

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Jeanette Allen O'Neal

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

Official School Name Routh Roach Elementary School

(As it should appear in the official records)

School Mailing Address 1811 Mayfield Avenue

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

City Garland State TX Zip Code+4 (9 digits total) 75041-5296

County Dallas State School Code Number* 057909127

Telephone 972-926-2580 Fax 972-926-2585

Web site/URL http://www.garlandisd.net/roach E-mail JAONeal@garlandisd.net

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

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

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Bob Morrison E-mail: blmorris@garlandisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garland Independent School District Tel. 972-494-8201

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. Larry Glick
(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):
- 47 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 67 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. 23 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	45	42	87
1	43	40	83
2	39	30	69
3	37	40	77
4	52	33	85
5	35	19	54
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	251	204	455

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 11 % Black or African American
 - 75 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % 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: 22%

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	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	96
(4) Total number of students in the school as of October 1	440
(5) Total transferred students in row (3) divided by total students in row (4)	0.218
(6) Amount in row (5) multiplied by 100	22

7. English Language Learners (ELL) in the school: 63 %
286 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Spanish, Vietnamese, Arabic, Pilipino (Tagalog), Amharic
8. Students eligible for free/reduced-priced meals: 78 %
 Total number students who qualify: 355

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: $\frac{9}{40}$ %
40 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.

3 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
4 Emotional Disturbance	19 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	1 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	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 21:1

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%	97%	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

If yes, select the year in which your school received the award. 2006

PART III – SUMMARY

Our mission: The staff at Routh Roach recognizes the unique needs of each child so they can master concepts and skills. Readiness, interest, and learning-profile differentiation are the foundation of planning instruction for each child. The school climate creates student success through our philosophy of teaching and learning and is supported by teachers, parents, and community members.

Our vision: To educate children to become responsible citizens with the skills, values and creativity necessary to claim the possibilities of tomorrow.

Routh Roach Elementary is a learning community that provides an environment of high expectations for all. Parents and extended family members are welcome at the campus to become part of the school's educational program. The staff of Routh Roach has high expectations for all the children and work very hard to determine each child's learning style and what motivates each child to learn. Our school climate, characterized by mutual respect between adults and children, and our carefully designed mission and vision allow our students to be successful. The success of our school has been recognized through the following achievements:

- National Blue Ribbon School, 2006
- Distinguished Title One School for nine years
- Exemplary Campus for fifteen years by Texas Education Agency
- Texas Business and Education Coalition Honoree for four years

Routh Roach opened in 1972 as an opened concept school with very few interior walls. In 1998 the school was renovated to create individual classrooms to better enhance student learning. The student population is comprised of 78% of the students qualifying for free/reduced price meals with the schools ethnic composition being 11% White, 11% Black, 75% Hispanic, 2% Asian, and 1% two or more races. Spanish is the language of instruction a large portion of the day for the 51% of our students in Bilingual education with English as a Second Language instruction being utilized to teach the students to learn to speak, read, and write English. This approach allows our Bilingual education students to master the on-grade-level essential concepts and skills in their dominant language. Academically rigorous instruction in Spanish through fifth grade advances high levels of academic attainment and language proficiency in Spanish and English. The basic framework of the school is such that the details of how we will teach reading and math are written into our Campus Improvement Plan. A committee of parents, teachers, and two community members continually meet to address the performance and needs of our students each year.

Highlights of Special Programs:

Routh Roach offers a rigorous curriculum setting, which is instructionally focused and provides uninterrupted blocks of time in all core subjects. Using a research-driven “additive, last exit bilingual” approach to educating increasing populations of Spanish-speaking students. Every classroom, regardless of language of instruction, uses small group instruction, teacher-guided follow-up practice, and independent student work. In addition, I-Time is an intervention or enrichment model, which provides continuous academic improvement during the school day. A fifty minute intervention/enrichment time is set aside Monday through Thursday. The focus on quality instruction is a high priority. If students have not mastered the required skills or acquired the essential knowledge at each grade level, then we offer an extended day program. This is an additional hour of tutoring in a small group setting for as many as four days a week after regular school hours. In order to ensure the highest level of instruction with differentiation our campus has acquired a large collection of books through grants and Title I funds for our library. Our students further develop their comprehension skills through the Accelerated Reading program. Furthermore, individualized reading instruction for English and Spanish is utilized in the computer lab. In addition, each teacher has five computers in their classrooms that are networked with the computer lab, which provides students with additional access to programs for reading and math skills instruction based on individual student need. Finally, each teacher has a presentation station to present visuals to support the skill or concept being taught.

The repetition and consistency at each grade level results in student mastery of skills and high student performance.

