

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

[X] Public or [] Non-public

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

Name of Principal Ms. Lara Wheatley

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

Official School Name KIPP Houston High School

(As it should appear in the official records)

School Mailing Address 10711 KIPP Way

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

City Houston State TX Zip Code+4 (9 digits total) 77099-2675

County Harris State School Code Number* 101813003

Telephone 832-328-1051 Fax 832-838-4293

Web site/URL http://kipphouston.org/khhs E-mail lwheatley@kipphouston.org

Twitter Handle _____ Facebook
Page https://www.facebook.com/KIPPhouston 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*Mrs. Sehba Ali E-mail: sali@kipphouston.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Brian McCabe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 22 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 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	86	78	164
10	68	75	143
11	61	65	126
12	44	67	111
Total Students	259	285	544

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 17 % Black or African American
 - 79 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 0 % 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: 9%

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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	544
(5) Total transferred students in row (3) divided by total students in row (4)	0.094
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 13 %
68 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and Vietnamese.
8. Students eligible for free/reduced-priced meals: 88 %
 Total number students who qualify: 479

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: 4 %
24 Total number of students served

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

- | | |
|-------------------------|-----------------------------------------|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 20 Specific Learning Disability |
| 2 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	8
Classroom teachers	40
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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	98%	98%	98%	97%	97%
High school graduation rate	98%	97%	96%	94%	100%

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

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

Post-Secondary Status	
Graduating class size	119
Enrolled in a 4-year college or university	78%
Enrolled in a community college	15%
Enrolled in career/technical training program	1%
Found employment	5%
Joined the military or other public service	1%
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

Since 1994, the Knowledge Is Power Program (KIPP) has achieved national attention for its success in putting underserved students on the path to and through college. In August of 2004, KIPP opened KIPP Houston High School (KHHS) - the first KIPP high school in the nation. The school's mission is to help students develop the strengthened academic and intellectual skills, knowledge, and character necessary for success in college and life. Success requires mastery of core academic disciplines, as well as critical thinking, self-discipline, organization, self-advocacy, communication, and leadership. KHHS is an open enrollment charter school currently serving 546 students in Grades 9-12, 96% of who matriculated from a KIPP middle school. Each year, students are selected from a lottery to fill any spots available after the KIPP middle school students sign their letter of intent to attend KHHS. The outstanding student body at KHHS consists primarily of Black and Latino students (96%), with 88% qualifying for free and reduced lunch, 4% designated Special Education, and 13% English Language Learners (ELLs). Despite serving a demographic traditionally underrepresented in higher education, one milestone that speaks to the mission at KHHS is that 98% of seniors are accepted to four-year colleges. Another celebrated KHHS milestone is that 75% of graduates matriculate to college, and graduate (in five years or less) at five times the national average. The school is rated #5 among Children At Risk's Top 10 Ten High Schools and #12 Best High School in the US News and World Report. KHHS is also honored to be nominated as a T-STEM designated campus by the Texas Educational Agency.

KHHS believes that students are successful because of the team's relentless focus on character and academics. To prepare students for college, KHHS has designed a curriculum that addresses content standards, college readiness standards and 21st Century Skills. KHHS offers 16 different Advanced Placement (AP) classes and administered over 470 tests last year alone. Regardless of the specific course, KHHS always places students at the center of learning. Behind the content taught, students are at the heart of the thinking, writing, inquiry, analysis, and discussion that takes place each day. To ensure a rich learning experience, KHHS's instructional priorities include: classroom expectations, assessment FOR learning, critical thinking through questioning, and feedback. KHHS's collaborative teaching and learning culture is supported by seven core values: hunger, relevance, rigor, relationships, strength, honor, and humility. KHHS believes that academic successes must be supported by strong character development to ensure success in college and beyond. Building off of a research partnership between KIPP NYC and Dr. Angela Duckworth (University of Pennsylvania), KHHS has integrated the following seven highly-predictive character strengths into the curriculum: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. KHHS strives daily to embed rich opportunities through academic lessons and conversations with staff and students.

