

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

[X] Public or [] Non-public

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

Name of Principal Ms. Michelle Bennett

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

Official School Name KIPP Sharp College Prep

(As it should appear in the official records)

School Mailing Address 10711 KIPP Way

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

City Houston State TX Zip Code+4 (9 digits total) 77063-6312

County Harris State School Code Number* 101813107

Telephone 281-879-3000 Fax 281-915-0074

Web site/URL http://www.kipp-houston.org/sharp E-mail mbennett@kipp-houston.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Ali Sehba E-mail: sali@kipp-houston.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name KIPP Inc. Charter Tel. 832-328-1051

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. Brian McCabe
(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):
- 8 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 22 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	141	146	287
K	73	63	136
1	78	60	138
2	57	46	103
3	54	53	107
4	43	55	98
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
Total Students	446	423	869

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 15 % Black or African American
 - 80 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % 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: 1%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	869
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 85 %
735 Total number ELL
 Number of non-English languages represented: 19
 Specify non-English languages: Afrikaans (Taal), Amharic, Arabic, Ethiopic, Hindi, Ibo/Igbo, Kannada (Kanarese), Malayalam, Mandarin, Marathi, Portuguese, Romanian, Spanish, Tamil, Telugu (Telegu), Tigrinya, Urdu, Vietnamese, Yoruba.
8. Students eligible for free/reduced-priced meals: 96 %
 Total number students who qualify: 836

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: 1 %
13 Total number of students served

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

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 2 Specific Learning Disability |
| 0 Emotional Disturbance | 11 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	3
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes_ No X

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

PART III – SUMMARY

KIPP SHARP is a college preparatory open-enrollment elementary public charter school within the national Knowledge is Power Program (KIPP) network and the KIPP Houston Public Schools district. Founded in 2008, this school serves pre-kindergarten through fourth grade, and students gain admission to the campus by participating in an open seat lottery. KIPP SHARP espouses a specific set of values known as the HEART Values – an acronym which stands for Honor, Explore with Enthusiasm, Always with Excellence, Ready to Try Again, and Together. The school’s mission is to create a beautiful environment where children are invited, motivated and supported to explore learning, while falling in love with both learning and life. The KIPP Houston region and KIPP SHARP focuses heavily on college readiness and completion, which has translated to significantly higher four-year degree completion rates for KIPP students (50%), as compared to their peers of the same socioeconomic background (8%).

KIPP SHARP embraces the belief that an outstanding primary school education lays the foundation for future academic success. The campus is situated in the Gulfton neighborhood which is one of Houston’s most ethnically diverse and densely populated areas. In fact, this neighborhood is often referred to as a “Modern Ellis Island” due to the large influx of immigrants over the last few years. KIPP SHARP’s student population closely mirrors this diversity with 80% of students identifying as Latino/Hispanic, 15% identifying as Black or African American, 2% identifying as Asian, 1% identifying as Caucasian and 1% identifying as other. Approximately 85% of KIPP SHARP’s students are English Language Learners (ELLs) and 96% are Economically Disadvantaged students. The community is characterized by high rates of poverty and crime. The median household income is \$21,914.95, and the community has the second highest crime district according to the Houston Police Department. These challenges have contributed to the area’s low high school graduation rate (50%) – a percentage significantly lower than that of students attending KIPP High Schools. KIPP SHARP’s leaders and teachers have been able to leverage their belief that diversity is an asset in order to provide culturally relevant instruction. As a result, KIPP SHARP has emerged as one of the highest performing and most creative elementary schools in the state of Texas.

KIPP SHARP’s curriculum rests on the philosophy that academics is the foundation that allows students to discover their passion. Although academic performance is KIPP SHARP’s highest priority, the school also places significant emphasis on the development of students’ character and their artistic ability through the pursuit of a fine art of their choice while also exposing them to fabulous learning opportunities outside of the classroom. All stakeholders at KIPP SHARP believe that a solid academic program is not enough to prepare students for college and the professional world. This campus, therefore, has developed highly active character education and fine arts programs. KIPP SHARP believes that the development of key non-cognitive abilities is what will ultimately set students apart and prepare them for success.

KIPP SHARP is a school rich in culture and tradition. From its inception in 2008 (as a school serving PreK4 through second), to the moment it became a fully-enrolled campus in 2013 (serving grades PreK3 through fourth grade), the school has celebrated learning to create an environment full of joy. The entire school community and guests gather twice monthly to celebrate the HEART Values through presentations and skits led by various grade levels. As the campus has grown, it has added a full theatre, a playground, and had the amazing opportunity to lead an annual fourth grade trip to New York City.