Our community is an integral part of our campus success. Our active PTA supports our campus through volunteering efforts and service projects to help our students. Our campus staff communicates to our parents through letters and flyers in English and Spanish. Routh Roach has a reputation of highly qualified and dedicated staff members who believes in student success for each student at our campus.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) In regard to assessment results at Routh Roach Elementary, the Texas standardized assessments include the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessments of Academic Readiness (STAAR). The 2008-2011 results are relevant to the TAKS assessment and the 2011-2013 results are relevant to the STAAR assessment. The state moved to a more rigorous assessment, STAAR, during the 2011-2013 school years. Passing/Satisfactory Performance was "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR. Advanced Performance was "Commended" under TAKS and "Level III" under STAAR.

Routh Roach Elementary earned an Exemplary rating under the TAKS system due to the overall performance for third, fourth, and fifth grade students. Overall, the students achieved a ninety percent or above passing rate in the areas of reading, math, writing and science. The 2008-2011 performance results for Routh Roach Elementary resulted in the campus achieving the highest possible rating of Exemplary with Gold Performance Acknowledgements in reading and math based on the TAKS criteria.

A new accountability system was implemented for rating Texas schools for the 2012-2013 school year. Under the new system, Routh Roach Elementary also received the highest accountability rating of Met Standard with Distinction Designations of Academic Achievement in Reading/ELA, Mathematics, and Top 25 Percent Student Progress.

b) When looking at the data trends over the last five years, the Texas Assessment of Knowledge and Skills (TAKS) scores were consistently high for all student groups represented at Routh Roach. The sub groups that represent 10% or higher of the total Roach population are Free and Reduced-Lunch Programs/Socio-Economic/Disadvantaged Students, English Language Learners, Hispanic or Latino Students, African American, and White. With the implementation of the new state assessment, STAAR, scores fluctuated in reading and math among the 3rd, 4th, and 5th grade students. Notably, the African American student sub group, which comprises 11% of the population, scored higher than the grade level scores in all three grades.

After carefully analyzing the data, TAKS, and the initial year of STAAR testing, it was determined that the curriculum at Routh Roach needed to be presented at a more rigorous level to allow students to perform at a higher levels of Bloom's Taxonomy. In addition reviewing classroom walkthrough data indicated teaching occurring in the classrooms was at the knowledge level. As evident in our assessment results our students were not reaching a level requiring application or analytical reasoning. In order for our staff to teach students the skills to be critical thinkers and encourage higher order thinking, staff development was provided with a focus on higher level questioning. Furthermore, metacognition was also presented as a tool to help students organize their thoughts with the use of different mapping tools to enhance their thinking and learning.

On-going staff development occurred through the utilization of Professional Learning Communities (PLCs) evaluating diagnostic data being taken throughout the year and altering instructional methodologies if needed. As a result of the staff's effort there were gains on the 2012-2013 STAAR tests in both reading and math. Math scores in third grade increased from 84% to 88%, in fourth grade from 88% to 93%, and in fifth grade from 75% to 92%. Reading scores in third grade remained the same at 89%, in fourth grade the score increased by one point from 88% to 89%, and in fifth grade increased from 81% to 92%. Roach's sub group of African American students surpassed the grade level math scores by attaining 100% passing rate in two grades and the grade level reading scores by attaining 100% passing rate in two grades.

2. Using Assessment Results:

Routh Roach places a strong emphasis on educational progress and utilizes quantitative evidence for school decisions through a multitude of data sources. In order to create an analysis of each individual student learning and achievement, Routh Roach examines multiple data sources. Specifically, the use of Individual

Student Indicators of Progress (ISIP) reports assist teachers when making targeted decisions of how to assign students to an intervention tier and/or group. Secondly, teachers analyze campus curriculum assessments to make formative, instructional decisions and measure student progress. Finally, the school administrators and teachers use state assessment data to analyze student achievement in core subjects to better enhance effective teaching practices across all grade levels.

State assessment results are used to determine ways to improve teaching methodologies. Disaggregating test data by subgroup and objective provides the information needed for targeting instruction based on individual student need. This process is repeated throughout the year on a variety of testing instruments. We administer two benchmarks developed by the district, monthly ISIP reading assessments, and monthly Universal Math Screener. Students are placed on Tier 2 if either the math or reading district cut scores are not met and are included in the extended day program.

Our staff has weekly grade level planning sessions to discuss objectives with the grades above and below to discuss curriculum alignment. Additionally, test data is used to identify areas of greatest need. We have found that collaborating as a campus using data increases our student achievement. Staff development also allows teachers an opportunity to collaborate in vertical teams.

