

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Erin C Tite

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

Official School Name James F. Bay Elementary School

(As it should appear in the official records)

School Mailing Address 1502 Bayport Blvd

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

City Seabrook    State TX    Zip Code+4 (9 digits total) 77586-3525

County Harris    State School Code Number\* 084910105

Telephone 281-284-4600    Fax 281-284-4605

Web site/URL https://sites.google.com/a/staff.ccisd.net/bayelementary/    E-mail etite@ccisd.net

Facebook  
Twitter Handle @ccisd    Page Facebook.com/Clear Creek    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\*Dr. Greg Smith    E-mail: grsmith@ccisd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clear Creek ISD    Tel. 281-284-0000

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 Ms. Ann Hammond  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
  - 10 Middle/Junior high schools
  - 7 High schools
  - 0 K-12 schools
- 43 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. 9 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	44	53	97
K	58	66	124
1	52	61	113
2	50	60	110
3	55	65	120
4	60	57	117
5	67	65	132
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	386	427	813

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 5 % Black or African American
  - 21 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 66 % White
  - 3 % 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: 28%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	124
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	83
(3) Total of all transferred students [sum of rows (1) and (2)]	207
(4) Total number of students in the school as of October 1	748
(5) Total transferred students in row (3) divided by total students in row (4)	0.277
(6) Amount in row (5) multiplied by 100	28

7. English Language Learners (ELL) in the school: 10 %  
81 Total number ELL  
 Number of non-English languages represented: 21  
 Specify non-English languages: Dutch, Farsi, Finnish, Gujarati, Spanish, Hungarian, Vietnamese, Laotian, Cambodian, German, Arabic, Burmese, Indonesian, Mandarin, Tagalog, Portugese, Russian, Romanian, Sweedish, Urdu, Turkish
8. Students eligible for free/reduced-priced meals: 40 %  
 Total number students who qualify: 328

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: 15 %  
123 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.

24 Autism	1 Orthopedic Impairment
0 Deafness	15 Other Health Impaired
0 Deaf-Blindness	30 Specific Learning Disability
4 Emotional Disturbance	99 Speech or Language Impairment
4 Hearing Impairment	0 Traumatic Brain Injury
5 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	22
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 22:1

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

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

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

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

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

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

Yes\_                      No X

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

## **PART III – SUMMARY**

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Bay Elementary is one of 43 campuses in the Clear Creek Independent School District, a high performing school district south of Houston. While there are newer school buildings and nicer neighborhoods in the area, parents purposely move to Seabrook to join the Bay Elementary family, as indicated by the school's steady growth to more than 817 students today. On any given day, you can walk into this Title I, Texas Education Agency top rated school and feel the energy, hear the humming of teaching and learning in every classroom, and witness the power of parents, teachers and community members working to create a better tomorrow for all children. This did not happen by chance, but by choice. In fact, the reality today would have been much different had the campus leadership and staff made a different choice in 2008.

In September 2008, one of the largest hurricanes in U.S. history had its eye on Seabrook, Texas. Hurricane Ike, a category 4 storm, destroyed the homes of hundreds of Bay Elementary families and many staff members. Fatefully, Bay Elementary was virtually untouched by the monster storm. Within hours of the storm passing and moments after the principal saw her students in the streets with all of their belongings on the curb, the school was opened for families. While all schools in the district would be closed for two weeks because of the storm, the Bay team created Camp Bay and doors remained open every day for the community. They fed and clothed hundreds of children, but perhaps most importantly provided a sense of normalcy, and not just for students, even one of Bay's own teachers was living in her attic due to the storm damage. Even when school formally resumed, the staff recognized they needed to work on the physical and emotional needs of students before they could move forward with the curriculum. Given these extenuating circumstances, the superintendent was prepared to give Bay Elementary a 'free' pass on the 2009 Texas Assessment of Knowledge and Skills, but the Bay staff was not as accepting. Forging forward together, Bay Elementary ended that school year as an Exemplary rated campus and with some of the highest passing scores in the district. The storm had indeed made them stronger and formed a strong bond between the school and community.

Education at Bay is a community affair, whether it is the annual holiday shopping event where teachers and staff serve as a secret Santa and purchase presents for students in need, or the Seabrook Rotary taking a busload of students to Target with a personal shopper to ensure that each child has up to \$250 in back-to-school clothing and supplies.