To achieve the goal of maximizing learning time and preventing summer learning loss, KIPP SHARP adheres to a curriculum that includes an extended school day and year. This approach has been an instrumental factor in the outstanding academic performance of the students at KIPP SHARP. For three consecutive years, KIPP SHARP has given students the tools to beat the odds by demonstrating outstanding performance on the Texas Assessment of Knowledge and Skills (TAKS) exam and State of Texas Assessments of Academic Readiness (STAAR) exams. In 2009, students at KIPP SHARP scored 100% in Reading and 100% in Math on the state TAKS exam. In 2010, this TAKS academic success was sustained, with both the third and fourth graders achieving between 98% and 100% in both Reading and Math. Even in spite of Texas’s transition to a new assessment in 2011, KIPP SHARP maintained its tradition of high achievement. Students at KIPP SHARP produced some of the highest elementary standardized test scores in Houston on the newly released State of Texas Assessments of Academic Readiness (STAAR) exam. Such academic success can be attributed to the school’s emphasis on differentiated instruction, character development, and the fine arts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

(A) KIPP SHARP is a public charter school in the state of Texas and is required by the Texas Education Agency (TEA) to administer the State of Texas Assessment of Academic Readiness (STAAR) exam to all third and fourth grade students. Third graders take the reading and math exam and fourth graders take the reading, math, and writing exams. The scores are provided for the total school population and are disaggregated by subgroups for special education, economically disadvantaged, race, ethnicity, ELL, and Bilingual. If the number of students in each subgroup is below 25, it is not considered to be statistically significant. As indicated by TEA for the 2012-2014 STAAR, the Phase I Performance levels are: Level I (Unsatisfactory), Level II (Satisfactory Academic Performance), and Level III (Advanced Academic Performance).

From 2008-2011, the mandated state assessment was the Texas Assessment of Knowledge and Skills (TAKS). The performance levels indicated by TEA for TAKS were: (I) Unsatisfactory, (II) Met Standard, and (III) Commended Performance.

Over the last five years, KIPP SHARP students attained solid level II scores on the STAAR and TAKS exams in 3rd grade reading (99%), 3rd grade math (95%), 4th grade reading (99%), 4th grade math (98%), and 4th grade writing (99%). Two KIPP SHARP classes achieved 100% proficiency in both reading and math on the TAKS. Students performed well in 2009-2010 and 2010-2011 with 67% of 3rd graders receiving a commended score in reading.

In addition to administering the STAAR to students in third through fourth grade, KIPP SHARP administers a nationally normed adaptive test twice a year to all students in first through fourth grade. In general, 80% or more of the students score at or above the 50th percentile. The few exceptions are immediately addressed in order to bring scores to acceptable levels.

(B) An area of concern is the decrease in the percentage of students reaching advanced performance between the 2010-11 and 2011-12. During this time, the Texas Education Agency (TEA) changed the statewide standardized test from the TAKS - used since 2002 - to the STAAR, which included some major changes – specifically, a time limit introduction and a much needed increase in rigor. The language used to indicate above average performance changed from “commended” to “advanced” upon the implementation of STAAR. The campus uses “advanced” to indicate these performance levels. The score necessary to achieve these levels changes yearly because the test is normed, but generally stays close to 90% for reading and math and 86% for writing.

KIPP SHARP expected changes in performance levels during this transition and was pleased with the overall results. Comparing '10/'11 scores to those from '11/'12, the percentage of students achieving satisfactory scores generally lowers by a few percentage points. The more worrisome trend is the drop in the percentage of students reaching advanced performance levels; in all subjects and grade levels – except 3rd grade math, which stayed relatively stable. The number of students scoring at advanced levels dropped by nearly 50%. However, this was in line with state results, which showed a 46% reduction in the number of students performing at advanced levels. KIPP SHARP showed a smaller decline than the state average in relation to low income students.

Math: After reviewing STAAR data from the past two years, the campus observed a decrease of 7% for third grade math students achieving satisfactory performance, and a decline of 15% for advanced performance. After reviewing the items used for benchmarking, KIPP SHARP was not aligned to the rigor level of STAAR questions. KIPP SHARP has addressed this issue by (1) revamping and implementing a more rigorous curriculum, (2) by providing professional development for teachers, (3) by using data to effectively target student needs, and (4) focusing on fostering number sense in the early childhood grades.

Reading: The school reported a drop in third grade reading advanced performance between the '10/'11 and '11/'12 school year (from 31% to 23%). This can partly be attributed to the increase in class size, as the school grew to meet its intended enrollment. KIPP SHARP has addressed these issues by (1) supplementing of the reading curriculum with appropriate texts, (2) delivering analysis strategies, and (3) fostering higher level critical thinking discussions through scaffolded questioning during lessons beginning in the 1st grade. The campus has also targeted literacy growth by providing guided reading in all classrooms from 1st through 4th grade. Fourth grade reading improved slightly in advanced performance, which could signal that students are adjusting to the increased testing standards from grade to grade.

Given the proportion of KIPP SHARP's Limited English Proficiency and low-income populations, many of the school's instructional strategies and systems are designed with these populations in mind. For these sub-groups, no significant achievement gap can be consistently identified. Given its small sample, the Special Education student sub-group lacks sufficient data to make valid observations. It may appear that a Black/African American achievement gap is an issue. Yet, it is difficult to make general observations based on this data. Third grade math started with 10 students in this sub-population, dropped to 7 the next year, then climbed to 12 for the next two years. The small number of students, and the lack of consistency from year-to-year, means that statistically significant results cannot be drawn from this data. KIPP SHARP ensures that each student requiring extra attention is placed into small groups, tutorials, and other interventions.