Parents and students are informed regarding the child's performance with regular frequency. Daily progress is communicated as necessary by phone calls and e-mails. On a weekly schedule, student work is sent home for parental review; parents are required to acknowledge receipt. Progress reports are sent home at the third week of each grading cycle, and report cards are sent at the end of each grading cycle. One night each semester, the school offers evening conferences to parents. At these parent conferences, teachers are prepared to discuss the strengths and weaknesses of each child as documented by a variety of assessments. Copies of the following results with written explanations are given to parents: ITBS (Iowa Test of Basic Skills), Individual Student Indicators of Progress (ISIP), Universal Math Screener, and AR tests (Accelerated Reading). In order to assess reasoning and problem solving the students in fourth and fifth grade are administered COGAT (cognitive ability test). The results of COGAT are used to predict the success of students through reasoning, level of understanding, and problem solving abilities.

The measurement of our English Language Learners acquisition of English is measured with Texas English Language Proficiency Assessment System (TELPAS). Speaking, listening, and writing are measured holistically with the reading being assessed with a computer test provided by the state. Each year for assessment validity the teachers doing the rating must be certified by the State of Texas by passing a calibration assessment. The data from TELPAS is used to improve our English as a Second Language (ESL) instruction. The students not making adequate progress in listening, reading, speaking, and writing in academic English are provided an additional thirty minutes a day ESL instruction at Routh Roach Elementary.

3. Sharing Lessons Learned:

The success of our students has been noted by the state, the district, and the community. Using test results, Texas assigned schools and districts an accountability rating. High performing schools and districts can also receive the Gold Performance Acknowledgements (GPA). According to the accountability ratings, Routh Roach Elementary received the highest possible rating for 2012-2013 and Gold Star Acknowledgements of Academic Achievement in reading and math. The published state ratings communicate that our economically disadvantaged and ethnic subgroups each year learn at the same high level of mastery at Routh Roach. At the national level for many years Routh Roach has been named a Distinguished Title I School. The Texas Business Education Coalition (TBEC), a business coalition group, in the state of Texas rates schools each year by the number of students reaching advanced performance and for four years Routh Roach has been the recipient of this award.

Principals of various neighboring schools have contacted the campus for guidance in improving their student achievement. Throughout the years we have demonstrated our school's best practices and methods of teaching. After giving an overview to the principals and teachers of neighboring schools, the teachers meet

with the Routh Roach Elementary teachers at the same grade level. The meetings are followed by classroom observations, walkthroughs, and reflection. Our Campus Improvement Plans for reading and math and a copy of our master schedule are shared with visiting educators. The staff of Routh Roach Elementary will continue to share the specifics of our mission and vision of student success through our mentoring of other schools or through staff development presentations. Schools we have mentored often call to tell us about their success after using our specific methodologies.

Classroom management is an essential component of our campus culture. Part of the framework of the school is the discipline that is in place. Students are taught to be responsible for their actions and rewards or consequences reinforce behavior and expectations. We have received several comments about the good behavior our students exhibit. We attribute the behavior to our focus on Positive Behavior Intervention Strategies (PBIS) developed by our regional service center. During the last three years, teachers within the Garland Independent School District have visited our campus to observe the master teachers at Routh Roach Elementary.

4. Engaging Families and Community:

Engaging families and community members requires honoring the various ethnic cultures represented in the student population. The staff members at Routh Roach Elementary have embraced this philosophy and continuously work to include various activities that honor the different aspects of each culture. Student success and school improvement occurs when the parents and community members become a part of the building program. Students recognize the value of his/her education when parents are present in the building and involved with academic activities.

A variety of methods are used to promote parental involvement. The bilingual volunteer program coordinator on our campus encourages the parents of our bilingual students to become actively involved. Volunteers provide assistance to teachers by making instructional materials, maintaining display boards giving recognition to students for either behavioral or academic success. Volunteers also work in the classroom listening to students read. On other occasions volunteers assist with set design, costume creation, and dance instruction.

With the primary ethnic population of Routh Roach Elementary being Hispanic our greatest parent participation is in the active parental support of our student Folklorico dance program. Teachers, parents, and community volunteers teach the student Folklorico dances after school one day a week. The parent volunteers also assist at the various performances of the group at community cultural celebrations.

The area of most importance when engaging families and community members is involving them in the decision making process. This is accomplished via the school Title I Parent Advisory Committee which meets monthly. Various programs have been put into place because of the recommendations received by the Title I committees each year. An example of one recommendation has been the honor assembly held each grading cycles to recognize the students various achievements. Achievements are recognized for various accomplishments including academics. Another recommendation of the Title I Parent Advisory Committee was to increase rewards given to students for good behavior. Funds were made available by the PTA to accomplish giving the rewards.

Student success has occurred at Routh Roach in part because of the efforts of the volunteers and support given through recommendations utilized in developing the successful academic program of the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The goal in Reading instruction is to lead students to higher levels of thinking and achievement in all subject areas. It is through reading instruction that we expand students' vocabulary, increase their level of comprehension and fluency, and give them the tools necessary to evaluate what they read. This is achieved through the use of a balance of fiction and non-fiction texts including grade appropriate novel studies. Attention is given to providing materials at the appropriate independent reading level as assessed by an independent reading inventory. Cross grade-level tutoring is provided as necessary. Occasionally, a child who is performing significantly above grade level is included in a reading group in the grade level above. Comprehension, the underlying goal of the reading program, is supported through the use of computer evaluations provided through Accelerated Reading that tests students' comprehension of the library books they read.