Even before the hurricane, the economically disadvantaged numbers at Bay were on the rise, prompting community groups to create and replenish a fund for counselors to use when needed and without question. The storm certainly amplified the progress, prompting teachers and staff to respond in the traditional Bay fashion. Many of the homes destroyed by IKE were uninsured. Many of the students at Bay come from homes where parents work several jobs to make ends meet. Bay had a growing number of latchkey children and street stragglers after school hours. Instead of viewing this issue as a natural effect of poverty, the staff saw an opportunity. In a few short months and after the receipt of a federal grant, Eagle's Nest was formed. It is an after school program, run by teachers for all students. The activities tie into the curriculum, but at no time do students feel it is an extension of their classroom. The enrichment activities are intended to deepen learning and directly close the achievement gap on particular concepts and the homework room is open every day after school for additional support to any student in need. It is not only the students who are served at Bay Elementary. The school is regularly open during the evenings for family workshops to delve into the curriculum, technology, and home safety. The school is also home to a Friday night cinema central in the gym.

Bay Elementary, keenly aware of the wrath of Mother Nature, regularly responds to global disasters including the Tsunami in Japan and Hurricane Sandy through cards, video greetings, and local fundraisers.

If you have not realized yet, the mission at Bay Elementary is to equip students with the interpersonal skills and knowledge base to excel in a diverse community while nurturing them to achieve their personal potential and serve their community.

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

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

A. In the previous five years, students in Texas schools were assessed on two different state assessment systems: the Texas Assessment of Knowledge and Skills (TAKS) in 2008-09 to 2010-11 and the State of Texas Assessment of Academic Readiness (STAAR) in 2011-12 to 2012-13.

Related to student performance on assessments in Texas, students can earn one of three performance ratings on STAAR: Level I: Unsatisfactory (a failing score), Level II: Satisfactory (an acceptable passing score), or Level III: Advanced (a high passing score). In the TAKS era, students could have also earned one of three measures for performance: Not Met (a failing score), Met Standard (a passing score), or Commended (a high passing score). The state and district share the expectation that all students earn at least a passing score on state assessments (Level II: Satisfactory on STAAR or Met Standard on TAKS). In recent years, there has been a state-wide effort to increase the percent of students scoring at the highest levels on state assessments (Level III: Advanced on STAAR or Commended on TAKS).

Related to campus and district accountability in Texas, schools can earn one of two possible ratings for overall performance on STAAR: Improvement Required (unacceptable rating) or Met Standard (acceptable rating). In the TAKS era, schools could have earned one of four possible ratings for overall performance: Unacceptable, Acceptable ( $\geq 70\%$  of students passing), Recognized ( $\geq 80\%$  of students passing), or Exemplary ( $\geq 90\%$  of students passing). The state of Texas expects schools to earn the highest and only acceptable rating of Met Standard based on STAAR. In the TAKS era, although the state of Texas expected schools to earn a rating of at least Acceptable, campuses in Clear Creek ISD, including Bay Elementary, were expected to earn a rating of either Recognized or Exemplary.

B. In the past seven years, Bay has made a dramatic paradigm shift, resulting in significant gains in student progress. By focusing on intervention at lower levels to ensure that students enter upper grade levels with the core concepts needed to problem-solve, upper grade levels no longer need to spend instructional time catching up.

Bay began using instructional coaches in 2006 with a literacy coach to facilitate the shift to small group instruction. Over the past five years, professional development for Special education teachers has shifted to focus on the general education curriculum. The staff at Bay no longer separates learning for students in special programs, and all teachers now implement similar instructional strategies.

When the campus began to focus on “shared responsibility” for all students, teachers began sharing ownership of the success of special needs students. After the last administration of TAKS and prior to the first administration with STAAR, it became clear that staff would need to prepare students differently for standardized tests. Subsequently, all students were included in intervention even if they were already receiving special education services. Students receiving ELL services, dyslexia, or special education service would also receive small-group intervention if performing below level.

Hispanic students went from 33% advanced in 2010-2011 to 13% advanced in 2011-2012 on STAAR 3rd grade math assessment in 2012-2013. This year we implementing a research-based strategy to build vocabulary and provide experiences for students lacking the proper foundation, the staff expects to see an even higher increase for ELL students this year.