2. Using Assessment Results:

KIPP SHARP recognizes that assessment data is essential in monitoring student progress and developing action plans to improve student learning. A nationally-normed test provides individualized reports based on areas of strength and growth. At the beginning of the year, teachers at KIPP SHARP spend time analyzing data for overall trends in student performance to determine areas of school-wide level focus. Additionally, STAAR and the common assessments provide data during regional professional development days.

Through their research, KIPP SHARP has revealed a need to grow their students to score at or above the 75th percentile in order to be college ready. The school's administration has spearheaded a push for College Ready growth goals for all students in first through fourth grades. Teachers work together during professional development days to identify key areas of growth for each student based on individualized reports. Each grade level team cooperates to set individual growth goals that push students to exceed the national norms. These individual goals are established to provide students with concrete growth targets that will eventually equip them with the skills required to earn solid scores on college admissions tests. Every student meets with their teacher to discuss end of year goals. These goals are communicated to parents at literacy and math nights.

Teachers use on-going assessments at all levels to inform their instruction. These assessments include state identified measures, benchmarks, unit exams, and exit tickets. Teachers and the leadership team analyze the results from school-wide comprehensive benchmarks at the beginning and the end of each school year to examine student performance trends in reading, language, math, and science. Departments and grade levels further analyze assessment data, and teachers identify trends specific to their content area. Teachers use this data to look for opportunities to differentiate instruction to meet the needs of all learners across content areas, and to leverage each student's individual strengths to impact their areas of relative weakness. Through monthly "data dives", teachers examine trends on smaller weekly assessments and exit tickets to proactively address any potential issues.

KIPP SHARP recognizes that no school exists in a vacuum so sharing data to inform instruction at the district level is a high priority. STAAR End Of Course (EOC) exams are used to coordinate efforts across schools. Fourth grade STEM teachers, for instance, take feedback from 5th grade teachers who analyzed the results of the science STAAR EOC to determine key areas for the current year's instruction. As part of the current push for vertical alignment, teachers at regional meetings - where teachers from every grade level and school come together to collaborate - are given time to form Professional Learning Communities (PLCs) based on grade level and subject area. For upper grades, PLCs consist of sharing trends found in district-

wide common assessment data and best practices across schools to address areas of relative strength and weakness.

3. Sharing Lessons Learned:

KIPP SHARP is a leader in sharing successful instructional strategies with other schools in and outside of the KIPP region. They promote an open door policy that welcomes all educational stakeholders into the school to observe instructional strategies as well as the culture of excellence that is lived by both staff and students each day. One of the most important aspects shared is the work around building school culture through KIPP SHARP's character education program. This approach centers on the HEART Values and in the upper grade levels the seven critical character traits. Through a research partnership between KIPP NYC and Dr. Angela Duckworth (University of Pennsylvania), KIPP is strongly focused on seven highly predictive character strengths (i.e., zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity).

Character education is promulgated individually in classrooms and on a school-wide level at bi-monthly assemblies. Visits are frequently planned so that guests can participate in the assemblies and observe the norming of character expectations. Following the assembly, visitors are led on a general tour to provide an overview, then invited to revisit the classrooms relevant to their specific needs. Visitors are given the opportunity to debrief with teachers to inquire about best practices and lessons learned throughout their observations. At the end of the day, the administrative team meets with the visiting team to answer questions, offer support and receive feedback. For example, Arizona Charter schools visited KIPP SHARP to learn about their effectiveness in running a charter program with high expectations for student achievement. As a part of their residency, The India School Leadership Institute visited the campus to examine instructional methods and operational leadership. Lastly, KIPP SHARP has been a part of the district's school review team to provide actionable feedback to other campuses through full-day observations.

KIPP SHARP also shares lessons with local and national community members. Main Office and KIPP Share are two electronic databases which teachers and faculty use to share lesson plans, best practices, and resources with teachers across the KIPP National Network. The school website (<http://www.theheartvoice.org>) is used to involve parents in upcoming events. It also provides literacy and math resources, homework, newsletters, and the scope and sequence for each grade level and content area. These tools support academic efforts both at school and home.

4. Engaging Families and Community:

KIPP SHARP has a long-standing reputation of cultivating partnerships with parents, families, and other community stakeholders to enrich the lives of students. The campus has developed a diverse platform to disseminate information to parents via newsletters, progress reports, growth meetings, parent conferences and the school's website.

The KIPP Parent Association (KPA) collaborates with the school's leadership to support academic efforts at home. All parents become KPA members upon signing their commitment to excellence form. Parents from the KPA volunteer over 50 hours in any given week during the school year. In addition, a quarterly town hall style meeting, titled "Pastries with the Principal" (along with "Donas con la Directora" for our Spanish-speaking population), provides an open forum for communication between parents and administrators.

Another extremely successful parent program at KIPP SHARP is the series of College Readiness nights. The school hosts these events to improve parents' understanding of activities in the classroom and to share strategies they can use to support students at home. Parents consistently use HEART Values in their daily vocabulary to describe the student's actions, as well as their own.

