

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Tamara Francis

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

Official School Name Kathryn Joy Gilliam Collegiate Academy

(As it should appear in the official records)

School Mailing Address 1700 E Camp Wisdom

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

City Dallas State TX Zip Code+4 (9 digits total) 75241-3733

County DALLAS State School Code Number* 057905085

Telephone 972-925-1400 Fax 972-925-1401

Web site/URL http://www.dallasisd.org/gilliam E-mail TAFRANCIS@DALLASISD.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*Mr. F. Mike Miles E-mail: MILESFM@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. 972-925-3700

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. Eric Cowan
(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):
- 149 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 34 High schools
 - 0 K-12 schools
- 223 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	41	60	101
10	49	54	103
11	28	48	76
12	32	47	79
Total Students	150	209	359

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 60 % Black or African American
 - 37 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	351
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 5 %
19 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish is the only non-English language that is present in this educational institution.
8. Students eligible for free/reduced-priced meals: 75 %
 Total number students who qualify: 271

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: $\frac{1}{4}$ %
 $\frac{4}{4}$ Total number of students served

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

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

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

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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%	97%	97%	96%	97%
High school graduation rate	100%	100%	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	80
Enrolled in a 4-year college or university	85%
Enrolled in a community college	13%
Enrolled in career/technical training program	0%
Found employment	2%
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

Kathlyn Joy Gilliam Collegiate Academy (KJGCA) is a result of the desire for a program that would help close the achievement gap and improve college access and success across the community. In its fifth year of operation, it is an early college high school that houses a one-of-a-kind academic program. This early college high school is specifically tailored to prepare primarily at-risk first-generation college students for academic success in college and beyond. The school's curriculum combines high school and college courses during grades 9 through 12. By accelerating while remediating, scholars are afforded the opportunity to graduate with up to 60 transferable college credit hours.

The early college high school is located in South Dallas and is the only stand-alone Early College High School (ECHS) in the state of Texas. Its location provides it the unique opportunity to serve the six area high schools that are within the attendance zone of Cedar Valley Community College - a college within the Dallas County Community College District. In addition, it is nestled around the corner from University of North Texas-Dallas Campus, providing easy access to both institutions of higher learning. The school serves a 99% minority population with 81% of the student body being economically disadvantaged.

The vision of Kathlyn Joy Gilliam Collegiate Academy is to encourage all scholars to succeed in college so that they can become competitive members of a global society. Therefore, the focus must be college-readiness and success. This is what drives the mission statement "College Access and Success for All." By creating a vision and mission statement in collaboration with key stakeholders from the community, district, and partnering colleges, Kathlyn Joy Gilliam Collegiate Academy is able to truly ensure college access and success for all of its scholars. The partnership facilitated by KJGCA exemplifies the commitment and dedication that resonates between Dallas ISD, Cedar Valley College, the University of North Texas - Dallas Campus, and the Texas High Schools Projects of the Communities Foundation of Texas and has been vital in ensuring scholar success.

The overarching theme is about creating a student-centric learning environment that nurtures success throughout the entire learning experience. This embodies the belief that despite scholars' socioeconomic status they are still able to thrive in a highly rigorous and engaged academic environment. KJGCA cultivates rigorous expectations that are resonated and embraced daily through the campus-created Scholar Core Beliefs. Initiatives such as professional dress Tuesdays and scholar-led announcements encourage scholars to focus on one of the five core beliefs for each day and be continually inspired to strive for greatness.

Teacher Professional Development for KJGCA is focused on four areas: curriculum and instruction alignment; differentiated instruction with technology integration, instructional best practices and project-based learning opportunities; disciplinary literacy with an emphasis on writing across the curriculum; and a campus-created Teacher University for continuous integration of best practices. This allows teachers to embrace rigorous instruction, embedding college and career readiness standards and AP strategies across contents as well as grade levels. The entire campus cultivates and promotes a stimulating and rigorous curriculum, while providing spaces that create a collegiate experience that promotes and supports student interaction in both collaborative and social settings. This facilitates scholars becoming self-motivated critical thinkers, highly engaging and effective communicators, and technologically savvy scholars who are focused on being accomplished life-long learners.

In addition, KJGCA helps scholars understand and become prepared for the more self-paced learning typical of a collegiate environment. It is imperative that KJGCA scholars learn how to manage and successfully utilize unstructured/unscheduled time in order to advance through college. Students must learn how to use this time for informal learning opportunities and cultivate the habits of mind that are necessary to ensure that scholars leave high school and embrace the characteristics that are necessary to successfully obtain a higher education degree. Therefore, they are exposed to real world opportunities by incorporating mayoral internship opportunities, community service projects, Dallas Police Explorers Program, IgniteTX, National Honor Society, Dallas ISD Teen Board, Robotics, Student Council, Yearbook, Newspaper, Starlette

Twirlers, and Intramural Sports. These activities assist the campus in creating a holistic learning environment tailored to address the needs of the individual scholar.