Hurricane Ike left many families at Bay in economic turmoil; this event led to a change in thinking regarding lesson plans; staff saw the need to meet student emotional needs first. In 2011-2012, the new state assessment, STAAR, took its toll on the economically disadvantaged students at Bay. Third grade math decreased from 85% to 77% proficient. While the staff thought they focused on all students, it became clear that many students were not entering third grade with the vocabulary and background to be able to problem solve. It was no longer realistic to expect third grade teachers to be experts in all content areas. In 2012, the third grade teams departmentalized and math teachers began to work with the instructional math coach using

models to teach concepts. Teachers used small-group intervention with second grade students to close achievement gaps and to solidify the skills necessary at the third grade level to problem solve, helping to bring the second year of STAAR results to 88% proficient, a gain of 10%.

The second administration of the STAAR test also resulted in an increase of 9 percentage points from 77% to 86% in 5th grade math for economically disadvantaged students. Small group instruction and intervention for students throughout the year contributed to the increase.

The economically disadvantaged 5th grade reading jumped from 84% in 2008-2009 to 100% in 2009-2010. The school created a special self-contained fifth grade class for struggling students who were all economically disadvantaged. The teacher was supported with a second instructional aide in both math and reading to push-in and allow for small-group instruction. By allowing the teacher flexibility to spend more time in problem areas and by breaking the class into small groups, the power of two teachers during these core times made a huge difference in the outcome of student progress.

Other factors that played a huge role in the increased success for students include built-in professional development time, a focus on crafting questions to prompt higher-level thinking, and moving teachers to create strong, well-balanced teams.

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

The staff at Bay understands how important data is to instruction. The teachers pride themselves on meeting individual student needs. Six years ago, Bay lost the state “Exemplary” rating by one student in a subgroup. The theme for the year became The Power of ONE. Bay Elementary uses a combination of formative and summative assessments to monitor student progress and plan for success. The most accurate data comes from tracking students daily and knowing them as learners. Effective instruction comes from planning with specific results in mind. As the student population changed drastically, and emotional needs increased, the staff at Bay realized while standardized assessments produce important data, daily instruction is not a direct result of these scores. Rather than teaching test taking strategies, the staff teaches students to be life-long learners. The curriculum-based measures practiced in the building are tightly linked to The State of Texas Assessments of Academic Readiness (STAAR), attributing to student success.

Grade levels work collaboratively with the instructional coaches developing formative assessments for daily use that include rubrics, anecdotal records during guided reading instruction, and recording forms used during literacy stations. These tools help students take ownership for their own learning. Because lesson planning requires an understanding of individual deficits, grade level teams share a daily conference time--as well as an hour of professional learning time--for professional conversation driven by individual student data. The results prompt meetings with the Student Support Team when a lack of progress is noted.

District assessments are given every nine weeks, and district benchmarks in the form of a state released test are administered to 3rd, 4th and 5th graders. Other assessments that drive instruction in K-2 are research based number concept assessments and leveled reading assessments from research based work by Fountas and Pinnell at all grade levels. Teachers are able to develop lesson plans and literacy stations that address needs such as word attack skills, phonics, or comprehension needs. These assessments drive lesson plans and literacy and math stations address individual student needs. Anecdotal notes during guided reading instruction and rubrics tracking student progress in stations provide teachers information to plan questions that prompt higher level thinking. Conferencing logs during independent writing time drive lessons and address individual areas of deficit.

Assessment results are used at the end of each school year to determine the best possible placement for students. Individual needs, teacher strengths, and reading levels are considered to ensure realistic small group instruction at the beginning of the year. Three assessment folders travel with students each year, providing data needed for addressing individual needs. Reading, writing, and math data folders enhance student progress.

Equally important to using formative assessments in the classroom is the time spent communicating the results with parents and the community. Parent conferences are held regularly; reading levels are sent home with progress reports; the Seabrook community is invited to view the Bay school report card, and local organizations share in the quest for academic excellence by helping Bay reach goals through funding needed resources.

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

Bay believes in growing teachers as leaders. Bay Elementary houses the Professional Learning Center for the district in a renovated building behind the school. During professional training times for both literacy and math, the staff at Bay opens their classroom doors to allow other professionals to tour. The staff openly shares their instruction and questioning during station time and receives valuable feedback further drive instruction.