KIPP SHARP recognizes that there is a direct relationship between family involvement and student success. The school's administrative team has intentionally created parent and community involvement activities

specifically designed with student learning in mind. Each year the school hosts math and literacy nights which are differentiated for parents by the grade level and the specific needs of their children. During these sessions, parents rotate through classrooms to receive guided practice and resources from teachers, which they can implement with their child at home. Parents are also given the tools to analyze their child's reports and academic goals. Additionally, student-led conferences with parents in third and fourth grade have contributed to the academic success of KIPP SHARP's students.

KIPP SHARP has also built relationships with various local and national organizations. The fine arts program has been the primary beneficiary of many of these relationships but the support of community partners has extended to the entire campus. Community partners have been involved with KIPP SHARP's orchestra and choir groups to prepare students for performances at the Wortham Theatre Center, the Cullen Performance Hall, and Carnegie Hall in New York. Some of these groups include: Da Camera of Houston, the United Nations Association Choir, the Texas Medical Center Orchestra, and Bayou City Performing Arts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

KIPP SHARP fosters a rigorous academic environment through a fusion of the Texas Essential Knowledge and Skills (TEKS) and Common Core State Standards (CCSS) concepts. Teachers take data from multiple inputs to create a unique program of study that blends academics and character instruction for each cohort. In terms of academic planning, the campus collects hard data from a myriad of sources and school-wide professional development. In vertical alignment meetings, teachers collaborate with teachers from previous grade-levels, identify effective management systems, determine language used for character development, and learn about interventions for specific students.

The school's curricular design begins with these data points and builds upon objectives from the CCSS and TEKS by using the scope and sequence provided by KIPP Houston. For students performing below average, KIPP SHARP's instructional staff mitigates the variable levels of performance by differentiated instruction and planning. High performing students are afforded the opportunity to participate in extracurricular endeavors as part of a holistic approach to learning. For students performing below grade level or those who are struggling to keep pace with high expectations, KIPP SHARP provides multiple interventions to support the needs of individual students.

Reading/ELA: KIPP SHARP employs a multi-faceted and balanced approach to literacy with emphasis on reading fluency, listening and reading comprehension, writing, speaking and critical thinking at all levels. This balanced approach incorporates explicit skill instruction in both whole group and small group settings, as well as provides the necessary "pullout" or "push-in" interventions from specialized staff.

Students in the PK3 program are introduced to concepts of print, phonics and phonemic awareness. Teachers in PK4-fourth grade provide all students with texts at their instructional level. This guided reading approach allows teachers to target specific components of literacy and to differentiate instruction in order to meet the needs of students who are performing both below and above grade level.

Math: KIPP SHARP's intensive math program cultivates an environment rich with academic challenges and goals to prepare their students for college and career readiness. Students are exposed to the foundational math skills in PreK-3 and begin simple problem solving by the age of four.

Science: Every science class on the campus is equipped as a science lab, complete with a sink, lab tables, and manipulatives for experimentation. Teachers utilize the STEM Scopes - a science education curriculum created by the school of education at Rice University - as their primary science curriculum resource. KIPP SHARP students construct meaning in science classes through hands-on experimentation.

Social Studies: The Social Studies curriculum is rooted in the research of significant historical figures and their respective contributions to society. Social studies lessons are distributed throughout other content areas in a cross-disciplinary program. For example, students might be exposed to historical literature in reading class, and compose expository essays about historical events in writing class.

Visual and Performing Arts: The fine arts program is a particular area of strength at KIPP SHARP and a full description of this program is offered in a following section.

Technology: Rather than teaching content and skills in isolation, KIPP SHARP takes an innovative approach by integrating and infusing technology into all grade levels and content areas.

Physical Education/Health/Nutrition: KIPP SHARP utilizes the Coordinated Approach to Child Health (CATCH) curriculum, which provides students with tools to become and stay active while choosing invigorating foods. The campus partners with a community-based organization called Brighter Bites, which offers students healthy and fresh alternatives to processed snacks. Each week, students' families receive fresh produce along with nutrition education to prepare healthier food.

Foreign Languages: The Spanish language program focuses on developing speaking, writing, reading, and listening skills while offering students the opportunity to delve into different cultural norms and practices of people in other parts of the world.

Field Trips: KIPP SHARP plans meaningful trips for students to create experiences beyond the classroom to broaden their horizons as global citizens. Students have visited the Houston Zoo, the Houston Livestock Show and Rodeo, the Houston Symphony, and there is an annual 4th grade trip to New York. These experiences allow students to experience diversity within the US, celebrate the vast diversity of New York, and to learn norms for interstate travel.

2. Reading/English:

KIPP SHARP operates under the assumption that literacy is the gateway to the mastery of all other subjects, and increasing student literacy rates remains the most powerful tool in closing the achievement gap between KIPPsters and their more affluent peers. The reading curriculum is comprehensive and places a strong emphasis on using and applying critical thinking skills to make inferences and draw conclusions. KIPP SHARP's leaders understand that a successful literacy program must be malleable and that their talented teachers must have the autonomy to be highly responsive to the demands of students. Teachers at KIPP SHARP are innovative in diversifying their delivery methods, creating chants, cheers, and tactile kinesthetic learning activities.