These initiatives have been instrumental in obtaining the Top 25% in student progress state distinction designation and the mathematics state distinction designation awards in the 2012-2013 school year. In 2011 KJGCA was rated Recognized, receiving gold performance in attendance, advanced academic courses, and commended in reading, mathematics and social studies. In addition KJGCA was rated Exemplary in 2010, receiving gold performance in attendance, advanced academic courses, Texas Success Initiative in English and Mathematics, and commended in mathematics and social studies. Approximately 25% of each senior class graduates with their college associate's degrees and 100% with their high school diploma. This year approximately 52% have the opportunity to graduate with both.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. Kathlyn Joy Gilliam Collegiate Academy’s mission is to ensure college access and success for all. KGGCA holds true to this mission by investing in its people, focusing on the classroom through continuously raising the quality of instruction, modernizing its curriculum, strengthening its systems by enhancing its collegiate environment, and engaging its community. Academic excellence is exemplified in all areas of KGGCA as revealed in the Texas Education Agency: Texas Academic Performance Report. The state’s assessment tools are designed to measure each scholar's knowledge and skills on the state standards, as well as the scholar's college and career readiness academically. The results show that as scholars mature through the instructional program, they grow academically.

Scholars taking the State of Texas Assessments of Academic Readiness/ End-of Course Exam, (STAAR/EOC), can score a Level I (Unsatisfactory Academic Performance), Level II (Satisfactory Academic Performance), and Level III (Advanced Academic Performance). Scholars scoring at Level I suggests that it is high unlikely that this scholar would be successful in the subsequent course. Level II scores suggest that it is probable that scholar will be successful in subsequent courses, and Level III scores suggest a high likelihood the scholar will be successful in the subsequent course.

KGGCA teachers set high expectations of achievement for each scholar regardless of ethnicity, socio-economic status, and/or disability. The staff strives for 95% of their current scholar to achieve at Levels II and/or III, as measured by the STAAR/EOC, in English Language Arts. In the area of Mathematics, the expectation is set at 100% of all scholars meeting and exceeding Level II and/or III of the learning standards. The goals are far-reaching; however, the staff believes in setting the bar high for the scholars of Gilliam Collegiate Academy.

b. The data trends over the past five years at Gilliam Collegiate Academy show the academic achievements KGGCA has come to expect from its scholars. Noteworthy changes have occurred in the Texas assessment program over the last five years that must be addressed prior to explaining the factors that contributed to KGGCA’s significant gains and losses in Mathematics and Reading/English Language Arts.

On September 10, 2008, Commissioner Robert Scott of the Texas Education Agency (TEA) and Commissioner Raymund Paredes of the Texas Higher Education Coordinating Board (THECB) convened a panel of nationally recognized college-readiness experts to review critical issues associated with assessing and promoting college readiness within the End-of-Course (EOC) program. Based on the results of this meeting and additional review by college-readiness experts, an initial plan was developed jointly by TEA and THECB staff to provide a framework for the implementation of the college-readiness and the advanced-course readiness components within the EOC assessment program. This initial plan was approved by both agencies and published on the TEA website on March 3, 2009. With the cognition demands of KGGCA scholars reaching new heights, the administration considered what the faculty would need to ensure the continued academic success of KGGCA scholars.

Professionals at KGGCA read books like *Driven by Data*, *Teach Like a Champion*, *College Knowledge*, *Focus*, and *Learning Targets*. These books and other professional development exercises, offered by Educate Texas among others, caused the campus to heavily scrutinize data from multiple sources. Parent/scholar surveys increased and became a major factor in the decision making, instructionally and otherwise. These changes and discoveries aided in the faculty offering good first instruction year after year, as evidenced in assessment results showing a constant upward trend. From 2012 to 2013, the percentage of scholars achieving a Level II/III and above in Reading Language Arts increased by 3% school-wide and outperformed the state average by 11%. In math, a high level of scholar performance was maintained and even increased by 1%; scholars continued to outperform the Texas average by 19%.

KGGCA’s expectations for the entire organization constantly evolve, and KGGCA consistently seeks opportunities for ensuring college access and success for all of its students. The school uses a backwards

design approach that keeps everyone in a constant state of improving. When looking for ways to improve practices by differentiating instruction or ensuring best practices for personalized learning, the system of starting with a discussion of what the end product will look like is one that has proven to withstand the test of time.