Application is the ultimate goal in the math curriculum. Students are taught the required state readiness and supporting standards at each grade level. As students demonstrate mastery of each standard, they can begin to apply them to real-life problems and situations. Our math curriculum includes programs such as Touch Math in the primary grades. This provides students a tactile means of mastering the basics of addition and subtraction. The math standards that have been taught are constantly being reviewed through a cyclical approach providing daily practice on a broad range of concepts and skills. In addition to tutorials when needed, all grades receive math practice using the Success Maker program in our computer lab. The computer generates reports that are useful in targeting areas of need for individual children. Teachers use this information on areas of weakness to design individualized computer practice. Students can access an internet based program Think Through Math at home to reinforce math concepts and skills.

Writing is taught across the curriculum in every subject. Focus is directed at both the components of grammar and composition. Students are introduced to a variety of writing styles and encouraged to use them when writing on both teacher-selected and student-selected topics. Writing is a daily activity for the students and the process and the traits of good writing are taught. Students receive feedback during individual writing conferences with the teacher and also from their peers in buddy conferences or in response to class readings. Visits from well-known authors help children to realize that every book is written by someone very much like them.

In the area of science curriculum, every lesson is used to teach children how to think like scientists. Our school maintains two central locations, the primary science and intermediate science labs, for the large inventory of science equipment that is available in our building. Teachers have received grants for several years to increase the science equipment in each lab. Using the Foss materials, teachers introduce grade appropriate vocabulary and theories, and teach concepts using hands-on experiments and investigations directly related to real-life situations.

The Social Studies curriculum focuses on past and present communities throughout the world. Students learn about the different types of communities and explore the reasons they were formed. This knowledge allows them to make comparisons to their own community. Fourth grade students focus on Texas History, while fifth grade students study U.S. History. For the remaining grade levels, K-3, the Social Studies curriculum is integrated with the English Language Arts lessons.

At Routh Roach, the goal of moving students physically compliments the priority assigned to moving students academically. The PE curriculum, which reflects an integration of the state standards with the national Let's Move campaign, engages students in structured heart-pumping aerobic activities, strength-building exercises, stretching routines and sports games. Student motivation to succeed in PE remains high as 3rd, 4th, and 5th graders monitor their progress through participation in the FITNESSGRAM, which is administered annually to assess aerobic capacity, muscular strength, endurance, flexibility, and body composition.

As an extension of our commitment to keeping students active, recess continues to be an integral component of the schedule. During recess, students develop a freedom of expression through movement, an appreciation of the outdoors, and an understanding of the reciprocal benefit of releasing energy to reenergize. After 15 minutes of recess daily, students return to the classroom fit to learn. Other school sponsored activities worthy of note that create community and promote healthy bodies and healthy minds include: Family Fitness Fuel Up to Play 60 Night, Friday Running Club, and Field Day.

A curricular focus on health and nutrition further advances active learning and healthy lifestyles at Routh Roach. Program ENERGY, sponsored by the American Diabetes Association, offers students an enrichment program using community partners in the classroom. Volunteers, with support from the school nurse and classroom teachers, provide inquiry-based lessons in science and math using hands-on activities and experiments exploring food, nutrition, physical activity, biology of body weight and blood sugar regulation, all reinforcing healthy behavioral choices needed to prevent Type 2 Diabetes and obesity. A centerpiece of our Health and Wellness curriculum, the Food Pyramid is prominently featured throughout the grade levels. In the primary grades, students learn the different categories of the Pyramid and practice categorizing foods from each group, distinguishing between healthy and unhealthy food choices, and serving appropriate meal portions. In the intermediate grades, students extend their learning to include analyzing food labels and determining their nutritional value with the culminating activity for many of the health and nutrition topics accomplished through expository writing. In the example of the Food Pyramid, students identify health and nutrition goals and develop individual nutrition and exercise plans to meet those goals. In regards to nutrition, it is important to note, that we not only pour our hearts and souls into the students, we also pour a lot of water into the students. A water bottle sits on every student desk every day. Research indicates that the human brain depends on proper hydration to function optimally. By keeping water within reach of the students, our ability to optimize the students' body-mind workout is achieved.

Students are given unlimited opportunities to demonstrate their understanding across the curriculum through art activities. They may also choose to participate in several art competitions i.e. Reflections, Environmental Poster, or Holiday Greeting Card-Design contest. Through the generosity of our PTA, the students are able to enjoy performances by the Fort Worth Opera, attend various plays off campus, the symphony, the Ross Perot Science Museum, and the Dallas Museum of Art.