School Life and Traditions: KHHS is located in Southwest Houston, an area known for crime, poverty and low educational attainment. The traditional public school in the neighborhood graduates less than 50% of their students. KHHS strives to provide students with something different by tipping the scales of educational quality toward excellence – that is, a place where joy is abundant and academic rigor is the number one priority. KHHS has created a college going culture where students are safe, where relationships are important, and where students enjoy learning. The campus has a vibrant, eclectic extra-curricular life with traditions that help create a school that students can be proud to attend. Students experience field lessons throughout the school year and enrichment opportunities during their Summer of Learning (SOL). This SOL program requires that all 9th-11th graders spend 100 hours interning, traveling, volunteering, studying, or doing a combination of these activities. During the summer of 2013, students volunteered at the Houston Zoo, traveled abroad, studied at Cape Eleuthera School in the Bahamas and at universities across the country, and interned in national and global organizations. Student-athletes play a variety of sports, and the dance teams perform and compete throughout the year. The music and art programs are led by founding teachers who have built their respective programs from the ground up and have nurtured artists who win accolades each year. The campus has over 30 student clubs, including Rice University's DREAM Program, the Escalera program, and Ignite! (a women's Politics club). Spirit teams aligned with the KHHS colors are made up of a mix of staff and students across the grade levels and convene for friendly, school-wide competitions and community-building activities throughout the year. KHHS strives to balance a rigorous academic environment with a love for school and an opportunity to enjoy time together.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

(a) KHHS administers a variety of high-stakes exams throughout the year, including but not limited to the state's primary standardized exam (i.e., the State of Texas Assessments of Academic Readiness exam). The STAAR tests students' mastery of the Texas Essential Knowledge and Skills (TEKS) across subject areas. Students are placed into one of the following three categories: Level I (Unsatisfactory Academic Performance) Level II (Satisfactory Academic Performance), and Level III (Advanced Academic Performance). KHHS strives to ensure that students prove mastery of these standards by achieving a Level II or Level III score, and that students translate their content mastery to other high-stakes assessments. Before the transition to STAAR, the campus administered the Texas Assessment of Knowledge and Skills (TAKS), where students' scores were classified as either Met Standard (a level all students should minimally achieve) or Commended Performance (student performance that exceeds state standards). 100% of KHHS students performed at the Met Standard or Commended Level, and their number of commended scores consistently exceeded the state averages.

KHHS also focuses greatly on the ACT. KHHS takes great pride that 98% of students are accepted into a four-year university, which KHHS firmly believes is directly correlated with the intense focus on ACT performance. Over the last four years, KHHS's students have grown 1.5 points on the ACT and the expectation is that they will meet the college readiness target this year. This target was set at 21 because it represents a score at which students have a 50% chance of obtaining a B or higher in corresponding credit-bearing, first-year college courses. By preparing for this high-stakes exam, KHHS is ultimately preparing students for success in college and further enforcing their chance of making it to and through the college of their choice.

(b) KHHS has steadily progressed on many academic measures. On the ACT, students have improved their overall composite scores over five consecutive years. The Class of 2010 averaged an 18.9; the class of 2011 averaged a 19.0; the class of 2012 averaged a 19.4; and, the class of 2013 averaged a 20.4. KHHS also shows four consecutive years of increased scores in English. The same trend is true of TAKS Math, TAKS ELA, STAAR Math, and STAAR Reading (excluding a one-point drop to 98% in 2012 for TAKS ELA and a one-point drop in 2010 for TAKS Math). STAAR and TAKS results over the past five years show that 90% or more of KHHS students have Met Standard or achieved Level II on the Math and Reading portions. In fact, during the 2011 school year, the lowest percentage to have Met Standard on TAKS ELA was 98% and the lowest percentage to have Level II on STAAR Math was 99%. KHHS's Level III scores in STAAR Reading and STAAR Math doubled (and close to tripled) from 2012 to 2013. KHHS attributes this consistently high performance and growth to several factors. The first factor is that, three years ago, the campus began aligning the curriculum to college readiness standards to ensure the bar was set beyond the state standards. Another factor is that KHHS sophomores and juniors take an additional writing class to provide more time in ELA classes to focus on critical reading. Finally, the school has an exemplary math department where the average teacher tenure is 8 years, and the department has experienced minimal turnover. In addition to the increase in ACT results and consistent STAAR/TAKS results, this campus has observed an increase in AP Calculus pass rates, with 1 student passing in 2011, 9 students in 2012, and 13 passing in 2013. In order to prepare students for STAAR, KHHS administers benchmarks exams which are subsequently used by teachers to make instructional adjustments.

While the data indicates a slight dip on the non-Spanish AP results, the number of AP tests taken and AP courses available at KHHS has increased impressively. The number of students passing at least 1 AP Test (with a score of 3 or higher) has decreased over the past two graduating classes. Yet, leaders and teachers believe this is attributed to the fact that they encourage all students to take as many AP courses as they can handle. Thus, instead of only top-tier students taking and passing AP courses, KHHS encourages nearly all students to attempt at least 1 AP course. The school's AP pass rate for non-Spanish is far below what they would like to see. Over the past five years, it has hovered between 16% and 22%.