KGGCA's faculty creates yearlong curriculum maps, then narrows the focus to six-week units. These two products, in conjunction with weekly instructional plans, are supported by carefully crafted rubrics, constant peer and administrative observations, teacher-led data meetings, and administrative feedback sessions that are all aimed at continuous growth and improvement. This information is shared with students and parents to ensure continuity and clear expectations among all stakeholders. Intermittent celebrations have become a staple in KGGCA's practices to offset any complacency or fatigue; however, the backwards design has continued to create the illusion of speed so that teachers, parents, and scholars feel consistently engaged.

2. Using Assessment Results:

The Professional Learning Community integrates scholar assessment results and campus instructional activities in a number of ways. Assessment results are first analyzed in collaborative faculty, grade, content and (PELT) Principal Executive Leadership Team meetings and shared with one another.

By continually being in a data-rich environment, teachers work to understand exactly where their scholars are academically to tailor instruction to meet these needs. Teachers begin analyzing data prior to each school year and continuously monitor progress through a combination of interim assessments and district assessments. The goal is to work with as many data points as possible to adequately prepare scholars for both short-term and long-term academic success.

Teachers work over the summer to develop curriculum maps by analyzing scholar data from the prior year's STAAR/EOC administration, ACP semester exams, and any additional standardized data sources. These curriculum maps lay out each standard to be taught each week, the corresponding college and career readiness standards, and three years of past performance data from the district ACP and STAAR/EOC or TAKS tests.

During the year, teachers administer interim assessments each three weeks. The Eduphoria system is utilized to run data reports after each assessment administration. Teachers have been trained on analyzing data at the question level to identify where scholar misunderstandings are happening within each standard. Teachers use this data to modify their unit plans to include spiraled-in low objectives and facilitate targeted small group instruction.

Another source of data for KGGCA teachers is the district ACPs. These tests are administered at the end of each semester and provide teachers with a snapshot of where scholars are. After the first semester administration of the ACP, teachers identify individual scholars who need targeted instruction outside of the regular classroom during the second semester. After-school targeted intervention tutorials are conducted for scholars to allow them opportunities for additional exposure to the content area, tailored to address their specific area of concern.

Additionally, this year, KGGCA has started to administer the Scholastic Reading Inventory to determine the reading levels of its scholars. The English teachers use this information to group scholars and pull resources based on the literacy needs of each scholar. The multiple data points available to teachers provide opportunities for collaboration. Teachers have a very clear picture of the exact needs of scholars. They can then turn to their colleagues to develop reteach strategies and plan cross-curricular learning opportunities.

The school uses this data to let scholars and parents know their progress academically. These data points help teachers motivate scholars to attend tutoring sessions. Assessment results also provide the perfect opportunity to celebrate the success of scholars and broadcast it to KGGCA parents and the community through the school's website and recruitment publications.

3. Sharing Lessons Learned:

KJGCA is a professional learning-driven community. Faculty members meet weekly to collaboratively analyze and assess data, plan, compare and discuss best practices in order to promote continuous improvement in instruction, academics, and communication. Monthly feeder data meetings are held to share district level instructional best practices. In August faculty met with the Madison High School faculty to assist in teaching curriculum mapping, a process that aligns content, skills, best practices, essential questions, assessments and resources to district standards. The school has also engaged in a new community initiative with a local museum to establish Spark 101, in which teachers and scholars implement technology into curriculum strategies and projects.

Teachers are also involved in presenting AP lessons and strategies to scholars and fellow teachers through district-wide AP prep and training sessions. In addition, KGGCA's art teacher has presented and collaborated in the following: College NAEA National Art Education Conference San Diego 2014, AP Art History, Fine Arts District Curriculum Design Committee, AP Summer Institutes, Studio and Art History, and Gifted and Talented Training. KGGCA's science instructors presented at AP Training as well as National Science Teachers Association and Conference for the Advancement of Science Teachers.

In conjunction with other districts, KGGCA participates in the Texas High School Project Institute. The THSP consists of different types of sessions such as Instructional Strategies for Coherence, Process vs. Product, Literacy Groups with Focus on Inquiry, and Authentic Engagement and Assessment, to name a few. During these sessions faculty members interface and collaborate with other early college high schools from different areas of the country.

KGGCA's Academic Coach also provides training for Gilliam as well as other schools in the area. The training consists of Vocabulary Acquisition, Reading and Writing in the Content Area, Data-Driven Decision Making, Reaching the Gifted Scholar and Increasing Scholar Engagement. Other forms of training include corresponding with feeder pattern teachers to ensure that prospective scholars are ready for the rigor of the collegiate environment and coordinating trainings with other comprehensive high school campuses.