Bay teachers present back to school professional development to train new teachers in the areas of math, literacy, and science. Several teachers at Bay participate in planning curriculum and instruction at the district level. Instructional coaches for both math and literacy can be found on a weekly basis planning with other district professionals. Bay Elementary teachers also participate in various district committees that include curriculum writing, cognitive coaching, technology, and assessment.

On campus, teachers visit other classrooms on their grade level and across the grade levels for professional support and to generate ideas for content delivery. The instructional coaches on campus cover classrooms to allow for professional learning opportunities. The professional team at Bay keeps a running log of lessons observed and shares a weekly agenda highlighting accomplishments. As others read about the fabulous instruction taking place, they sign up to view a lesson. Through this method of sharing instruction, Bay has developed confident instructional leaders. The staff at Bay participates in instructional field trips to other campuses and offers the same opportunity to others in the district. Clear Creek ISD houses a treasure chest of skillful teachers and Bay believes in taking advantage of the wealth at its own back door. The teachers live by the philosophy that they are life-long learners.

This year Bay piloted Sheltered Instruction strategies on campus. The SIOP model uses pictures with an emphasis on vocabulary to assist students who lack language or experiences in making connections. Teachers spent their summer lining the hallway with words, pictures and clues to begin the adventure. Every morning students line the hallways with their clipboards and begin working the wall solving clues to become the next word detective. The teachers have discovered that students who lack outside experiences are not limited to its English Language Learners. Bay has hosted several local district administrators this year to demonstrate the activities incorporated using SIOP strategies, and campuses send teams to Bay for guidance in starting these strategies on their campus.

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

Bay is rich in traditions. Parents and community members are viewed as partners in the academic and social success of students. Taking the time to contact and share visions with the community is important. The staff at Bay has proven that a community can make dreams come true. Bay is fortunate to have many key community members to assist at any time. Spirit rallies celebrate successes, and the school chant encourages unity. Bay builds a sense of community with families by including parent educational programs and by providing food and family activities like math night, literacy night, curriculum night, Penny Arcade, movie nights, curriculum nights, special lunches, the Bay Carnival, and through partnerships with the local library. Various other local organizations prove the old adage "It Takes a Village" to ensure all students are successful. The Site Based Management Team consists of staff members, parents, and members of the community who meet regularly to generate ideas about school improvement.

When Hurricane Ike devastated Seabrook in 2008, the community and the teachers were left to meet those emotional needs of students. Two days after the storm, the gymnasium opened as a care facility for the students while the parents coped with the devastation at home. The staff and other members of Clear Creek

ISD joined together taking shifts, cooking, caring, and gathering and redistributing basic necessities to families. The school worked closely with the Red Cross to serve hot meals and the staff members walked bags of ice through the neighborhoods daily, while parents worked cleaning up their properties. Bay Mart was opened in a portable classroom behind the school—a place where parents could come and shop expense-free for clothing, linens, air mattresses and other donated goods that came in daily.

Bay supports families who are struggling economically by partnering with community entities that provide school supplies, clothing to start and finish the year, gift cards at holidays for food, and food for the weekends. In many situations, the Bay family has been known to pay electric bills for families. In addition to academics, students are taught how to wash their own clothing and are provided a washer and dryer at school to assist with laundry. The combination of special activities help to develop a broader foundation or education for students and create a “home away from home” that fosters a love for learning and a connection to community.

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

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### **1. Curriculum:**

Bay follows the TEKS (Texas Essential Knowledge and Skills) learning standards and the curriculum developed by Clear Creek ISD that promotes higher level thinking. The most effective student learning is based on individual experiences and the reflection upon those experiences. The principles of constructivist thinking and theory are embedded in the instruction at Bay. Students are engaged in opportunities to share thinking at a deeper level through discussions. Math talks, shared reading, reader's response logs, science notebooks, writer's notebooks, math notebooks all provide students the opportunity to share a deeper level of understanding and demonstrate their thinking. Hands-on and minds-on learning is the Bay way.

Bay uses a balanced literacy approach, and the language arts curriculum is founded on research-based best practices. The workshop approach allows teachers to instruct at a variety of learning levels based on individual needs. Direct instruction at the guided reading table in leveled groups occurs while students work in literacy stations designed around individual skill deficits. The small group approach allows teachers to plan for comprehension, fluency, phonics, word attack skills, and reading strategies through teaching, prompting and reinforcing. Reader's theatre is part of the small group instruction, providing a purpose for reading and developing fluency while building confidence in readers.