2. Reading/English:

Because success in reading is essential to success in life, the staff at Routh Roach is committed to implementing a curriculum that reaches all children effectively. Ongoing assessment, curriculum alignment across the grade levels and flexible grouping by skill and objective are in place for all children. Through daily thirty minute small group rotations students access individualized opportunities along a specially-designed reading curriculum which culminates into an enriched curriculum for advanced level students and an accelerated curriculum for struggling readers. The students work a minimum of thirty minutes a day on a computer program, IStation or Success Maker, which provide individualized programs for each child. Early intervention is provided for the at-risk population by literacy specialists and a bilingual aide trained to identify and remediate specific deficits in reading skills and strategies. Children identified by diagnostic tests as qualifying for special education or dyslexia programs receive appropriate placement in a timely manner. After school tutoring is offered to all children with failing grades in reading, as well as to those identified as at risk by measures such as the IStation Indicators of Progress, ITBS, Success Maker reports, Reading Benchmarks and the STAAR. Identified students are provided an extended day program which consists of one hour of tutoring after the regular school day for four days a week. In addition, a three hour Saturday School is provided for students requiring acceleration in reading. In both these programs the student/teacher ratio is no larger than six to one.

All facets of reading instruction are presented in a balanced manner using a wide variety of resources and activities. Resources available include but are not limited to a basal, novels, Project Read Programs, Hampton Brown, Time for Kids, and the Summer Success Phonics packet. The school librarian directs AR (the Accelerated Reading Program) a reading incentive program which involves an opportunity for the children to purchase rewards with points earned by reading. Appropriate independent reading levels are

determined by individual reading inventories and monitored and adjusted throughout the year. Other reading incentive programs coordinated by the teachers and librarian are Six Flags Read to Succeed and the Pizza Hut Book-It program.

The late exit Bilingual Education (BE) Program implemented at Routh Roach facilitates maximum growth in reading for these students. Routh Roach instructs students in their native language until they are strong readers or above grade levels in core subjects.

3. Mathematics:

Routh Roach has a very methodical and consistent mathematical program throughout every grade level. We always begin our year conducting staff development to analyze STAAR and Universal Math Screener scores to identify areas of weakness. This guides the teachers in planning targeted classroom and small group instruction. As the year progresses, benchmark data is reviewed twice a year to gauge growth in the specific student expectations. Instruction is monitored and adjusted based upon the results of these data points. Our Tier 2 and Tier 3 students are monitored every month by conducting the computer-based Universal Math Screener to ensure adequate progress of these students. This ensures they are closely monitored and we believe has had a positive impact on our low percentage of Tier 2 and Tier 3 students.

Basic foundational math skills and facts are addressed using a Touch Math program in Kindergarten through 2nd grade. This provides a consistent and familiar method for the students year to year. Instructional time is optimized because the method is familiar to students. We believe in building a firm concrete knowledge by using manipulatives before progressing to abstract math skills. Every math classroom has math manipulatives available to provide hands-on learning and ensure accommodation of all learning styles.

Problem solving skills are also essential to the success of our students. A high percentage of our student population consist of ELL learners, therefore, it is imperative to address background knowledge, vocabulary, and higher cognitive thinking. Due to this fact, every classroom implements a daily story problem to continually model problem solving strategies. Teachers have also received staff training on Model Drawing as a powerful strategy for solving word problems. This helps the students see problem solving in a concrete, pictorial way and increases comprehension of the problem.

We believe an imperative part of our math program has been that all students, regardless of math level, have their needs met. Every child is provided means to continue to grow, even if they are above or below grade level. Success Maker is a self-paced computerized math program that assesses a child's math skills and builds upon their knowledge as they progress through the program. Each class goes to the computer lab daily to fulfill their required minutes. The computer technology assistant provides each teacher with a print-out of each student's progress and areas for instructional improvement. Teachers use this data to individualize instruction in the classroom.

4. Additional Curriculum Area:

The music program was chosen as the additional curriculum area as instruction in song, rhythm, instruments and dance can be combined with the objectives in every area of the curriculum. Language arts, math, science and social studies are best taught using multi-sensory activities. Learning to read music and understand the theory is an activity that uses and reinforces the skills learned in reading. In the primary grades often the break though for a young child in understanding the connection of printed material to spoken language occurs when in the music class the words of a familiar song are projected on a large screen, tracked by the music teacher, and sung by the students. Our music teacher reinforces math objectives as well when teaching note values and time signature. The music choices and programs often coordinate with social studies themes and science lessons being taught in general education and bilingual classes. An example of this was the program in February coordinating with the fifth grade social studies lessons with our Black History Program.