Gilliam Collegiate Academy also partners with the IGNITE program that serves young women interested in the political aspect of their own communities. These are girls who may or may not have the confidence to run for office and who may have a harder time obtaining leadership opportunities and training. The school has hosted several speakers from the community to bring awareness to political agendas that affect them.

4. Engaging Families and Community:

At KGCA everyone understands that the school's success is contingent upon parental and community involvement. Therefore, it is essential that KGGCA informs all stakeholders of its past academic achievements, its current academic status, and its future academic endeavors.

Parent Portal is a vital resource available in English and Spanish for parents to use to become more involved in their children's education. It provides electronic access to attendance, grades and test scores. This facilitates increased parent/child and parent/teacher communication to ensure student success. Faculty can communicate with students and parents with Remind 101. Remind 101 is a texting system that can be customized for individual classroom alerts or whole campus messaging. This is layered with School Messenger. School Messenger allows mass-communication through voice, email, text message, social media, web posts, and desktop alerts.

Progress Reports are issued every week to scholars and mailed home every three weeks to inform parents of their scholar's academic progress. Scholar report cards and newsletters are mailed home every six weeks. Newsletters remind parents of campus academic goals, upcoming campus activities, and strategies that can be implemented at home to help achieve goals. The state school report card is mailed annually as well. Teachers, scholars, and parents have conferences once a semester to establish support systems, tutoring opportunities, and scholarship opportunities for higher education. They discuss progress, obstacles,

achievements, opportunities for advancement, and assessment results to set future academic goals. Parents are given campus policies and procedures and the opportunity to follow their scholar's schedule, meet the teachers, and have all of their questions answered.

Site-Based Decision Making Team and PTA are two venues for sharing assessment results and developing the Campus Action Plan. Parents are often invited and volunteer to chaperone field trips such as visits to area museums and college visits. Throughout the year parents, teachers, scholars and community members come together to engage in community-based activities. These activities build a bridge of camaraderie and support by fostering participation in mayoral internship opportunities, community service projects, and a host of other areas that allow scholars the ability to give back. In addition, community professionals and state level organizations, such as State Board of Education and Ignite TX members, along with best-selling authors, provide workshops and seminars for scholars on a variety of academic topics on a quarterly basis.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Gilliam Collegiate Academy provides scholars with a dual credit curriculum to assist high school scholars interested in earning their associate's degrees in conjunction with their high school diplomas. The goal of KGGCA's curriculum is to prepare scholars academically and socially for a four-year university through accelerated high school coursework and exposure to college coursework as early as their 9th-grade year. As an Early College High School, all courses utilize the Common Instructional Framework to provide learning opportunities aimed at developing the writing, collaborating, and critical thinking skills necessary for success in college.

The curriculum emphasizes the importance of literacy in English/Language Arts. All 9th-grade scholars have a double block of literacy through Pre-AP English I and Reading I. The school continues to double-block 10th and 11th grade scholars who need extra support in literacy by pairing Creative Writing and/or Practical Writing with Pre-AP English II and English III. 11th and 12th grade scholars can earn college credit through AP English III and dual credit English IV. The English Language Arts curriculum utilizes aligned textbook resources, Laying the Foundation resources, novel studies, New York Times UPFRONT, and SAT vocabulary instruction in addition to intensive writing instruction.

The math curriculum supports the accelerated learning environment by providing scholars with additional math support through a math applications course offered alongside Algebra I or Pre-AP Geometry for 9th and 10th grade scholars. KGGCA also offers Pre-AP Algebra II, Math Models, and Pre-Calculus for all scholars. Several of KGGCA's scholars elect to take additional high level math courses through AP Calculus and dual credit math courses.

The science curriculum affords scholars the opportunity to take two AP courses, Biology and Chemistry, in addition to the standard Pre-AP Biology, Pre-AP Chemistry, and Pre-AP Physics course offerings. Scholars are also exposed to Scientific Research and Design course which allows for inquiry based learning to solve real world problems. The science curriculum integrates hands-on learning opportunities for scholars through a 60% lab model.

The social studies curriculum includes Pre-AP World Geography, Pre-AP World History, dual credit US History, and dual credit Government and Economics. KGGCA is expanding its AP offerings to include AP/Dual Credit US History in the upcoming school year. The history curriculum is focused on connecting historic content with scholars' current experiences to develop scholars who are able to compete in a global economy.