Mathematics at Bay centers on understanding mathematical concepts. Students make sense of numbers in a way that works for them. Math is taught through exploring and discovering in meaningful experiences. Through questioning, students are able to make connections and understand concepts. Instructional time is not spent memorizing rules and procedures. Students acquire a deep understanding of concepts allowing for thinking in multiple ways to solve problems. Students become more efficient in how they solve problems by sharing their thinking during Math Talks. Math at Bay provides students daily problem solving opportunities in cooperative learning situations and lessons that prompt higher level thinking through classroom conversations. Students make real world connections and apply their learning.

The science curriculum at Bay develops an understanding of concepts through the investigation process by providing students with the science lab experience to apply knowledge. The 5E model, crosscutting concepts, the Next Generation Science Standards (NGSS) practice of investigations, and the use of science notebooks provides a hands on approach to learning. Students are encouraged to share their thinking and point of view. Science Notebooks require students to take ownership of their learning and write about their findings. The Bay Science curriculum brings the real world into the Science classroom. Instruction is driven by investigative theory not a textbook. The outdoor garden area created through a community partnership creates hands on learning for students to experience growing cycles, habitats and vegetation supported by the climate. Bay houses two separate fully equipped science labs for K-2 and 3-5 to supplement the curriculum.

The social studies curriculum implemented at Bay Elementary begins with citizenship and culture and builds a foundation in history, geography, economics and government. Students are taught to be productive members of society beginning in Kindergarten. Social studies concepts are interwoven through language arts in the lower grade levels and specific content is introduced through selected texts for shared reading.

The integration of character education is a long-standing tradition at Bay through the teaching and application of character traits expressed in the pledge of respect, trustworthiness, fairness, citizenship (including digital citizenship), and responsibility. Students learn weekly in Eagle's Quest led by the counselor. This application and reinforcement occurs in all aspects of a student's day. Students are recognized by having their pictures posted on a giant wall in the hallway known as 'Caught in the Act of Kindness.'

Physical education at Bay Elementary empowers students to form life-long healthy habits. The teachers at Bay realize that many students need role models to teach healthy choices. Through a variety of activities that make learning fun, the staff builds a foundation leading to an active and healthy lifestyle.

Technology integration is important at Bay Elementary. Three years ago, the PTA partnered with a local organization to donate \$20,000 that enabled the school to equip every classroom with a smart board or mimeo, projector, and Lumens. Through the use of technology, students become an active part of the lesson.

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

The basis of the reading curriculum at Bay is the Texas Essential Knowledge and Skills (TEKS). The balanced literacy model is used as the instructional method. The work of Fountas and Pinnell has helped teachers grow students as readers. Over the past eight years, students have grown immensely as proficient readers by working in whole groups, small groups, and through individual instruction. The structures of the curriculum offer teachers a time to read to children during interactive read-alouds that support students with internalizing book structure, language concepts, developing vocabulary, and building predicting skills and models for proficient readers. Teachers read with children during shared reading experiences to develop comprehension, language, high frequency words, phonics and the use of monitoring and self-correcting. Teachers read by children during guided reading to reinforce reading strategies and comprehension through teaching, prompting, and reinforcing. Students read independently to build confidence and fluency and to practice and apply reading strategies.

One of the most effective characteristics of balanced literacy is the individualized instruction. The use of data drives teachers in supporting students on their instructional level. Foundational reading skills are developed through phonics instruction and word study. Skills are not taught in isolation but are supported in each component of the day.

One of the most important pieces of balanced literacy is guided reading. Guided reading instruction is administered on individual student's instructional level and in small groups and meets the needs of all students working below, on, or above level. Books are chosen for small groups of students based on their instructional reading level. By planning questions extensively with individual students in mind, the guided reading session allows teachers to develop comprehension by taking students beyond the text. During this time, the teacher can address individual and unique student needs.

Intervention is provided to students who are reading below grade level through the Leveled Literacy Intervention (LLI) program that is provided daily. Tutors work with students by pushing into classrooms to provide additional support to the teacher. This practice allows the teacher the opportunity to work with small groups of students while the tutor supports whole group work.