An achievement gap is evident when comparing the scores of KHHS's English Language Learners to those of other high school students. To address this gap, KHHS offers targeted intervention to low-level readers in a Reading course (in conjunction with ELA). In this course, teachers utilize iLit, which is a tablet-based intervention that provides support at a student's personal Lexile level. Mandatory study tutorials four days a week are an additional intervention method used to narrow this gap. For approximately one hour a day, students receive additional support in their respective core classes. As another intervention method, all teachers are required to attain ESL certification. Lastly, KHHS offers an additional writing class that provides additional ELA class time to focus on critical reading, as well as specific accommodations and supports for Special Education ELLs through Individualized Education Programs (IEPs) and Admission, Review, and Dismissal meetings.

2. Using Assessment Results:

KIPP Houston Public Schools recognizes the importance of using regional data to determine student progress and plan intervention and enrichment opportunities. The region is currently in the third year of region-wide curriculum development and alignment. In addition to developing a common scope and sequence, the region's content leaders and teachers have created 6 Common Assessments (CAs).

KHHS presently uses school-level data, including exit tickets, unit tests, CAs, and benchmark exams to inform campus-wide instructional decisions. The KHHS leadership team holds collaboration meetings to discuss data trends and results after each CA administration. STAAR benchmark data was recently used to assign students to homogenous small-groups in order to close common academic gaps.

KHHS uses MAP data to determine how to best support students. For example, students well below grade-level are placed in intervention classes for reading and math. Leaders share assessment results/comparisons with teachers so that instructional decisions can be made. Teachers analyze student-performance on unit assessments, exit tickets, and school-wide exams (ACT, MAP, STAAR, CAs, TAKS, etc.) with their instructional coach and construct tutorial sessions, remedial lessons, and enrichment opportunities based on student results. Teachers regularly hold focused two-hour tutorial sessions after school for students to work on objectives they have not mastered.

KHHS utilizes assessment data at the departmental level to make aligned, content-based decisions. These decisions focus on both academics and college readiness skills. For example, in the history department, teachers created a "student profile" that consists of the necessary skills graduates should have mastered. The history team recognized a central weakness in students' research skills. Through access to laptops designated strictly for the history department, teachers have been able to address this area of growth and push students to practice the research skills necessary for collegiate success.

In the math department, teachers have recognized vocabulary as a barrier to students' academic progress. Thus, math teachers have placed emphasis on word problems by administering a common ACT test. This allows teachers to analyze progress across grade-levels, identify common math vocabulary mistakes, and hold students accountable to high standards related to academic vocabulary.

Informing Stakeholders

As key stakeholders of the KHHS campus, parents are updated on the academic growth of their child(ren) through progress reports, report cards, phone calls/letters home, and parent conferences. In addition to requiring parents to pick up mid-year and final report cards, KHHS also mails grades home directly. Parents of underperforming students are also required to attend a meeting to discuss next steps.

KHHS teachers and leaders visit the homes of each incoming student in order to learn more about the student and the student's family. Students, parents and staff also sign the "Commitment to Excellence" as a promise to do everything in their power to ensure that students receive the best educational experience possible. Through these visits, school officials can fully explain KHHS's high standards and commitment to ensuring that all students excel in their academic endeavors (i.e., class, standardized exams, extra-curricular activities, etc.) until they graduate from college.

3. Sharing Lessons Learned:

KIPP Houston High School is driven by the motto “Teach. Grow. Learn.” KHHS strives to grow and improve their students, teachers, and greater community each and every day. Their teachers and leaders maintain an “open door” policy so all visitors feel welcome at the KHHS campus. In many instances, leadership teams and teachers from other schools, states, and even other countries, have visited to learn with us. This year, KHHS hosted a school leader from Africa for two weeks, hosted members of leadership teams from Uncommon Schools, Houston ISD, Spring Branch ISD, KIPP schools, and Mexico. KHHS has established teacher, department chair, student, and leadership team panels. This approach engages and connects campus visitors by allowing them to make general and specific inquiries about the KHHS school culture and model.

As another core strategy for sharing, KHHS campus leaders and teachers always request useful feedback from visitors because it helps them to constantly learn and grow. As a part of a national and regional network, KHHS continually strives to grow, learn from, and share successes with other campuses. For example, KHHS’s teachers have presented best practices related to instruction, school culture, and leadership at the KIPP School Summit (an annual retreat for all 141 KIPP schools), content-area retreats (annual retreats for content-specific teachers from schools across the nation), and leadership retreats. At the district level, regional content teams are led by a large number of KHHS teachers. For example, KHHS’s AP Language, Geometry, and AP History teachers are all content-leads. These teachers, therefore, lead discussions on content-specific practices, content alignment (both horizontal and vertical), assessment creation, etc. These meetings occur approximately once every six weeks and drive instructional practices across all KIPP Houston high schools.

