Elementary strives to make math relevant to the real world. Some of the ways students work with math concepts to reinforce money calculation and budgeting are Leaders at Work Cookie Dough and Pie Sales for playground equipment, second grade bake sale where students bake, sell items and calculate money, and Pre-K through 4th grade Service Projects such as Coins for Cancer, Food Bank Collection Items, Candy for Soldiers, and Jump Rope for Heart.

Classroom environments provide a positive setting allowing students to take risks and become leaders in the math world.

#### **4. Additional Curriculum Area:**

Due to the geographic location of Mason Elementary School and the high number of low-income families, there are few students who have the opportunity to explore fine arts. Mason Elementary is privileged to offer music and art to Pre-K through fourth grade. Students attend a 30 minute music class two times per week and a weekly 30 minute art class. Participation in fine arts supports the mission statement of Lead, Learn, Love, Leave a Legacy by providing students another avenue to build their leadership character.

Mason ISD recognizes that art education increases creativity and critical thinking skills in primary age children, which increases decision-making skills while designing projects. Visual spatial skills are enhanced through drawing and painting activities. At Mason ISD students in the art program have exhibited work such as drawings of historical buildings in Mason at the County Library, Texas Association of School Board conference, and as a part of the art teacher's presentation at the Texas Art Education Association State Conference. Student art work covers the halls and cafeteria at Mason Elementary, and designs by students have been selected for t-shirts used at the Mason County Cancer Benefit.

Music education benefits the social development, critical thinking, and language development of the young child. At Mason Elementary, students are given the opportunity to perform in grade level performances utilizing their singing and speaking skills. Mason Elementary third grade students perform annually for the community's Veteran's Day presentation. Other presentations include patriotic music used in Day with the Notables presentation, community Christmas caroling and sing-a-long, and an end-of-year talent show.

All students are eager to participate and willing to perform in these presentations thus allowing ELL, special education, and all students an opportunity to shine in their musical and speaking roles. Mason Elementary is fortunate to have music and art as part of its curriculum, which recognizes the importance of developing the well-rounded child. It gives students the opportunity and ability to shine and showcase their individual and unique talents.

#### **Pre-Kindergarten:**

For many years Mason ISD had one class of Pre-Kindergarten, but had requests for more students to attend. In 2007 Mason participated in the Texas Early Education Model (TEEM) grant program. Due to this Pre-K expansion grant, Mason was able to add another section and has continued to fund these early education classes. Mason ISD has continuously participated in the TEEM grant which was later renamed the Texas School Ready! Project (TSR! Project). This project provides teachers high quality professional development for early childhood teachers in how to plan effectively and implement research-based curriculum. It supports teachers through mentoring within the classroom, progress monitoring training, and CIRCLE early childhood assessment training.

Children served through the Mason ISD TSR! Project are consistently in the lowest socioeconomic category. Marzano (2003) states, "Without a guaranteed and viable curriculum, any effort to improve learning levels is crippled from the start. Instruction alone impacts learning more than other factors." It has been noted by Hart and Risley (2003) that by age three, children from privileged families have heard 30 million more words than children from poor families. According to Education Week, the CALDER Study suggested that participation in Texas' state-funded Pre-K program is associated with an increase in 3rd grade math and reading scores for participating students, reduced rates of grade retention, and reduced special education placement.

To ensure MES students receive quality early childhood education and intervention, it relies heavily on TSR! Project to supply materials, training, high-quality professional development, assessments, and Pre-Kindergarten Response to Intervention (P-RtI). This professional development with on-going mentoring for teachers promotes high quality instruction to ensure that at-risk children arrive at kindergarten well-prepared and ready to succeed. In addition, our teachers use our state adopted curriculum that is based on the Texas State Pre-K Guidelines and is high quality and developmentally appropriate. The Pre-K Guidelines are vertically aligned to the TEKS which ensures alignment of early childhood and Kindergarten-Grade 3 academic standards. As teachers complete this three year program, a Sustainability Tool Kit is made available. This planning and resource tool is used to sustain components of this project and the viability of our Pre-K program at Mason Elementary.

## **5. Instructional Methods:**

MES follows the curriculum outlined through the Texas Essential Knowledge and Skills for all content areas. Both whole and small group instruction are implemented in classrooms. Small group instruction is the means MES has succeeded in meeting the individual learning needs of students. Universal screeners, benchmarks, and progress monitoring is collected and reviewed in team planning. Data-driven plans are carefully incorporated in the development of individualized instruction at each grade level. The ISAC, 504, Special Education Assessment Review and Dismissal, Language Proficiency Assessment, and Gifted and Talented committees make recommendations for specific instructional methods, interventions, and accommodations. Meeting these diverse needs at MES requires intentional planning.