The Spanish curriculum ensures that all scholars take Spanish I and Spanish II, but scholars may elect to continue their language instruction with dual credit Spanish. KGGCA also has a strong Art curriculum that includes Art I and Dual Credit Art Appreciation followed by AP Art History and AP 2D Art Studio. Physical education is also offered at the high school level. In partnership with Cedar Valley College, KGGCA offers approximately 14 dual credit elective courses that allow scholars the opportunity to customize their learning based on individual preferences.

Since the curriculum requires scholars to take college courses in order to fulfill their high school graduation requirements, KGGCA offers two support courses to help scholars navigate the two school systems. Educational Frameworks is a course aimed at 9th and 10th grade scholars who have not met the Texas Success Initiative requirement to enroll in college coursework. This course is a blend of project-based learning and computer-based remediation. The projects are designed to support core content learning while promoting collaboration and critical thinking skills.

Dual credit technology courses are offered to provide scholars with enhanced opportunities for real world application and engagement. KGGCA also offers College and Career Readiness for eleventh and twelfth grade scholars. This course helps peers guide scholars in narrowing their selection to college based on their

interests, needs, and completed coursework. It also supports scholars in their current college coursework to ensure that all KGGCA scholars graduate with as many college credits as possible.

2. Reading/English:

ELA provides courses that promote the growth of written and oral comprehension, critical thinking, and the expression of ideas through effective communication which are essential for post-secondary education and careers. Scholars are college and career ready due to the exploration of literature, development of skills in oral presentation, reading comprehension, mastery of multiple strategies, and written compositions.

Research, information processing, vocabulary development, active listening, and reading are also developed through the study of literature and the teaching of composition, as well as through a variety of courses such as Creative Writing, Practical writing, and Journalism.

Cooperative learning, project-based assignments, and scholar led instruction are integral components of KGGCA English classes. Expository texts from other content areas are integrated to assist scholars in mastery of text dependent questions. Scholars are taught to annotate text, conduct peer editing based on the state rubric for writing, and integrate close reading modules. Data is continually disaggregated and scholars are tiered accordingly. Scholars who are below grade level are remediated through small group instruction, prescriptive intervention centers, as well as one-on-one tutorials. Scholars who are performing above grade level are exposed to project based learning opportunities that embed real world application and extend outside of the classroom.

Professional development for teachers is based on sound scientific research and by ensuring accountability through ongoing assessments, teachers have the opportunity to successfully offer differentiated instruction and provide specific learning strategies that meets the needs of all scholars. KGGCA teachers provide scholars with exposure to various reading materials which are instructionally based and are aligned between curriculum, instruction, and assessment, and various specific instructional practices.

Scholars are given the SRI assessments to determine reading levels, and the information is used by instructors in both planning lessons and in recommending books for scholars. Books obtained through the First Books program are coded by reading level to assist scholars with accelerating their cognitive development in reading.

Junior and Senior scholars are exposed to AP coursework with a focus on mastering the vocabulary acquisition skills necessary to become high-performing scholars. These courses are embedded with AP strategies and ensure alignment and success on national standardized tests. By integrating creative and practical writing into their regimen, scholars are able to obtain a fluency rate that will allow them to excel in post-secondary education. Senior-level scholars are able to take College English 1301 and receive dual credit for this course.

3. Mathematics:

Mathematics instruction at KJGCA has a three-step process involving planning, execution, and evaluation. The KJGCA customized model is built off of the foundational ADDIE model which utilizes the analysis, design, development, implementation, and evaluation process. The campus-utilized customized model combines the analysis, design, and development steps into one uniform step. This allows for a more personalized approach that embeds targeted interventions on a frequent basis.

Planning begins with analyzing scholar data on the Dallas ISD MyData Portal. The next step of the planning process is to use the TEKS to establish what must be taught. Assessments are then created based on the TEKS. Curriculum Maps, Unit Plans, and Lesson Plans are then created, monitored, and adjusted based on data analysis. This customized planning phase ensures backwards design.

The execution step of the process includes making sure both the teacher and the scholar understand the goals. Strategies such as MRS (multiple response strategies), differentiation instruction, and project based

learning opportunities are used in the classroom when deemed beneficial for the execution process. After the planning and execution, evaluation becomes critical. KJGCA teachers use data analysis to judge if the scholars learned the material, what areas are lacking, and what material needs to be remediated.