In cases where they lack the economic or geographic resources, teachers and leaders at KHHS turn to the online networks they have established. Staff members at KHHS can frequently be heard discussing the resources they have uploaded/downloaded from “KIPP Share,” which is the network-wide platform created for teachers to share lessons, organize curriculum, and learn new ideas. To ensure nationwide collaboration, all KIPP teachers are required to upload their classroom resources to this sharing platform. KHHS administrators also regularly visit the “Main Office,” which is a community established for teammates to communicate, share resources, and work together to solve common challenges.

4. Engaging Families and Community:

One of KIPP Houston High School’s core beliefs is that every family member is a “big KIPPster”, and that the community as a whole plays an integral role in preparing their “little KIPPsters” for success. The staff at KHHS conducts home visits, which allow the staff to learn about the children and families they serve and answer any questions parents may have about KIPP. Parents, students, and staff members also collectively sign the KIPP “Commitment to Excellence” which is a written agreement to do everything in their power to ensure that students receive the best educational experience possible.

The school has found that inviting parents to campus has been extremely impactful. Through parent meetings, KHHS has been able to discuss specific ways of working as a team to help students improve both academically and behaviorally. Another way the campus has ensured involvement and feedback from all parents is by requiring families to pick up report cards. During these visits, parents have the opportunity to ask questions, and are also required to fill out the regional Healthy Schools and Regions survey regarding their satisfaction with the campus. These results are shared and compared regionally. Parents are also required to attend Open House nights each semester. During these sessions, family members experience exactly what a day in the life of a KHHS “KIPPster” feels like. KHHS also issues cell phones to all teachers. The school provides students and families with the cell phone numbers for teachers and teachers are required to answer calls in the evening to help students with homework to facilitate student success.

Given their open door policy, it is not uncommon to see a variety of community members at KHHS. Students currently enrolled at St. Thomas, Rice University, and the University of Houston visit campus on a regular basis for observation hours towards their degrees. KHHS also has a plethora of corporate

partnerships, including Exxon and Shell. Through these partnerships, company employees train KHHS students for the professional world. One volunteer currently runs an entrepreneurship club at KHHS, where students are learning to run their own business. Legacy, a full-service Federally Qualified Health Center (FQHC), also serves the community by providing free counseling services onsite to students. These partnerships have influenced the success of students at KHHS because they have provided an array of opportunities that have allowed them to be healthy and grow in many areas.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

KIPP Houston High School's mission and values drive all aspects of its academic program including content standards, curriculum, instruction, and assessment. Every aspect of the school's culture supports high expectations and reinforces in students the academic and character qualities needed to succeed in college and in life.

KIPP Houston's regional content leaders design a scope and sequence for all subject areas by drawing from the Texas Essential Knowledge and Skills standards (TEKS) and the Texas Career and College Readiness Standards. KHHS believes that quality lesson plans are the blueprints that ensure great teaching. Teachers in all content areas utilize the technology available on campus, which include promethean boards, laptop carts, document cameras, and LCD projectors.

English Language Arts: The English Language Arts (ELA) program provides a curriculum aligned to state standards, which are a combination of literature and expository texts that are culturally diverse and intellectually stimulating. KHHS students interact with the text through close reading and annotation. Students also learn the fundamentals of grammar, the writing process, and how to identify social/cultural influences and differences in writing.

Mathematics: The KHHS curriculum provides students with the knowledge and skills necessary to excel in advanced math courses. Students learn course-specific content, as well as how to apply this knowledge to their daily lives. The math program focuses on problem solving and on reinforcing basic math skills to the point of mastery.

Science: The KHHS science curriculum focuses on experiential learning, problem solving, and critical thinking. Each course focuses on the integration of technology to enhance instruction and allows students to obtain 21st Century Skills. Throughout their four-year science program, students apply their content knowledge to scenarios rooted in real world problems. This application enables students to become scientifically literate citizens.

Social Studies: The four-year History/Social Studies curriculum focuses on Geography, World History, United States History, and Government and Economics. Each course focuses on using research, analysis, making connections, and evaluating change and continuity within historical themes. Students study a variety of overall themes, including the movement of people, the role of government, culture, and the distribution of resources.

Fine Arts: Students are required to take one fine art course but the majority of KHHS students continue on to advanced courses in art, music, dance and drama. Their classes are standards-based and focus on the following four basic strands: perception, creative expression, historical and cultural heritage, and critical evaluation. KHHS offers Art 1, Sculpture, Ceramics, Painting, Electronic Media, AP 2D and 3D, Jewelry, Marching Band, Orchestra, Rock Band, Jazz Band, Choir, Drama, Dance 1, 2 and 3, and two performing dance teams (KIPP Krew and KIPP Elite). Students perform regularly and have received many state accolades for their work.