All students, including special education, ESL, and Gifted and Talented students, attend differentiated instruction groups during Primetime. Special education and ESL are inclusion models supporting instruction within the classroom and small group instruction. Tier II interventions involve five areas of reading instruction: phonemic awareness, word study, phonics, fluency, and comprehension. Students not adequately progressing are monitored by ISAC with prescribed Tier III interventions: Read Naturally, Scottish-Rites Rite Flight, and comprehension strategies. The Dyslexia Intervention Program is a two-year intervention that meets all state Dyslexia requirements.

Not only is data driving the individual planning for students, but it is also evident in the use of student Leadership Notebooks. Marzano states, "When individual growth is the criterion for success, then all students can experience success regardless of their comparative status." Individual growth is apparent through these notebooks. As students track their own data and growth, they become cognizant of their performance and develop an intrinsic desire to achieve goals. Technology is a priority, therefore; classrooms are equipped with computers, ActivBoards, document cameras, and I-Pads. In addition, mobile computer carts and labs are available daily. These devices bring the world closer to Mason for students who have limited opportunities. Currently several computer-based programs are used to assist in differentiated instruction for students. Multiple programs are available for Kindergarten-4th graders focusing on reading and math instruction placing students at appropriate levels allowing remediation and acceleration. ELL students are provided an on-line program that impacting language acquisition, vocabulary and reading skills.

ACE is a tutorial, homework support, and enrichment time both before and after school. It is a natural extension of the school day, as it supports instruction with staff that includes certified MES teachers, community members, and instructional assistants.

## **6. Professional Development:**

Mason ISD recognizes that for professional development to be effective, it must be needs-based. Each year a survey is conducted determining the needs of students and staff which guides the planning of professional development. There are three key areas of professional growth that has positively impacted student achievement: reading instruction, leadership, and ESL education.

Over the past five years, teachers have been extensively trained in specific reading strategies and programs. Due to geographic constraints MES partnered with ESC Region XV specialists to develop a plan meeting individual grade level instructional needs. Trainings included phonemic awareness routines, workstation implementation, comprehension strategies, and small group instruction. Lunch book studies brought teachers together to discuss books such as Debbie Miller's "Teaching with Intention," and Tanny McGregor's "Comprehension Strategies," These on-site trainings allowed teachers to plan and collaborate for the effective implementation of strategies in whole and small group lessons. Due to these trainings, over 95% of students met proficiency standards on TAKS assessments.

Three years ago the MES principal attended The Leader in Me Symposium. It became evident that the Leader in Me was a means of empowering students and staff for leadership. After choosing to implement the program, MES sought funding and received a \$47,000 "I Am A Leader Foundation" grant. The first year's goal was to engage the staff in a shared vision of greatness and leadership that are inherent in every child and adult. Over the next two years, MES participated in numerous trainings conducted by the Franklin Covey Corporation. The use of Covey's 7 Habits is ubiquitously used throughout classrooms, hallways, and in parent and community communication. The 7 Habits are embedded in all curricular areas having a positive effect on both students and staff.

A third area of need was ESL support since ELL students doubled at MES in the past five years. All staff was provided a three-day SIOP Training that supports teachers in planning and delivering high-quality instruction. This training helped teachers make better decisions on instructional programs which assisted ELL students to be Proficient or Advanced on TELPAS ratings. In addition, all teachers are trained yearly on the TELPAS assessment program through ESC Region XV professionals. In-school specialists assist in training and supporting classroom teachers to meet the individual learning needs of ELL Students.

The heart of the professional development plan supports our vision and belief that all students are learners and leaders.

## **7. School Leadership**

The leadership philosophy is based on the Mason Elementary mission statement Lead, Learn, Love, Leave a Legacy, and is ubiquitously implemented and evident in the culture of the school. School leadership at Mason Elementary is based on a collaborative philosophy with the principal as the primary instructional leader ensuring teachers are equipped with the knowledge and tools necessary for student success. School leadership is a shared responsibility where the principal serves as a facilitator. Working collaboratively with the staff and recognizing the needs of the students and teachers through a data-driven approach, the principal and superintendent worked to hire a Reading Facilitator to be proactive in the primary grades to remediate needs. Without an assistant principal or a full-time counselor, the principal relies heavily on the Reading Facilitator to assist with curriculum, instruction, the RtI process, progress monitoring, benchmark testing, and distributing data reports.

To ensure that policies, programs, relationships, and resources focus on student achievement, the principal systematically developed a plan. Policies include three to five minute walk-throughs based on Marzano's Nine Instructional Strategies, clear objectives in lesson planning, and meetings with site-based committee using community and parent members. Programs initiated by the principal are Primetime, The Leader in Me, and a PTO to ensure parent participation and volunteers. Team building activities, "Sharpening the Saw" activities, and book studies are ways to develop relationships. Providing resources to improve student achievement have been implemented in many ways. Professional Learning Communities (PLCs) were

initiated to give teachers time to meet, analyze, and plan data-driven instruction. In addition, MES staff visited schools to observe quality instruction and best practices, technology was incorporated into lessons, and the teaching assistants were utilized as instructional instead of clerical. The principal has hired and appropriately moved qualified teachers to areas of expertise.