In an effort to ensure that the achievement gap is closed scholars are given a math study skills course in addition to the normal math course. The study skills course allows for targeted interventions that are customized based on the deficiency of the individual scholar. This class integrates Kahn Academy to help offer additional support, and ClassJump which allows teachers the ability to upload assignments, lessons and videos for scholar use. During scholars' advisory/lunch period, scholars are offered one-on-one tutoring. Before and after school tutoring is also available. Scholars who are above grade level are accelerated by integrating extended real world application opportunities with the Perot Museum Spark 101 lessons.

KGGCA's state of the art facility lends itself for the use of technology. Scholars are provided with calculators that greatly increase scholar engagement and higher achievement. The TI-Inspire Navigator System allows for immediate feedback from scholars by supporting teaching strategies that research has proven to accelerate the understanding of complex mathematics concepts via wireless connectivity. Scholars without computers or lack of internet access can take advantage of these commodities at Gilliam Collegiate Academy. Computer labs, Wi-Fi, and portable laptops are available for scholar use.

4. Additional Curriculum Area:

In addition to the strong core curriculum, scholars at Gilliam Academy take Spanish levels I & II and Spanish 1411 and 1412 college level courses to graduate with honors. These classes are mandatory electives for all grade levels. Through these courses, scholars learn not only language, but the diversity of cultures within the school, community, and world. The courses expand the topics that transcend into other disciplines like geography, history, and linguistics. They provide an insight into a different worldview that prepares scholars for the real world in the context of a foreign or second language.

The Fine Arts program at Gilliam Collegiate Academy offers scholars a broad range of courses that includes Art I, Art Appreciation (Dual Credit), Art III Photography, AP Studio 2-D Design, and AP Art History. KGGCA scholars study art to provide themselves with not only a sense of civilization, but it also to develop an awareness about themselves and to think more globally. Great works of art illuminate the constancy of the human condition.

The art program fosters creativity, reading and writing at the college level, critical thinking skills, and computer literacy. KGGCA students have been invited for the past three years to participate in a grant with the Meadows Museum at Southern Methodist University that allows Art Appreciation (Dual Credit) scholars to visit the museum and to view various art exhibitions, the goal of which is to write college level research papers on specific works of art of the scholars' choosing. KGGCA art scholars are encouraged to participate in various art shows and competitions in the Dallas Fort Worth Metroplex, and they have been very successful in these events.

This year nine out of ten of the school's scholars received gold medals for their technical ability as well as their strong interview/communication skills in the VASE (Visual Art Scholastic Event) of Region 10 South. Last year, KGGCA's AP Studio 2-D Design scholars received a 100% pass rate for their portfolios in the AP College Board Exam. The school's AP Art History program inculcates in scholars an appreciation for all expressions of the human spirit and kindles a lifelong relationship with the arts. Ultimately, this course prepares scholars not only to perform successfully on the History of Art Advanced Placement Examination, but it also provides them with college readiness skills.

5. Instructional Methods:

A main focus at KGGCA is the belief that it is the school's responsibility to prepare students to successfully complete post-secondary education. With a multidisciplinary approach in all content areas, small classes to foster individual attention, and expert guidance by highly qualified staff, students are challenged to become

active shapers of their environment. The facility incorporates a multitude of open spaces for informal learning to emphasize the importance of planning unstructured time. Open visibility to all spaces provides transparency and accountability while still encouraging self-directed learning.

In order to ensure the success of KJGCA scholars, teachers must collaborate vertically (between grade levels) as well as horizontally (between disciplines). This allows teachers to ensure a truly aligned curriculum that is focused on accelerating while remediating scholars. They integrate bookend planning through curriculum mapping based on student profiles from My Data Portal and campus based data analysis conducted every three weeks. Teachers utilize backwards design to assist them in planning scaffold lessons based on previous, current, and possible future TEKS embedded with the college and career readiness standards in their respective core subject. Adjustments to the curriculum are made based on the trends that the teachers see when they conduct their analysis.

The flipped classroom approach is used to motivate students to own their learning and come to school prepared for rigorous, inquiry based activities to maximize classroom instruction. All teachers have digital classrooms which place document readers, data projectors, laptops at their fingertips. Scholar laptops are available to integrate Kahn Academy, PhET simulations, ClassJump, and You Tube, so scholars have opportunities to gain deeper understanding of the material being presented.

Instruction is differentiated and tailored to the individual scholar by integrating choice boards in project based learning opportunities. Rubrics, based on the higher levels of Bloom's Revised Taxonomy, are utilized consistently within each classroom to provide scholars with clarity, focus, and direction in completing their final products. Scholars are consistently challenged to use academic vocabulary and demonstrate content mastery in various courses by leading Socratic Seminars. Content specific expository texts are embedded across all content areas to foster the habits of mind to truly embrace the instructional techniques integrated with a disciplinary literacy focus. Blending these strategies within a highly technological environment has assisted scholars in maintaining academic excellence.