Physical Education: KHHS students take at least one PE course during their four years. Many students are also involved in athletics and opt to take conditioning classes to fulfill this requirement. PE content standards combine the skills and knowledge necessary to support a physically active lifestyle. KHHS believes that being active significantly increases a student's well-being, and that the habits established during these classes provide the tools necessary for maintaining an active lifestyle beyond high school. In addition to traditional PE classes, the campus offers weightlifting and conditioning to support the growth of student athletes.

Foreign Language: KHHS students are required to take at least two years of Spanish. The majority of students take Pre-AP or AP Spanish. The curriculum consists of developing speaking, listening, reading, and writing skills. These courses aim to expose students to different cultures and customs, and to develop pupils' appreciation of diversity in the world. Last year the campus offered AP Spanish Literature and had over 90% of students pass the AP Spanish Literature exam.

Technology: KHHS has an integrated approach to technology literacy and skill building. Students access technology through their core classes on a daily basis. Instructional technology allows teachers to equip students with the 21st Century Skills they need to compete in college and in the competitive workforce beyond. Several teachers at KHHS are piloting blended learning and the campus as a whole is preparing to implement a 1:1 blended learning environment within the next three years.

2. Reading/English:

KHHS has developed an English Language Arts curriculum based on backward design. Upon graduation, seniors must analyze complex texts, critique others, make claims they can support with evidence, and write persuasive essays and research papers. Students must think critically, speak academically, write clearly, and express ideas in a concise manner.

Given that each freshman cohort enters KHHS functioning at varying reading levels, school leaders and teachers recognize the great need to tailor instruction to each student's level of proficiency. From ninth grade onward, teachers at KHHS work to differentiate within the classroom through the use of technology, centers and small groups, learning partners, and differentiated texts. KHHS offers an innovative reading class, which provides additional support for struggling readers. For those students at or above grade level, the campus offers AP Language and AP Literature courses.

Two years ago, it became apparent that students at KHHS required additional writing time so the school developed a course specifically for sophomores and juniors to meet this need. In this course, students delve deeper into the writing process with opportunities to draft, edit, and revise their writing using extensive feedback from their teacher and peers. Initially developed to close the gap in students' writing, this class also meets the needs of high achieving students by offering opportunities to advance their writing. To meet the many and varied needs of their students, KHHS also provides a longer school day with more instructional hours than most traditional high schools.

To achieve KHHS's goals of developing students who think critically and can read and write on complex topics, English teachers place students directly at the center of learning by providing multiple opportunities to think, speak, and write. Moreover, these opportunities are bolstered through a variety of ratio strategies to increase thinking and talking performed by students. Whether working in groups, with a partner, or independently, students regularly interact with texts by breaking them down into smaller component parts, and by evaluating each part for its relation to the whole. This process of deconstruction prepares students to assess their own work, and the work of others, because students tap into new concepts by learning how to evaluate exemplars with a rubric tailored to the task. KHHS's teachers strongly believe that students will more effectively evaluate their own work if they can successfully understand and use a rubric to accurately evaluate the strengths and weaknesses of an exemplar.

3. Mathematics:

The KHHS mathematics curriculum is driven by a combination of TEKS and the college readiness curriculum. KHHS offers all four traditional courses: Algebra 1, Geometry, Algebra 2, and Precalculus. Math models are offered to close gaps prior to Algebra 2, AP statistics and AP Calculus. The majority of students complete their four year math sequence by taking: Algebra 1 → Geometry → Algebra 2 → Precalculus. The reasons behind this course selection are three-fold: (1) it meets Texas's state requirements, (2) it allows students to receive extra support and, (3) by offering Calculus and AP Statistics, it gives students options based on their desired college major.

Within the school-wide grading policy, students acquire foundational mathematics skills through intentional practice built into their individual courses. They continue to receive additional instruction through daily tutorials until they achieve mastery. Students who are identified as performing below average are placed into an additional math intervention class starting at the 9th grade level.

KHHS strives to provide their above grade-level students with opportunities to grow as well. For example, in the Algebra 2 class, teachers provide students with personalized instruction through individualized Blended Learning techniques. Thus, regardless of their individual ability levels, their academically talented students remain challenged and engaged because they are able to fully utilize technology to progress at an accelerated pace. KHHS students have rich math opportunities outside of the regular curriculum, such as math bowls (district-wide math competitions), an entrepreneurship club (wherein students create and run a business), and an AP Statistics A-Team (wherein students volunteer to prep for the AP exam outside of class).