## **3. Mathematics:**

The math curriculum is based on the Texas Essential Knowledge and Skills (TEKS). The staff at Bay believes math is about discovery. The development of mathematical concepts is best supported through the use of concrete models and manipulatives, making math meaningful in real world situations and providing students with opportunities to share thinking and use math vocabulary to solidify their understanding of mathematical concepts and problem solving situations. Throughout the structure of the math lesson, students learn from each other, and teachers are facilitators of learning.

Although the adopted math curriculum for grades K–2 and grades 3-5 contain different content, they share the same instructional approach, using meaningful experiences to teach mathematics through exploration and discovery. Through questioning, students make connections and understand concepts rather than memorize rules and procedures.

A research-based method for developing number concepts was chosen at K-2 because it builds a foundation for understanding math concepts. Children learn through exploring meaningful real life experiences. The lesson cycle for a K – 2 student begins with a focused number talk where students share their thinking of a concept, thereby causing other students to learn a strategy they may not have considered. A mini lesson follows where a concept is introduced and connections are made through student conversation. Station work provides students with opportunities to work on their level. The questioning process leads to self-discovery

and the concrete understanding of concepts. Students move only when they have solidified their understanding of a concept--not when the teacher is ready!

The same lesson format is followed in grades 3-5 with a number talk, mini lesson, and station time. The research-based model chosen provides teachers with models that use manipulatives in meaningful ways, teach students strategies for all operations, and allow for individual understanding. Number talks allow students to share strategies that work for them while inviting others to think differently. Students are able to make sense of numbers in a way that works for them, and teachers do not focus on teaching one rule or procedure to find an answer. The deep understanding of concept allows for students to think in multiple ways solving problems. The greatest thinking evolves through the sharing process.

Intervention is provided daily to students performing below grade level through several programs in small groups focusing on individual student needs. Tutors work with students by pushing into classrooms to provide additional support to the teacher.

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

At Bay Elementary, one will not find students reading from a textbook for science. The science curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the NGSS and the concept of exploration. The staff at Bay develops lessons and labs that require students to engage, explore, elaborate and evaluate. Higher level thinking is prompted through the careful planning of labs. The school is equipped with two fully-stocked science labs (K-2 and 3-5). Through hands on experiences and problem solving, the students make decisions based on the applications of knowledge.

Once the lesson has been crafted, the mini lesson and experiment begins, and students must support their findings through exploration. Through the use of science notebooks, students journal their findings and are provided the opportunity to participate in discussions with their peers regarding their theories. The hands-on / minds-on approach allows students to create their own meaning and take an active role in learning.

Science objectives at Bay are taught through the workshop approach, science talk, or science experiments based on the objectives, allowing students the opportunities to prove and disprove theory. Science talk teaches students that changing your mind after considering all evidence is permissible, and even encouraged! Students learn to change their minds based on reasonable supporting evidence. Science lessons at Bay begin with carefully planned probes that develop conceptual understanding of the material. Students are able to become scientists and develop their own theories. By conducting the investigation, students are able to disprove or prove their theories and explain their findings.

The Bay students also have an outdoor learning environment that supplements the science curriculum. The Bay Garden Club grows a variety of vegetables to provide students the opportunity to experience growing cycles, habitats and vegetation supported by the climate, and to harvest their work! Whether they are hatching chickens in first grade or creating aquatic ecosystems in fifth, the Bay students are provided a full hands-on / minds-on experience for science where they learn to use a collection of data that ultimately drives instruction and learning.

Early Childhood Part: Bay Elementary offers Pre-K3 and Pre-K4. The early childhood curriculum is designed to prepare children to be successful in kindergarten and directly aligned to the district kindergarten curriculum. A rich and comprehensive curriculum supports the development of the whole child and integrates learning across multiple domains including: social and emotional development, language and communication, beginning reading and writing, mathematics, science, social studies, fine arts, physical development, and technology.

The early childhood curriculum provides instructional activities to strengthen linguistic, cognitive, and social skills. A significant portion of the curriculum focuses on listening and speaking activities to expand children's language and vocabulary and includes specific activities to support children who are English Language Learners in developing English language skills and transferring skills learned in their native

language to English. The curriculum also focuses on reading and writing activities planned to build children's literacy skills including awareness of sounds, print and letter knowledge, and comprehension of text. The math curriculum in early childhood focuses on building an understanding of number and mathematical competencies, and activities are integrated throughout the early childhood day to build children's mathematical thinking. All activities are designed to be rigorous but developmentally appropriate in order to build on children's strengths and to address specific needs efficiently and effectively and support school readiness.