In contrast to traditional elementary schools, the campus begins departmentalization in the lower grades, which allows faculty to “teach to student strengths” and devote a greater amount of time and energy toward the planning and execution of lessons. KIPP SHARP constantly maintains an “all hands on deck” approach to reading instruction. While there is a designated reading teacher for each grade level, all teachers support student literacy through daily guided reading groups or Neuhaus fluency practice. Guided reading allows teachers at KIPP SHARP to meet the needs of all students – regardless of their level of proficiency – so they become stronger and more confident readers. In addition to meeting students at their respective proficiency levels, this strategy allows the teachers to ensure that students are acquiring foundational reading skills. Guided reading permits students at KIPP SHARP to advance from their current reading levels to the next, regardless of whether they are performing below or above grade level. Through vertical planning and analysis of best practices, KIPP SHARP has identified guided reading as a key component in strengthening gains in literacy. As a required component of the guided reading protocol, teachers have trained their students to rotate seamlessly through well-planned workstations and to make the most effective use of the available technology (e.g. promethean boards, iPads, desktop computers, etc.) during independent work and peer collaboration.

3. Mathematics:

For math instruction, KIPP SHARP uses the Texas Essential Knowledge and Skills (TEKS) to drive curriculum and pairs it with concepts from the Common Core State Standards (CCSS) to promote a more rigorous academic model. The school believes that a culture of high expectations is critical to maximizing student achievement. Adding CCSS expectations allows a push for deeper student understanding of key foundational skills in each grade level, and provides a scaffold for extension projects. For instance, students that have a firm grasp on place value may be given the opportunity to extend this understanding through metric conversions, which is covered by CCSS but not the TEKS. In order to meet the needs of students below grade level, small groups are created based on students' individual skill levels. Teachers and interventionists also provide tutorials for students requiring remediation in basic skills.

Pre-K lays foundational skills as teachers focus on developing number sense so that students can be successful in the higher grades. Manipulatives are provided during nearly every class to ensure young students are receiving the hands-on time needed to construct meaningful schemata around numbers. Small groups are created based on numeracy levels, which are assessed quarterly. Groups rotate between teacher conferences and stations where specific skills are addressed (e.g. counting or grouping). Problem solving is developed before children become fully literate through the verbal administration of word problems. Word

problems are also related to real-world examples, such as grocery shopping, which provides for greater engagement and promotes life-readiness skills.

The campus also uses assessments to gather data in order to effectively differentiate math instruction and improve student outcomes. In the lower elementary school, teachers create TEKS-aligned assessments which are administered weekly. The upper elementary students takes school generated benchmarks, KIPP Houston regional common assessments, and the STAAR exams in addition to the teacher created assessments. The data gathered from these assessments is carefully analyzed by math teachers, interventionists, and the administration to identify strengths and areas where growth is needed. This data analysis is critical in planning for the targeted support that students receive in a small group context. Across all grade levels, data informs the small group instruction that underlies the remarkable achievement in mathematics on the campus.

4. Additional Curriculum Area:

KIPP SHARP's founders decided to pursue fine arts in conjunction with a traditional curriculum because of the positive academic correlation between participation in the fine arts and the development of key non-cognitive traits. All students are enrolled in music, orchestra, art, and are exposed to fine arts beginning at age five for at least one hour a day. Third and fourth grade students are provided additional platforms for development through the KIPP SHARP Orchestra (KSO) and the KIPP SHARP Singers – the school's performance orchestra and choir groups.

The KSO and Strings Class endows students with basic music theory and instrument handling, later progressing deeper into music theory by exploring the treble clef and intermediate music reading. The KSO has had the privilege of performing at the Wortham Theater Center, the Bayou City Event Center, Cullen Performance Hall at the University of Houston, and the Houston Zoo.

The KIPP SHARP Singers and Music Class also provides an environment for children to explore foundational music theory, to build performance skills, and to gain exposure to a milieu of vocal styles from different cultures. The choir has been invited to perform in Houston and nationally. The choir has performed multiple times at the Houston Mayor's Tree Lighting Ceremony and at New York City's Carnegie Hall in 2013.

Through the Visual/Creative Art Class, students learn about all elements of art (e.g. line, shape, form, space, color, value and texture). Over the course of the program, students also learn five of the "7 Principles of Art". KIPP SHARP is also a member of the Texas Art Education Association, and students in kindergarten through fourth grade participate annually in the Texas Elementary Art Meet. In the last three years students have medaled close to 140 times with eight students earning scores in the top 10% of the region.

KIPP SHARP offers a high-quality Pre-Kindergarten (PreK) program for 3 and 4 year olds. Early childhood education at SHARP provides a firm foundation of knowledge and skills that prepares students for success in their upper grades. The school's PK program aims to build content knowledge and develop character strengths as a basis for future success in school and life. KIPP SHARP utilizes the Texas Pre-Kindergarten Guidelines to ensure alignment with the Texas Essential Knowledge and Skills for K-3, and the success of this program has allowed the school to incorporate developmentally appropriate Kindergarten standards by the end of PK4. The core curriculum areas provided are literacy, writing, math, oral language, social-emotional awareness, utilizing themes to address academic areas and to spiral objectives across subjects.