KHHS's math teachers typically write their own instructional materials based on the TEKS and college-readiness standards, using the textbooks as additional resources. Teachers at KHHS use a variety of instructional methods tailored to the needs of their students. Assessment data is used in planning meetings, during one-on-one coaching sessions, and in department meetings to make instructional decisions. KHHS teachers typically use three data-based decision strategies. First, teachers use the "Spiral" approach, wherein they look for spaces in warm-ups, independent practice, and homework to anchor lasting memory. Secondly, teachers "Reteach" either in a small group or whole class when objectives are not mastered. Thirdly, teachers "Extend/Enrich" for students who have mastered the content, teachers offer more rigorous work, so that all students are consistently challenged.

4. Additional Curriculum Area:

Science: The KHHS science department's mission seamlessly aligns with the school's overall academic goals. The goal of the science program is to embed scientific literacy with the acquisition of essential college readiness skills. A variety of courses are offered to students, which include the traditional science sequence, as recommended by the state of Texas (i.e., biology, chemistry and physics). In addition, a pre-AP program ensures that students are prepared for rigorous AP science courses such as AP Chemistry and AP Physics. Students can elect to take either Engineering Design and Problem Solving or Environmental Science in their senior year. Both courses are stepping stones to transition students to success in their college level science courses.

Science is taught untraditionally at KHHS. All science classes incorporate 21st Century Skills –specifically, the integration of technology and collaboration. Teachers utilize research-based and data driven teaching methods, such as Project Based Learning (PBL), and a continuum of approaches from guided to full inquiry learning strategies. Through the incorporation of these teaching methods, students experience science content through an authentic, stimulating and, real world perspective. In PBL and inquiry, students construct their own understanding of science concepts, which increases overall levels of retention and engagement. Teachers acknowledge and embrace the cross-disciplinary nature of science by incorporating writing and history in their classrooms. This happens because of frequent collaboration with teachers of other disciplines to enhance the teaching of their subject. Through these methods, students leave science classrooms with a scientific view of the world which they can use to make informed decisions in their own lives.

Science classes place great emphasis on stretching student thinking beyond the metaphorical walls of the classroom. For instance, a partnership with the Rice DREAM Program (see dream.rice.edu) enables high school students to interact with engineering students to complete a design challenge. The program culminates in a field trip to Rice University where students tour science labs and engage in conversations with college professors. These experiences ensure that KHHS students are exposed to science beyond their high school experience.

College Connections: A bedrock element of the college going KHHS culture is the four-year college preparation and placement program, called College Connections. All students at KHHS take Freshman

Seminar, two years of college writing, and a Senior College Connects class. This coursework includes resume building, personality assessments, career planning, college exploration and financial planning. The Freshman Seminar class prepares students for the personal demands of high school and college by developing study skills, organization systems, self-awareness, and leadership skills. Sophomores and juniors take a writing course embedded into the ELA curriculum. Once a week, KHHS's college counselors enter the writing class to prepare students for the college application process. Students begin setting realistic academic goals through the use of various metrics, including GPA, Explore, PSAT, and PLAN data. During senior year, the lessons focus on some key elements including college match, choosing a major, college costs and financial aid, and preparation for college life. This class helps students to complete college applications, college essays, financial aid paperwork, and conduct scholarship searches. Last year, the senior class at KHHS accumulated over 6 million dollars in scholarships. The KHHS team also utilizes OverGrad, which is an online software that allows students to determine whether or not they are on-track to attend the college of their dreams, and the specific adjustments they need to make so they can climb the mountain to and through college.

5. Instructional Methods:

KIPP Houston High School focuses on four key instructional areas – namely, classroom expectations, assessment FOR learning, critical thinking through questioning, and feedback to students. By intensely focusing on these areas, the staff is better able to differentiate so they can meet the diverse needs of students. Teachers regularly develop lessons that engage all learners and provide opportunities for flexible grouping. Students rotate through strategic partnerships, mixed ability groups, homogeneous groups, and student choice groupings.

Summative assessments are important to the campus but assessing FOR learning has been the most effective method used by KHHS for addressing and meeting students' individual needs. Daily assessments and checks for understanding in the form of exit tickets, quizzes, class discussions, peer and student assessments, white board activities, and clicker, for instance, allow KHHS teachers to quickly respond to and support students' individual needs in real-time. Teachers also use questioning to drive engagement and support critical thinking. Scaffolded questions are utilized to reach the highest possible levels of critical thinking. Students are encouraged to pose provocative questions to push the learning and ask clarifying questions when they are confused.