6. Professional Development:

Based on the needs assessment, KJGCA creates a professional development calendar that ensures alignment with scholar achievement, state standards, and continuous scholar improvement. Professional Development focuses on four key areas: curriculum and instruction, differentiated instruction with technology integration, disciplinary literacy with an emphasis on writing across the curriculum, and the campus created Teacher University to encourage continuous integration of best practices. These areas are re-visited every six weeks to ensure that the standards are being taught with the depth and complexity necessary for continuous scholar success.

Curriculum and Instruction alignment is vital to any academic institution seeking to have exemplar scholars. KJGCA offers at-risk scholars the opportunity to obtain an associate's degree in conjunction with a high school diploma. Therefore, data is analyzed and coupled with Texas College and Career Readiness Standards to assist educators in creating aligned curriculum maps, six week unit plans with a detailed needs analysis, and weekly lesson plans.

By treating all scholars as if they are gifted/talented, they are able to cultivate the habits of mind necessary for success at all grade levels. To accomplish this goal, KJGCA faculty attends trainings to implement strategies with fidelity. Training consists of Educate Texas for writing across the content, Kilgo training for data analysis of specific content areas, College Board for AP Institute/SAT training to incorporate best practices, and content specific sessions to embed rigor into every lesson.

Instruction is differentiated to meet the needs of each learner. Therefore, teaching techniques need to be customized for an increase in rigor and relevance. This is to foster opportunities to reach all learner types by incorporating multiple response strategies, white boards, interactive tablets, and student response system clickers to tailor classroom instruction. The school also partners with the Perot Museum to participate in the Spark 101 Program and integrate real world STEM applications into classrooms.

Teacher University was created at Gilliam with a focus on Instructional Rounds Frameworks. The goal is to foster and facilitate an active learning community committed to sharing and integrating instructional best practices among colleagues. Disciplinary Literacy provides a focal lens for this with an emphasis on writing in each content area. By merging these two programs teachers are able to observe other content areas and provide instructional feedback for improvement.

This approach to professional development has attributed to a 64% increase in scholars passing community college entrance exams to take dual credit courses this year.

7. School Leadership

AT KJGCA the campus instructional leaders embrace a data driven philosophical focus that embodies collaboration and teamwork throughout all areas of the campus. This ensures that the data takes priority, sets the precedence, and eliminates presumptions. Every year the campus conducts a needs assessment to address areas of misalignment as it pertains to scholar achievement. Once completed, the needs are aligned with the campus budget and integrated to create the campus action plan. The campus action plan is created with the Principal Executive Leadership Team (PELT), a group of campus based teacher leaders from all content areas who are focused on scholar achievement. PELT consists of the Principal, Assistant Principal, Counselor, Instructional Coach, department chairs from Science, English, Math, Social Studies, Electives, and the AP Lead Teacher. This is done to ensure that all policies, procedures, relationships, and resources focus on scholar engagement.

The Principal serves as the leader of the professional learning community simply because she truly understands that she has a major impact on scholar achievement. However, the Principal is humble enough to know that teachers have the greatest impact on scholar learning. Therefore, the entire administrative staff continually cultivates content level and grade level content experts and leaders who can help address the academic needs of the KJGCA scholar community.

The Principal, Asst. Principal, and the Instructional Coach model the expectation by utilizing implementation rubrics to ensure fidelity to the individual evaluation of the teachers. This allows the entire focus to be placed on the data, not the individual. These are used when conducting spot observations, instructional frameworks rounds, curriculum alignment review, and in-depth data analysis meetings. This allows a layered approach to ensuring data driven instruction, observation and feedback, instructional content planning, and professional development. These are integrated in a cyclical approach to ensure that they are continually monitored, adjusted, and implemented based on the scholar achievement data analysis conducted.

Individualized teacher data meetings allow for a continued instructional focus with immediate feedback from campus based leaders. These meetings ensure that the campus based administrators are able to continually focus on the data as it pertains to scholar achievement, scholar engagement, and college and career readiness. These drive the assessment analysis meetings that are conducted on the campus to allow the teachers to continually address the areas of concern, instructional deficiencies and customize professional development to incorporate instructional best practices within the classroom.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STARR EOC (2011-2012 and 2012-2013) TAKS Math 2008-2009 to 2010-2011)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	92	93	
% Advanced	47	26	19	29	
Number of students tested	84	92	84	82	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	92	94	94	
% Advanced	46	26	18	25	
Number of students tested	64	71	71	72	
2. Students receiving Special Education					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	96	94	96	97	
% Advanced	18	29	19	38	
Number of students tested	26	31	26	29	
5. African- American Students					
% Proficient plus % Advanced	97	100	89	91	
% Advanced	15	13	18	25	
Number of students tested	53	58	55	53	
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					