The early childhood curriculum is directly aligned to the kindergarten curriculum to ensure a smooth transition from the early childhood program to kindergarten. In addition, early childhood teachers provide children with multiple opportunities to practice needed skills in a variety of ways and in various contexts with teacher scaffolding to support their transition to kindergarten. The early childhood curriculum supports development and provides a solid foundation for children's entry into kindergarten.

Students who have participated in Pre-K come to kindergarten prepared to be successful. They are able to form positive relationships with their peers and participate appropriately in the classroom community. They have learned how to deal with their emotions, have increased their self-control, and have extended their attention span. The early childhood program enables students to enter kindergarten with multiple exposures to print, a growing phonological awareness, and strong alphabet knowledge skills. They have had meaningful early literacy experiences, learned most of their letters and sounds, and some are beginning to read and write. In addition, students show enhanced listening comprehension skills in kindergarten, an increased ability to engage in conversations, and increased use of complete sentences and larger vocabularies. They enter kindergarten with a basic understanding of counting and numbers as well as shapes, measurement, and patterning.

## **5. Instructional Methods:**

The staff at Bay purposefully plans instruction that uses research-based methods to support all students including visual, auditory, and kinesthetic learners. Teachers are facilitators and spend less time talking to students and more time guiding instruction. The Bay staff believes in meeting the needs of all learners by differentiating across all content areas. Using a conferencing approach, teachers and students collaborate to set personal goals in order to support and enrich higher level thinking, appropriate challenge and rigor, and enhanced problem solving skills. These examples demonstrate the instructional belief that the textbook does not drive the curriculum. The goal is meeting the learning needs of students through engaging and rigorous material and teachers strive to create the right fit instruction for each student. Students are provided a variety of explanations and learning strategies presented by their peers through classroom discussions. Students with gaps in their learning or additional learning needs are carefully placed in classrooms where additional push in support can be provided.

The staff at Bay delivers information in context rather than through the isolated memorization of facts. Students work collaboratively to apply new learning in stations that are created based on individual student levels and needs. Small group learning stations engage students in conversations and problem solving situations making learning more meaningful. Leveled learning stations keep students on the edge of their learning. Recording sheets used in stations allow students to reflect on their personal learning and construct their own meaning.

Learning at Bay is interactive where the teacher is the facilitator. Classrooms are equipped with a presentation station consisting of a lumen, a projector, a smartboard or mimeo. Students interact with this technology during structured conversations with each other throughout the lesson. The Bay staff uses leveled literacy intervention to provide students at K-5 small group reading strategies throughout the day. For students working at higher levels not yet identified as Gifted and Talented, challenge groups are offered.

The gradual release model is applied through all subject areas. Teachers understand how important it is to scaffold learning. In math and reading, the structures of the lesson include time for students to discuss, reflect and engage in problem solving situations with their peers. The research based ELL program--with an

emphasis on student vocabulary through pictures--uses the Latitude, Mimio and Smart Board for technology integration.

## **6. Professional Development:**

Bay teachers do not refer to themselves as “Veteran Teachers” because they are highly engaged in acquiring new instructional skills and take initiative in increasing their professional knowledge and expertise. Bay teachers meet for professional development time with instructional coaches during the summer and many return to work at least two weeks prior to their contract date because they desire growth.

For the past four years at Bay, the staff has been provided built in professional learning time. Three days a week, the counselor meets with a grade level of students from 8:00-8:50 for character development lessons. While students are learning in Eagle’s Quest, the teachers are learning together with the instructional team that consists of the principal, assistant principal, math coach and or reading coach, or the ELL teacher, depending on what the focus is for the day.