Our music program functions in part as ambassador to the larger community. Each grade level is featured at one of the monthly PTA programs. This strengthens our learning community by allowing parents an opportunity to participate in helping with props, costumes and sets. Music programs guarantee high levels of attendance at PTA meetings.

With the primary ethnic population of Routh Roach being Hispanic several years ago a Folklorico dance program was started after school. Teachers, parents, and community volunteers developed a program to teach the students Folklorico dances. The number of students participating has reached 80 with the membership reflecting the ethnic makeup of our school, 11% African American, 11% White, and 75% Hispanic. The community now calls upon the group to perform at various cultural celebrations.

Our fourth and fifth graders are encouraged to join the honor choir if they have satisfactory grades and behavior. This motivates children to achieve the high expectations held for them in all the other curriculum areas. Choir membership develops responsibility and dedication as the rehearsals occur outside of school hours. The choir goes out into the community through performances at nursing homes, malls and civic events, such as Christmas on the Square. Other opportunities to attend cultural events such as the symphony are offered through our music program to various grade levels.

5. Instructional Methods:

All classes at Routh Roach Elementary are self-contained except general education fourth grade. The Bilingual Education (BE) Program implemented at Routh Roach Elementary exemplifies a late-exit model benefitting Spanish-speaking students. Academically rigorous instruction delivered in Spanish through fifth grade advances high levels of academic attainment and language proficiency in Spanish and English. Students participating in the Bilingual Education Program at Routh Roach Elementary experience continued success longitudinally as evidenced by multiple student performance indicators across local and state accountability measures from elementary through secondary.

Flexible grouping strategies extend student learning at Routh Roach Elementary across general education and Bilingual Education programs. Heterogeneous and homogeneous grouping formats maximize student learning. Through small group rotations and according to ability and/or instructional objectives, students access individualized opportunities along a specially-designed continuum which culminates into an enriched curriculum for advanced level students and an accelerated curriculum for struggling students. Critical thinking and problem solving skills are emphasized for every student at Roach through the integration of college and career readiness standards. Technology, as an integral classroom component and a daily scheduling priority in the lab, promotes further individualization for students in reading and math.

The increasingly diverse population of our school has provided incentive for the staff to continuously improve instructional methods. Differences in student learning styles require that all new concepts in any subject be presented in a variety of modes such as visual, auditory, kinesthetic and tactile. Students who remain actively engaged relate new knowledge to prior learning. In each subject, concepts are presented systematically and sequentially, and consider students' development from the concrete to the abstract. Monthly data from diagnostic assessments informs instruction. Ongoing analysis of student results against a progressing district standard identifies priority needs and determines targeted interventions required. Teachers and a campus intervention team work collaboratively to address student needs.

The campus intervention team, comprised of an Instructional Support Teacher, Intervention Specialist, ESL Teacher and Bilingual Aide deliver academic interventions in concert with classroom teachers. Four days a week for fifty minutes a day, instructional time is dedicated to meet the individual learning needs of each child. Daily I-Time provides focused concentration on skills not yet mastered by students. Students, not in need of remediation, are challenged with Think Tanks, which are completed independently in collaborative groups. Think Tanks represent an extension of the curriculum and challenges students at a higher level.

6. Professional Development:

The professional development design advancing teaching and learning includes both district and campus level opportunities. Teachers serving on a 187-day contract engage in seven days of targeted, systematic professional learning opportunities including district and campus dedicated days. The Campus Improvement Team (CIT) evaluates all diagnostic data generated from the current and previous school years to determine the areas of instruction needing the greatest improvement. The CIT analysis informs all campus-based professional programs. When scores from the state assessment program are received, this data has the greatest priority in determining the areas addressed for student academic growth. Also, Roach's designation as a Title I campus enjoins eight committees to support effective comprehensive needs assessments, campus improvement planning and evaluation of all areas of the school program; all of which contribute to the design of professional development on campus. The eight committees, Title I Parent Advisory Committee, and CIT make recommendations for goals. A vote is taken by all stake holders and these goals determine the vision of the school for the next school year. Staff development at the campus level is planned to accomplish the goals.

Through the evaluation of student performance data, it was determined by the CIT that mathematics and expository writing presented the greatest area of weakness. The CIT addressed the need for improvement by planning for Region Ten, our regional educational service center, to present a day of training in each of these areas. Also, the district math coordinator trained the staff on a methodology of a visual way students could solve story problems. The capacity of the staff from kindergarten through fifth grade increased and as a result students' performance on the district math benchmark scores this year as compared to the scores on the benchmarks last year improved significantly.

Each year, professional development time is allocated at Roach for curriculum alignment between grade levels. To ensure that the best practices introduced through professional development are implemented effectively, the staff regularly collaborates through professional learning communities (PLC). During PLC time, members coordinate the methods used to teach each skill and concept, which promotes consistent implementation throughout the building. Through data collected from formative and summative assessments, the professional development program remains dynamic. All teachers are committed to improved student achievement across the grade levels and work together to accomplish this goal.