In the area of literacy, students develop critical thinking skills around alphabet knowledge, phonological and phonemic awareness, print awareness, and other reading readiness skills. In writing, students develop fine and gross motor skills, which enable them to move from prewriting to phonetic writing. Every other subject is scaffolded into guided writing, weekly journaling, and home journals. Many students exit PK writing beginning, medial, and ending letters. Some students engage in phrase or whole-sentence writing employing sight words. In math, the curriculum emphasizes number sense, adding and subtraction skills, geometry and special sense, and classification and patterning skills.

Given KIPP SHARP's high proportion of ELL students, oral language is a main area of focus in the early childhood program. ELL strategies are implemented in teaching and student language is developed through sharing, dramatization, storytelling, purposeful learning centers, technology, etc. All oral language practices align with curriculum to develop oral language alongside learning.

The most essential element of KIPP SHARP's PK program is the social and emotional development of young learners. Each day's classes begin with a morning meeting focused on creating a safe, loving, and high-achieving culture where social/emotional needs as well as academic needs are met. The students learn the HEART Values through literature, group activities, and modeling. KIPP's character strengths (Grit, Persistence, Curiosity, Social Intelligence, Zest, and Gratitude) are explicitly taught as well.

KIPP SHARP's character development and curriculum also align with K-4 grade levels. Their reading and writing programs aim to ensure readiness for kindergarten and the grades above. PK teachers work closely with the other grade level teachers to ensure alignment and to share best practices. The PK and Kindergarten teams vertically plan, observe each other, and provide feedback for improving student learning.

The impact of early childhood education is seen in student preparation and success in upper grades, especially regarding students' exposure to the English language. KIPP SHARP's focus on oral language development in PK supports social and academic English language development and proficiency in upper grades. The emphasis on character development provides students with a deeper understanding of social skills, character strengths, and core values upon graduation to upper grades. The foundational literacy skills allow exposure to Kindergarten TEKS sooner and translates into reading success in the upper grades.

5. Instructional Methods:

The imperative to differentiate instruction to meet the needs of all students underlies all of KIPP SHARP's thoughts and actions when planning and implementing instruction. Teachers develop carefully planned student groups based on an organized analysis of assessment data. However, these groups are not "set in stone" and teachers are guided by campus deans of instruction to create student clusters that respond to classroom achievement as the year progresses. This process occurs seamlessly in all classrooms because of the leveraging of technology to track students' overall performance. KIPP SHARP's exceptionally efficient Response to Intervention (RTI) program provides precise, systematic, and tailored assistance to all students – with a specific focus on those that have special learning needs in order to prevent delays in scholastic trajectory. In addition to individual or small group time with specialized staff, students also utilize a variety of interactive and adaptive computer programs.

KIPP SHARP revamps specific methods each year to remain current in their instructional approaches because the team is averse to becoming rigidly "set" in their ways. This year, specifically, the campus has invested in a fundamental transformation through a Blended Learning program that will be fully implemented in the fall of 2014-2015. The plan for Blended Learning prescribes that every student in grades 2-4 has access to Google Chromebooks at a ratio of 1:1. Multimedia resources will be used to deliver much of their introduction to new material, as well as some of their guided practice and assessment. This will afford greater individualization of pacing and give the teacher the opportunity to spend more time in small group settings with all students to push for deeper comprehension of content. The school has written the necessary technology grants to set this endeavor in motion, and the program will be piloted this semester on a small scale in a fourth grade classroom. The pre-launch piloting will allow KIPP SHARP to perform any troubleshooting, deliver professional development, and input the necessary data into the information systems several months before the program's full-scale inception.

6. Professional Development:

KIPP SHARP has made it a priority to take ownership of developing and keeping talented teachers. Teachers at KIPP SHARP spend approximately 100 hours per school year on professional development and

participate in highly specific content training. KIPP SHARP's leaders provide their teachers with a variety of diverse and relevant professional development opportunities.

Through the use of the "Teacher Self Report", every KIPP SHARP teacher starts their year establishing both professional and classroom development goals based on individual strengths and areas of growth. All teachers are assigned a coach from the leadership team who aids them in reaching their individual growth goals through a series of on-going observations, feedback, and monthly one-on-one conversations.

Following summer vacation, KIPP SHARP teachers and administrators participate in a week of training at the KIPP School Summit where they collaborate with colleagues throughout the KIPP network at the national level. Throughout the year, teachers participate in monthly regional professional development days hosted by the district. KIPP SHARP also provides funding for teachers to attend off-site development opportunities. The professional development of the faculty is an essential part of creating and living a vision where excellence is expected and worked on every day.

By allowing teachers to lead and select professional development that directly aligns with both their professional and classroom goals, KIPP SHARP has cultivated a culture of growth which embraces teachers as leaders. The professional development that is provided at the school, regional, and national level has played a key role in developing all teachers in order to impact student learning. Following each professional development session, teachers are invigorated to return to their classrooms to apply new learning to their daily instruction.