Personalized feedback helps KHHS learners know their strengths, as well as the specific objectives they are not meeting. If a student is not grasping a concept, they receive additional tutoring until they are able to demonstrate full mastery. The campus also employs technology to support instruction and assist teachers in providing relevant and timely feedback. In math, students use Khan Academy to build foundational skills or to accelerate learning. In Physics, students use UT Quest to complete homework assignments, which provides for immediate feedback by allowing teachers to view who logs on, what questions were attempted multiple times, and how long students worked on problems. In humanities, students use Google Docs to receive real-time feedback from peers and teachers on written assignments. KHHS uses an online grade book called Engrade which allows students and parents to check the progress of students in all classes.

6. Professional Development:

KHHS dedicates a significant amount of time to professional development and content specific training. The school's leaders understand that teachers are in various stages of their development so KHHS differentiates to meet the needs of teachers as well. The professional development offered improves teachers' capacity by supporting their development to reach all learners and aims to increase teacher satisfaction. Annually, the KIPP Foundation surveys all teachers and the results demonstrate the impact of this approach. These results show that 97% of teachers believe the school prioritizes improving teaching and learning, 100% of teachers are proud to tell others they work at KHHS, and 100% of teachers agree or strongly agree the school has clear academic goals.

The school also anchors their learning in four KIPP instructional core beliefs. Firstly, KHHS believes that educators "teach in schools, not classrooms." It is important that KHHS establishes norms on school-wide priorities and makes school improvements in real-time. To achieve this, KHHS conducts bi-monthly team meetings. This year's team meeting topics have covered the following: warm and demanding, data analysis, crucial conversations, growth mindset, feedback to students, questioning, assessment for learning, and ratio.

Secondly, KHHS believes that instructors "teach on a PreK to 16 continuum." Alignment is a key component to achieving the region's bold goal of getting 82% of KIPP alumni to graduate from college. Throughout the year, there are six regional alignment professional development days in which teachers in similar content areas work on aligning curriculum and analyzing data from common assessments that are administered every six weeks. Teachers then make instructional changes and targeted improvements based on this work. Last year, KHHS's End Of Course (EOC) data was higher than the district and state averages.

Third, KHHS strives to create an instructional culture wherein "teaching is a ray, not a line segment." KHHS recognizes that becoming an excellent teacher is a lifelong pursuit. Teachers at KHHS set goals around areas of improvement and they receive coaching specifically in those areas. Instructional coaches target their observations to support teachers in reaching their goals. Teachers observe each other and use an online video platform.

Finally, KHHS learns extensively from experts by sending teachers to external professional development sessions which has included the following: College Board AP Training, the Uncommon Schools College Lecture Series, National Math and Science Initiative (NMSI) Pre-AP Training, and TEA Region IV English as a Second Language Training.

7. School Leadership

The KIPP Houston High School philosophy is rooted in the belief that great teachers transform learning opportunities for students. KHHS's leaders are "servant leaders" for teachers, students, and parents. The leadership team's core responsibility is to ensure that barriers which impede learning are mitigated. The leadership structure consists of a school leader (principal) and shared leaders (two assistant principals, an instructional coach, two deans, grade level chairs, department chairs, the director of college counseling, and guidance counselor). The school leader is responsible for managing and coaching the shared leaders and the overseeing the school's operations. Shared leaders manage the two key aspects of the school that drive student achievement: academics and school culture. The primary role of the assistant principals, instructional coach and one of the deans is instructional coaching. Each teacher has a coach that provides them with feedback based on observations. This coach meets with them bi-weekly to set goals, to discuss student data, and instructional approaches that will improve learning in their classroom. The other dean and the grade level chairs are responsible for school culture – namely, joy and discipline. KHHS's department chairs lead the alignment work and support teachers within their department on content and instruction.

Each year, in April, the leadership team at KHHS meets to develop their strategic plan for the following year. During this time, KHHS outlines strategies for allocating resources and identifies which programs will ensure they reach their proposed academic goals. This year the priorities were: (1) instructional growth through professional development, coaching, and feedback; (2) college readiness through aligned curriculum and intentional planning; (3) strong school culture with consistent expectations, character development, and a focus on student and parent satisfaction; and, (4) using data to support individual students. Subsequently, the KHHS team then breaks these focus areas down, assigning roles and responsibilities, milestones, and the program or actions that need to be taken to achieve their respective goals. Teachers also weigh in on their strategic plan before it is finalized. This plan provides all stakeholders with a clear vision regarding the specific direction of the school.