7. School Leadership

When describing the leadership of Routh Roach Elementary one must look to the entire staff, parents, and community members concerning decisions about instruction, staff development, program design, and other areas. Decisions are made by an empowered Campus Improvement Team with committee members being elected each year. The philosophy of the principal is that if the professionals and other staff members of the building have ownership of the decisions being made then the strategies put in place by the committee will allow for the students to be successful. Evidence that this philosophy is successful is the continued academic performance of the students evidenced by the high scores on the state tests in the last five years. The membership of the committee is comprised of a teacher from each grade level, parents, other building professionals, a central office administrator, school principal, business, and community members. The committee meets various times during the year as there are decisions to be made in regard to the academic program, budget, and staff development.

Committee decisions throughout the years put into place the instructional design of Routh Roach Elementary with student learning being the focus of all decisions. Academic data drives all decisions as area of strengths and weaknesses of students including all sub-populations are studied. Each year the decisions made are given to the staff as Campus Improvement Team goals. It is the job of the principal and assistant principal to ensure the goals and progress towards goals are monitored. Classroom walk through data document the instructional activities of the classroom. The leadership of this group each year has resulted in a reading program requiring three thirty minutes reading lesson each day so teachers are interacting with the small groups in such a way that students' needs are evident to the teacher daily. The math program goes from concrete to semi-abstract to abstract with specific methodologies in place for each concept to be taught

with a focus on student application. Science is presented with a hands-on approach with experiments introducing the concepts to be learned and logged by the students. Music and drama support all academic areas.

The instructional program designed by the various Campus Improvement Committees and staff development throughout the years has resulted in the students at Routh Roach achieving at a very high level as demonstrated by the state test scores over the previous five years.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: STAAR/TAKS

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	88	84	100	95	98
% Com/L3	16	13	59	45	58
Number of students tested	81	67	56	55	53
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	2	1	0	1
% of students tested with alternative assessment	0	3	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	84	80	100	92	98
% Com/L3	14	12	57	32	53
Number of students tested	63	50	46	37	40
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	88	84	100	88	96
% Com/L3	16	11	58	15	37
Number of students tested	49	45	33	26	27
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	86	82	100	92	97
% Com/L3	16	12	60	33	44
Number of students tested	64	50	40	36	36
5. African- American Students					
% Met/L2 plus % Com/L3	88	90	100	100	100
% Com/L3	0	10	50	78	100
Number of students tested	8	10	8	9	7
6. Asian Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100		100	100	100
% Com/L3	33		67	67	80
Number of students tested	9		6	9	10
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR Advanced Performance: "Commended" under TAKS and "Level III" under STAAR.

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

In the table the blank for 2011-2012 for White students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

STATE CRITERION--REFERENCED TESTS

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

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	93	88	93	93	96
% Com/L3	30	16	34	53	52
Number of students tested	73	67	74	58	52
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment	1	2	1	1	0
% of students tested with alternative assessment	1	3	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	92	88	92	93	97
% Com/L3	33	10	29	52	58
Number of students tested	60	52	59	42	33
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	92	89	90	93	100
% Com/L3	41	9	34	54	55
Number of students tested	51	45	41	28	29
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	91	86	90	95	100
% Com/L3	35	14	35	54	50
Number of students tested	57	57	52	41	34
5. African- American Students					
% Met/L2 plus % Com/L3	100		100	75	86
% Com/L3	0		20	38	71
Number of students tested	8		10	8	7
6. Asian Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3		100	100	100	100
% Com/L3		60	40	67	50
Number of students tested		5	10	9	10
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR

Advanced Performance: "Commended" under TAKS and "Level III" under STAAR

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

In the table the blank for 2011-2012 for African-American students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

In the table the blank for 2012-2013 for White students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	92	75	92	98	88
% Com/L3	30	11	43	59	54
Number of students tested	61	65	61	59	59
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	90	71	92	98	86
% Com/L3	30	4	35	58	47
Number of students tested	50	45	49	40	36
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	91	71	87	96	93
% Com/L3	32	7	26	62	73
Number of students tested	34	28	23	26	15
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	94	78	91	97	93
% Com/L3	27	9	41	58	55
Number of students tested	48	45	44	36	29
5. African- American Students					
% Met/L2 plus % Com/L3		80	100	100	79
% Com/L3		10	38	56	36
Number of students tested		10	8	9	14
6. Asian Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	88	56	89	100	88
% Com/L3	50	22	56	64	69
Number of students tested	8	9	9	14	16
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR

Advanced Performance: "Commended" under TAKS and "Level III" under STAAR.