KIPP SHARP's administrators believe that teacher development plays a strong role in the school's ability to retain high quality teachers. Therefore, administrators regularly assess staff perceptions through the Pulse Survey - an anonymous bi-annual staff survey. Over the course of the last two years, 92% of teachers agreed or strongly agreed with the following statement: "I have the resources I need to do my work well." Additionally, 92% of teachers agreed or strongly agreed that: "My school leader cares about me as a person." These responses point to the connection between professional development opportunities and teacher satisfaction, which has translated into exceptional levels of student success.

7. School Leadership

The KIPP SHARP leadership philosophy is based on a model of shared leadership. The school's leadership structure consists of the principal, two deans, grade level team leaders, a school business manager and teachers. The principal is responsible for supervising the deans and teachers. The principal also works closely with the school business manager to manage the daily operations and is responsible for ensuring that there is open communication between the school's staff and all stakeholders.

The principal serves as the primary instructional leader who ensures that students are receiving the highest quality education. The principal exemplifies the energy and excitement she wants her teachers to display on a daily basis. The principal takes a multifaceted approach to goal attainment which includes: (1) setting yearly achievement goals for each grade level and monitoring student progress through quarterly participation in grade level PLCs, (2) developing a strong school improvement plan that focuses on teacher development and, (3) maintaining a building that exemplifies the culture of excellence, ensuring student ownership in their education, and having a courteous staff passionate about supporting each other to accomplish goals.

The main focus of the deans is to drive student achievement and build a strong school culture based on excellence, enthusiasm for learning and respect. Deans also help build the team spirit among students, teacher, staff, and parents. There is a dean for early childhood (PreK-3 through Kindergarten) and another dean that oversees 1st through 4th grade. The deans seek to develop teachers' instructional practices through frequent observation and coaching. The dean is also focused on ensuring that student behavior expectations are met and that students are developing a strong character based on the HEART Values.

The grade level team leaders serve as the liaison between the teachers of the department, the principal, and other school groups. They guide and mentor the new teachers on the team and support the deans in the expectations of high student achievement. The grade level team leader is the teacher responsible for the organization and operation of a grade level interdisciplinary team. The school's business manager oversees budget, payroll, inventory, and manages the teacher assistants and non-instructional staff.

Teachers, school leaders and staff at KIPP SHARP are actively involved in pushing forward professionally with participation in the yearly KIPP Schools Summit (KSS), enrollment in the KIPP School Leaders Program (KSLP), and membership in Leadership U (a leadership training for teachers).

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR)

All Students Tested/Grade: 3

Edition/Publication Year: 2012

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	87	94			
% Level III: Advanced	18	33			
Number of students tested	102	88			
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					
% Level II: Satisfactory plus % Level III: Advanced	86	94			
% Level III: Advanced	16	30			
Number of students tested	91	84			
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	88	97			
% Level III: Advanced	18	38			
Number of students tested	83	61			
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	88	95			
% Level III: Advanced	19	33			
Number of students tested	84	73			
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	75	92			
% Level III: Advanced	0	25			

Number of students tested	12	12			
6. Asian Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
9. White Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. The most significant changes included:

1. Increasing the rigor and relevance of both standards and assessments.

2. Creating and assessing postsecondary readiness standards.
3. Establishing campus and district accountability based on higher college- and career-readiness performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance.
4. Establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skill (TAKS)

All Students Tested/Grade: 3

Edition/Publication Year: 2002

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Mar	Mar	Mar
SCHOOL SCORES*					
% Met plus % Commended			98	100	
% Commended			37	48	
Number of students tested			49	48	
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					
% Met plus % Commended			98	100	
% Commended			37	47	
Number of students tested			46	47	
2. Students receiving Special Education					
% Met plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met plus % Commended			98	100	
% Commended			36	43	
Number of students tested			42	30	
4. Hispanic or Latino Students					
% Met plus % Commended			98	100	
% Commended			38	47	
Number of students tested			40	38	
5. African- American Students					
% Met plus % Commended			100	100	
% Commended			29	50	
Number of students tested			7	10	
6. Asian Students					
% Met plus % Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met plus % Commended					

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

NOTES: No data was present for the 3rd grade in the 2008-2009 school year. In its second year, 2009-2010, KIPP SHARP grew into 3rd grade (the 2nd graders moved up to 3rd) and KIPP SHARP added PreK3. Third graders at KIPP SHARP took the Texas Assessment of Knowledge and Skills and there was no 4th grade at the school.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR)

All Students Tested/Grade: 4

Edition/Publication Year: 2012

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	94	100			
% Level III: Advanced	39	28			
Number of students tested	82	47			
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					
% Level II: Satisfactory plus % Level III: Advanced	93	100			
% Level III: Advanced	34	25			
Number of students tested	74	44			
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	95	100			
% Level III: Advanced	36	23			
Number of students tested	39	26			
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	96	100			
% Level III: Advanced	41	26			
Number of students tested	68	38			
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	82	100			
% Level III: Advanced	18	29			
Number of students tested	11	7			
6. Asian Students					

% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
9. White Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. The most significant changes included:

1. Increasing the rigor and relevance of both standards and assessments.
2. Creating and assessing postsecondary readiness standards.
3. Establishing campus and district accountability based on higher college- and career-readiness

performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance.

4. Establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skill (TAKS)

All Students Tested/Grade: 4

Edition/Publication Year: 2002

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Mar	Mar	Mar
SCHOOL SCORES*					
% Met plus % Commended			100		
% Commended			55		
Number of students tested			49		
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					
% Met plus % Commended			100		
% Commended			53		
Number of students tested			47		
2. Students receiving Special Education					
% Met plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met plus % Commended			100		
% Commended			21		
Number of students tested			29		
4. Hispanic or Latino Students					
% Met plus % Commended			100		
% Commended			51		
Number of students tested			37		
5. African- American Students					
% Met plus % Commended			100		
% Commended			64		
Number of students tested			11		
6. Asian Students					
% Met plus % Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met plus % Commended					

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

NOTES: No data present for the 4th grade in the 2008-2009 school year and 2009-2010 school year. In its second year, 2009-2010, KIPP SHARP grew into 3rd grade (the 2nd graders moved up to 3rd) and KIPP SHARP added PreK3. Fourth graders took the Texas Assessment of Knowledge and Skills in 2010-2011, as KIPP SHARP was fully grown with PreK3 through 4th grade.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR)

All Students Tested/Grade: 3

Edition/Publication Year: 2012

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	97	97			
% Advanced	23	31			
Number of students tested	101	88			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	97	96			
% Advanced	21	30			
Number of students tested	90	84			
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	98	97			
% Advanced	20	33			
Number of students tested	82	61			
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	96	96			
% Advanced	22	30			
Number of students tested	83	73			
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100			
% Advanced	33	33			
Number of students tested	12	12			
6. Asian Students					

% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory plus % Level III: Advanced					
% Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. The most significant changes included:

1. Increasing the rigor and relevance of both standards and assessments.
2. Creating and assessing postsecondary readiness standards.
3. Establishing campus and district accountability based on higher college- and career-readiness

performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance.

4. Establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skill (TAKS)

All Students Tested/Grade: 3

Edition/Publication Year: 2002

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Mar	Mar	Mar
SCHOOL SCORES*					
% Met plus % Commended			100	100	
% Commended			67	67	
Number of students tested			49	48	
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					
% Met plus % Commended			100	100	
% Commended			67	66	
Number of students tested			46	47	
2. Students receiving Special Education					
% Met plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met plus % Commended			100	100	
% Commended			64	60	
Number of students tested			42	30	
4. Hispanic or Latino Students					
% Met plus % Commended			100	100	
% Commended			65	63	
Number of students tested			40	38	
5. African- American Students					
% Met plus % Commended			100	100	
% Commended			86	80	
Number of students tested			7	10	
6. Asian Students					
% Met plus % Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met plus % Commended					

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

NOTES: No data was present for the 3rd grade in the 2008-2009 school year. In its second year, 2009-2010, KIPP SHARP grew into 3rd grade (the 2nd graders moved up to 3rd) and they added PreK3. Third graders took the Texas Assessment of Knowledge and Skills. In 2010-2011, KIPP SHARP was fully grown with PreK3 through 4th grade.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR)

All Students Tested/Grade: 4

Edition/Publication Year: 2012

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	99	100			
% Level III: Advanced	37	32			
Number of students tested	82	47			
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					
% Level II: Satisfactory plus % Level III: Advanced	99	100			
% Level III: Advanced	34	32			
Number of students tested	74	44			
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	97	100			
% Level III: Advanced	26	23			
Number of students tested	39	26			
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	99	100			
% Level III: Advanced	37	32			
Number of students tested	68	38			
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100			
% Level III: Advanced	27	29			
Number of students tested	11	7			
6. Asian Students					

% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
9. White Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. The most significant changes included:

1. Increasing the rigor and relevance of both standards and assessments.
2. Creating and assessing postsecondary readiness standards.
3. Establishing campus and district accountability based on higher college- and career-readiness

performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance.

4. Establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skill (TAKS)

All Students Tested/Grade: 4

Edition/Publication Year: 2002

Publisher: Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Mar	Mar	Mar
SCHOOL SCORES*					
% Met plus % Commended			98		
% Commended			67		
Number of students tested			49		
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					
% Met plus % Commended			98		
% Commended			66		
Number of students tested			47		
2. Students receiving Special Education					
% Met plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met plus % Commended			95		
% Commended			48		
Number of students tested			21		
4. Hispanic or Latino Students					
% Met plus % Commended			97		
% Commended			59		
Number of students tested			37		
5. African- American Students					
% Met plus % Commended			100		
% Commended			91		
Number of students tested			11		
6. Asian Students					
% Met plus % Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met plus % Commended					

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

NOTES: TAKS 4th Grade:

No data present for the 4th grade in the 2008-2009 school year and 2009-2010 school year. In its second year, 2009-2010, KIPP SHARP grew into 3rd grade (the 2nd graders moved up to 3rd) and KIPP SHARP added PreK3. Fourth graders took the Texas Assessment of Knowledge and Skills in 2010-2011, as KIPP SHARP was fully grown with PreK3 through 4th grade.