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

NOTES: The preceding data was referenced from the student data sections of Texas Education Agency (TEA) www.tea.state.tx.us/ and Dallas ISD MyData Portal (DISD) <https://mydata.dallasisd.org>. This data is a combination of information taken from the State of Texas Assessment of Academic Readiness (STAAR) 2011 - 2013 and the Texas Assessment of Knowledge and Skills (TAKS) 2009 - 2013.

Gilliam Collegiate Academy opened in the Fall of 2008 with a group of 100 9th Graders; hence, there is no 2009 data for the 10th Grade group. This is also the reason that there is no data for the 2009 and 2010 11th Grade groups.

STATE CRITERION--REFERENCED TESTS

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

Test: 11th Grade TAKS Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	100	97	96		
% Advanced	47	39	49		
Number of students tested	81	84	67		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	97	97		
% Advanced	42	40	50		
Number of students tested	60	65	58		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	41	36	59		
Number of students tested	29	28	27		
5. African- American Students					
% Proficient plus % Advanced	100	94	92		
% Advanced	51	38	41		
Number of students tested	49	53	39		
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

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

NOTES: The preceding data was referenced from the student data sections of Texas Education Agency (TEA) www.tea.state.tx.us/ and Dallas ISD MyData Portal (DISD) <https://mydata.dallasisd.org>. This data is a combination of information taken from the State of Texas Assessment of Academic Readiness (STAAR) 2011 - 2013 and the Texas Assessment of Knowledge and Skills (TAKS) 2009 - 2013.

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STARR EOC (2011-2012 and 2012-2013) TAKS Math 2008-2009 to 2010-2011)

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	97	98	91	87
% Advanced	38	5	35	37	30
Number of students tested	119	73	93	92	97
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	98	98	100	92	85
% Advanced	40	5	34	37	19
Number of students tested	106	59	68	76	72
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	96	100	100	100	83
% Advanced	35	0	28	17	1
Number of students tested	5	13	7	6	6
4. Hispanic or Latino Students					
% Proficient plus % Advanced	99	100	99	100	87
% Advanced	42	10	38	45	30
Number of students tested	26	31	26	28	30
5. African- American Students					
% Proficient plus % Advanced	98	96	96	91	87
% Advanced	35	8	43	37	26
Number of students tested	63	49	55	62	66
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

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

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STARR EOC (2011-2012 and 2012-2013) TAKS ELA 2008-2009 to 2010-2011)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Apr	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	91	100	100	100	
% Advanced	12	7	34	23	
Number of students tested	80	92	84	82	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	100	100	100	
% Advanced	10	18	33	19	
Number of students tested	64	71	71	72	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	79	100	100	100	
% Advanced	7	17	30	17	
Number of students tested	26	26	26	29	
5. African- American Students					
% Proficient plus % Advanced	96	100	98	100	
% Advanced	14	16	35	26	
Number of students tested	53	58	55	53	
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

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

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STATE CRITERION--REFERENCED TESTS

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

Test: 11th Grade TAKS ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	100	99	100		
% Advanced	20	16	8		
Number of students tested	82	84	67		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	99	100		
% Advanced	20	19	5		
Number of students tested	61	65	58		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	100	99	100		
% Advanced	21	18	0		
Number of students tested	29	28	27		
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

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

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STARR EOC (2011-2012 and 2012-2013) TAKS ELA 2008-2009 to 2010-2011)

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	87	79	100	99	100
% Advanced	10	4	17	13	24
Number of students tested	101	98	91	84	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	86	78	100	99	100
% Advanced	9	4	38	100	19
Number of students tested	85	87	68	76	72
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	81	100	100	100	100
% Advanced	9	13	30	50	30
Number of students tested	34	33	34	28	30
5. African- American Students					
% Proficient plus % Advanced	86	100	100	100	100
% Advanced	13	7	26	35	26
Number of students tested	69	64	55	62	66
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

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

NOTES: The preceding data was referenced from the student data sections of Texas Education Agency (TEA) www.tea.state.tx.us/ and Dallas ISD MyData Portal (DISD) <https://mydata.dallasisd.org>. This data is a combination of information taken from the State of Texas Assessment of Academic Readiness (STAAR) 2011 - 2013 and the Texas Assessment of Knowledge and Skills (TAKS) 2009 - 2013.

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