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the mathematics assessments: Feb/March, May, and June. Due to the implementation of the new STAAR assessment program in 2012, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 mathematics assessments are reported.

In the table the blank for 2012-2013 for African-American students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

STATE CRITERION--REFERENCED TESTS

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

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	89	89	98	98	96
% Com/L3	25	17	74	60	56
Number of students tested	80	66	57	55	54
Percent of total students tested	99	97	100	100	100
Number of students tested with alternative assessment	0	2	1	0	1
% of students tested with alternative assessment	0	3	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	85	86	98	100	95
% Com/L3	26	18	70	57	44
Number of students tested	62	49	47	37	41
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	83	89	97	100	96
% Com/L3	25	23	82	54	33
Number of students tested	48	44	33	26	27
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	86	88	98	100	97
% Com/L3	29	20	78	67	44
Number of students tested	63	49	40	36	36
5. African- American Students					
% Met/L2 plus % Com/L3	100	90	100	100	100
% Com/L3	13	0	67	33	88
Number of students tested	8	10	9	9	8
6. Asian Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100		100	100	90
% Com/L3	11		50	56	70
Number of students tested	9		6	9	10
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR

Advanced Performance: "Commended" under TAKS and "Level III" under STAAR.

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

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TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

In the table the blank for 2011-2012 for White students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

STATE CRITERION--REFERENCED TESTS

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

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	89	88	93	93	90
% % Com/L3	36	26	38	40	44
Number of students tested	73	68	73	58	52
Percent of total students tested	100	99	97	100	100
Number of students tested with alternative assessment	1	2	1	1	0
% of students tested with alternative assessment	1	3	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	87	87	92	93	88
% % Com/L3	33	23	34	43	48
Number of students tested	60	52	59	42	33
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	84	84	90	93	86
% % Com/L3	39	18	32	50	38
Number of students tested	51	45	41	28	29
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	86	86	90	95	88
% % Com/L3	33	25	40	41	35
Number of students tested	57	57	52	41	34
5. African- American Students					
% Met/L2 plus % Com/L3	100		100	75	86
% % Com/L3	38		33	38	43
Number of students tested	8		9	8	7
6. Asian Students					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% % Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3		100	100	100	100
% % Com/L3		67	50	44	80
Number of students tested		6	10	9	10
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% % Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR

Advanced Performance: "Commended" under TAKS and "Level III" under STAAR.

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

In the table the blank for 2011-2012 for African-American students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

In the table the blank for 2012-2013 for White students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: STAAR/TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
% Met/L2 plus % Com/L3	92	81	95	98	93
% Com/L3	39	14	60	53	47
Number of students tested	61	64	60	59	58
Percent of total students tested	100	98	95	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met/L2 plus % Com/L3	90	77	94	98	91
% Com/L3	36	11	52	55	37
Number of students tested	50	44	48	40	35
2. Students receiving Special Education					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
3. English Language Learner Students					
% Met/L2 plus % Com/L3	94	86	96	100	100
% Com/L3	29	18	57	62	64
Number of students tested	34	28	23	26	14
4. Hispanic or Latino Students					
% Met/L2 plus % Com/L3	92	89	93	100	96
% Com/L3	38	16	58	58	50
Number of students tested	48	44	43	36	28
5. African- American Students					
% Met/L2 plus % Com/L3		70	100	100	86
% Com/L3		10	63	33	29
Number of students tested		10	8	9	14
6. Asian Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met/L2 plus % Com/L3					
% Com/L3					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
9. White Students					
% Met/L2 plus % Com/L3	100	56	100	93	94
% Com/L3	50	11	67	50	56
Number of students tested	8	9	9	14	16
10. Two or More Races identified Students					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
11. Other 1: Other 1					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
12. Other 2: Other 2					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					
13. Other 3: Other 3					
% Met/L2 plus % Com/L3					
% Com/L3					
Number of students tested					

NOTES: Passing/Satisfactory Performance: "Met Standard" under TAKS and "Phase-in 1 Level II" under STAAR Advanced Performance: "Commended" under TAKS and "Level III" under STAAR.

Results for 2011-12 and 2012-13 are based on STAAR Summary Reports provided after each assessment. These reports are based on the tested students, rather than an accountability subset of students. The use of these reports allows for more accurate capturing of student counts. Summary Reports are available online at:

https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page

TAKS Summary Reports do not provide sufficient detail, therefore raw data files were accessed to capture student counts based on the tested students.

As part of the Student Success Initiative, Grade 5 students are provided with up to three opportunities to meet with success on the reading assessments: Feb/March, May, and June. Due to the implementation of the new STAAR assessment program in 2012, 5th grade students were only tested in March. For the purposes of this data collection, only the first administration results for the Grade 5 reading assessment are reported.

In the table the blank for 2012-2013 for African-American students indicates that there were <5 students tested in that subgroup and their results have not been included to protect student anonymity.