At the district level, KHHS is supported by an outstanding regional team, which includes their superintendent, head of schools, IT team, human resource team, and data team. The campus also works with a data quality specialist and a registrar to ensure they are meeting state compliance requirements and graduation requirements for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

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

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	100	100	91	85	93
% Level III: Advanced	44	15	22	18	28
Number of students tested	137	130	131	138	131
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	91	85	94
% Level III: Advanced	44	50	22	19	28
Number of students tested	117	114	122	124	109
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	67	50	0
% Level III: Advanced	0	0	0	0	0
Number of students tested	10	5	6	2	2
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	92	86	93
% Level III: Advanced	42	14	25	19	28
Number of students tested	107	109	95	105	102
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	83	77	92
% Level III: Advanced	50	22	0	8	21

Number of students tested	26	18	12	26	24
6. Asian Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
9. White Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013 and 2011-2012.

- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Math

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

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	99	98	95	98	97
% Level III: Advanced	29	37	24	38	49
Number of students tested	114	123	135	124	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	99	98	95	99	96
% Level III: Advanced	27	39	25	39	45
Number of students tested	88	114	122	109	80
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	100	50	100	100	100
% Level III: Advanced	0	0	0	0	0
Number of students tested	3	2	2	1	1
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	99	98	95	100	99
% Level III: Advanced	29	36	26	39	49
Number of students tested	92	91	104	97	72
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	91	91	91
% Level III: Advanced	25	30	14	26	50
Number of students tested	20	10	22	23	22
6. Asian Students					

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

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013.
- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2011-2012.
- Grade 11 students in the 2012-2013 academic year still took the TAKS assessment, which is reflected in the data.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skill (TAKS)

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	99	99	90	89	87
% Level III: Advanced	25	25	34	34	30
Number of students tested	162	143	134	137	138
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	91	91	87
% Level III: Advanced	23	25	35	36	30
Number of students tested	132	133	122	120	123
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	40	57	100
% Level III: Advanced	5	0	0	0	0
Number of students tested	20	10	5	7	2
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	91	89	89
% Level III: Advanced	24	24	33	33	31
Number of students tested	125	112	112	122	106
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	97	96	84	82	77
% Level III: Advanced	13	29	32	36	19
Number of students tested	30	28	19	11	26
6. Asian Students					

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

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013 and 2011-2012.

- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

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

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	96	98	98	99	99
% Level III: Advanced	31	24	24	29	33
Number of students tested	137	124	131	137	132
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	97	98	98	98	99
% Level III: Advanced	33	25	35	30	30
Number of students tested	117	110	122	123	110
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	80	100	83	100	100
% Level III: Advanced	0	0	0	0	0
Number of students tested	10	3	6	2	2
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	97	98	97	98	99
% Level III: Advanced	30	23	21	30	30
Number of students tested	107	104	95	105	103
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	92	100	100	100	100
% Level III: Advanced	35	29	42	27	38
Number of students tested	26	17	12	26	24
6. Asian Students					

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

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013 only.
- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

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

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	95	97	100	100	99
% Level III: Advanced	43	34	25	47	62
Number of students tested	112	122	135	120	94
Percent of total students tested	100	100	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	93	97	100	100	99
% Level III: Advanced	43	35	25	47	58
Number of students tested	86	113	122	105	80
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	100	100	100
% Level III: Advanced	0	0	0	0	0
Number of students tested	3	2	2	1	1
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	93	98	100	100	100
% Level III: Advanced	46	33	25	46	60
Number of students tested	90	91	104	95	72
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	100	100	100	100	95
% Level III: Advanced	35	22	27	48	68
Number of students tested	20	9	22	21	22
6. Asian Students					

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

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013.
- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2011-2012.
- Grade 11 students in the 2012-2013 academic year still took the TAKS assessment, which is reflected in the data.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

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

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Texas Education Agency (TEA)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Level II: Satisfactory plus % Level III: Advanced	85	85	99	99	100
% Level III: Advanced	7	10	41	41	30
Number of students tested	162	143	134	137	139
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory plus % Level III: Advanced	86	84	99	98	100
% Level III: Advanced	7	12	40	46	30
Number of students tested	132	133	122	120	124
2. Students receiving Special Education					
% Level II: Satisfactory plus % Level III: Advanced					
% Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory plus % Level III: Advanced	50	50	80	86	100
% Level III: Advanced	0	0	0	14	0
Number of students tested	20	10	5	7	2
4. Hispanic or Latino Students					
% Level II: Satisfactory plus % Level III: Advanced	84	84	99	99	100
% Level III: Advanced	6	8	44	43	32
Number of students tested	125	112	112	122	107
5. African- American Students					
% Level II: Satisfactory plus % Level III: Advanced	83	89	100	100	100
% Level III: Advanced	7	18	26	27	23
Number of students tested	30	28	19	11	26
6. Asian Students					

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

NOTES: - The State of Texas Assessment of Academic Readiness (STAAR) was given in 2012-2013 and 2011-2012.

- The Texas Assessment of Knowledge and Skill (TAKS) was given in 2008-2009 through 2010-2011.