Although the school-wide goals change from year to year, the clear focus of Mason Elementary is to always put students' best interest first so as to drive academic success and leadership.

Currently MES is one of the 1,589 Leader in Me schools in the world. The goal is to become a Franklin Covey Lighthouse School where only 71 exist in the world today. Steven Covey says, "The best way to predict your future is to create it." That is the vision of leadership and academic success at Mason Elementary.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** TEA/Pearson

**Test:** 2009-2013 Math TAKS and STAAR

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Met Standard	95	98	100	100	91
% Commended	26	33	59	50	33
Number of students tested	42	45	34	44	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	1	0	1
% of students tested with alternative assessment	10	2	3	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met Standard	93	88	100	100	96
% Commended	15	11	50	36	9
Number of students tested	27	28	18	25	23
<b>2. Students receiving Special Education</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Met Standard	88	86	100	100	83
% Commended	19	19	60	29	27
Number of students tested	16	16	5	17	15
<b>5. African- American Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>9. White Students</b>					
% Met Standard	100	96	100	100	96
% Commended	32	41	59	62	38
Number of students tested	25	29	29	26	24
<b>10. Two or More Races identified Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met Standard					
% Commended					
Number of students tested					

**NOTES:** For the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

Both TAKS-M (Modified) and STAAR-M (Modified) are alternative grade-level assessments based on modified academic achievement standards designed for students who meet participation requirements and who are receiving special education services. To meet criteria for the STAAR-M, the ARD Committee must answer yes to three participation requirements: (1) the present level of academic achievement and functional performance (PLAAPF) statements to conclude that the student is multiple years behind and will not progress at the same rate and level of rigor as their non-disabled peers, (2) the student's IEP contains standard-based goals indicating the modified content the student requires to access the grade-level or course curriculum, and (3) the student requires direct and intensive instruction to acquire, maintain, and transfer skills to other contexts.

The TEA developed STAAR-Alt (Alternative) which is designed to assess students in grades 3-12 who have significant cognitive disabilities and are receiving special education. To meet criteria for the STAAR-Alt, the ARD Committee must answer yes to five participation requirements: (1) the student has a significant cognitive disability, (2) the student requires specialized supports to access the grade-level curriculum and environment, (3) the student requires intensive, individualized instruction in a variety of instructional

settings, (4) the student accesses and participates in the grade-level TEKS through prerequisite skills, and (5) the student primarily demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** 2009-2013 TAKS and STAAR  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Met Standard	100	100	96	97	96
% Commended	29	57	38	44	35
Number of students tested	42	35	48	43	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	0	1	2
% of students tested with alternative assessment	10	6	0	2	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met Standard	100	100	94	95	95
% Commended	24	30	24	25	26
Number of students tested	25	20	29	24	19
<b>2. Students receiving Special Education</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Met Standard	100	100	100	100	83
% Commended	14	11	22	44	13
Number of students tested	14	9	18	18	16
<b>5. African- American Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met Standard					
% Commended					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>9. White Students</b>					
% Met Standard	100	100	93	96	100
% Commended	36	73	48	44	43
Number of students tested	28	26	29	25	35
<b>10. Two or More Races identified Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met Standard					
% Commended					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

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

**Test:** 2009-2013 TAKS and STAAR  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES*</b>					
% Met Standard	85	91	97	100	97
% Commended	34	18	53	50	58
Number of students tested	41	44	34	44	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	2	1	0	1
% of students tested with alternative assessment	10	5	3	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met Standard	81	85	94	100	96
% Commended	23	15	39	36	48
Number of students tested	26	27	18	25	23
<b>2. Students receiving Special Education</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Met Standard	73	81	100	100	93
% Commended	27	0	60	35	38
Number of students tested	15	16	5	17	16
<b>5. African- American Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met Standard					
% Commended					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>9. White Students</b>					
% Met Standard	92	96	96	100	100
% Commended	36	29	52	58	73
Number of students tested	25	28	29	26	22
<b>10. Two or More Races identified Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met Standard					
% Commended					
Number of students tested					

**NOTES:** For the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

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**STATE CRITERION--REFERENCED TESTS**

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

**Test:** 2009-2013 TAKS and STAAR  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Met Standard	93	94	98	95	89
% Commended	28	37	52	42	27
Number of students tested	40	35	48	45	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	0	3	2
% of students tested with alternative assessment	13	9	0	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met Standard	91	90	97	92	84
% Commended	13	25	34	19	17
Number of students tested	23	20	29	26	19
<b>2. Students receiving Special Education</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Met Standard	92	89	100	94	75
% Commended	8	11	33	25	13
Number of students tested	13	9	18	20	16
<b>5. African- American Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met Standard					
% Commended					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>9. White Students</b>					
% Met Standard	93	96	97	96	94
% Commended	37	46	66	56	31
Number of students tested	27	26	29	25	35
<b>10. Two or More Races identified Students</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met Standard					
% Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met Standard					
% Commended					
Number of students tested					

**NOTES:** For the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

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