The first two years, professional development cycles were created where teachers attended three days in a row. Day 1- new skill, Day 2- planning together, and Day 3- observing in another classroom followed by a week for reflection. This model was followed for two years. Teachers currently attend one day every other week and professional development time is now spent planning for guided reading lessons and math stations with the guidance of the instructional coaches. Planning together using data collected during the guided reading sessions allows the teachers to craft questions to build comprehension. Some examples that have enhanced comprehension include the instructional coach taping a lesson and scripting all the questions asked to determine the level of thinking, and the literacy coach teaching a lesson and the teacher observing,

After carefully analyzing third grade data, the teachers discovered many of the students showed difficulty in problem solving situations because they lacked language or the foundation of number concepts. The past three years, the K-2 teachers at Bay have utilized contracted professional development in math. The teachers have been working with the creator of a research-based resource to develop math stations that address individual skill levels and problem solving at a higher level. Year one addressed student assessment and anecdotal records for small group instruction; year two addressed the creation of stations to promote higher level thinking; year three addressed crafting questions that take students to a higher level of thinking and managing stations. The staff at Bay has seen incredible growth as a result of their learning.

## **7. School Leadership**

At Bay Elementary, you don’t need a title to be a leader. Teachers are provided leadership opportunities at the campus and district level. Teachers are empowered to take ownership in student success. The staff has created unity and the sense of team. The administrative team at Bay works side by side with the teachers to support instructional efforts. They model the belief that all decisions must be in the best interest of children and not necessarily the easiest for adults.

The leadership at Bay Elementary is visible and contributes to a positive culture, as evidenced through annual surveys of parents, teachers and even students. In a 2013 survey conducted by K12 Insights, 94% of parents and 99% of employees say the principal makes decisions in the best interest of the students. The approval ratings are equally high when asked if campus leaders contribute to a positive culture at the school.

When you walk through the doors of Bay, you should feel the energy of a campus clearly guided with one purpose in mind: student needs. The leadership at Bay has no secret formula or strategy to receive high satisfaction marks, just the genuine desire to learn and listen from others, to celebrate the success of students, and to rally together when times are tough. Teachers, students and parents are acknowledged and respected. The principal and assistant principal are rarely in their offices. They are at the front door for arrival, in the classrooms throughout the day, at the student tables during lunch, and in the parking lot at dismissal to assist with the car rider lane.

At Bay Elementary, administrators are always doing things ‘for’ teachers. The campus leadership team consisting of the counselor, the instructional coaches, the LSSP, the secretary and the nurse are always looking for ways to improve the working environment for teachers. Each week an agenda spotlights teachers for all the extra tasks they do to help others. The “Pink Sheet” and has become a long standing tradition of recognizing teachers for all they do each day for students.

Bay is an energized atmosphere guided by clear vision. The Bay nurse and counselor assist parents with medical services, clothing, supplies and other household needs beyond academics. The office team reaches out to struggling students personally to ensure a productive positive start to their day. Every member of the Bay family pulls together to support students.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** TAKS (2008-2011)/STAAR (2001-2013)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2008

**Publisher:** Pearson (2008-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	84	77	92	93	93
% Advanced/Commended	18	15	44	38	49
Number of students tested	97	104	105	104	111
Percent of total students tested	100	98	100	100	99
Number of students tested with alternative assessment	6	9	7	7	4
% of students tested with alternative assessment	6	8	6	6	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	88	77	85	94	93
% Advanced/Commended	12	9	29	19	35
Number of students tested	33	41	34	32	40
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	100	71	92	75	77
% Advanced/Commended	0	6	31	8	23
Number of students tested	13	17	13	12	13
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	75			83	
% Advanced/Commended	8			17	
Number of students tested	12			6	
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	76	78	82	94	88
% Advanced/Commended	35	9	41	25	31
Number of students tested	17	23	17	16	16
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>6. Asian Students</b>					

% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	85	80	94	92	94
% Advanced/Commended	13	19	43	41	54
Number of students tested	72	69	69	78	82
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

**NOTES:** Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each

student.

In 2008-09, 2010-11, and 2011-12, five or fewer English Language Learner students took a 3rd grade mathematics assessment.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** TAKS (2008-2011)/STAAR (2011-2013)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2008

**Publisher:** Pearson (2008-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	84	84	96	87	96
% Advanced/Commended	17	14	47	38	46
Number of students tested	111	104	103	111	106
Percent of total students tested	100	98	100	99	98
Number of students tested with alternative assessment	17	10	8	4	3
% of students tested with alternative assessment	13	9	7	4	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	79	85	92	89	89
% Advanced/Commended	5	25	38	19	37
Number of students tested	42	28	37	36	27
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	76	92	100	67	71
% Advanced/Commended	12	15	38	20	14
Number of students tested	25	13	13	15	7
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	83	86	83	88	
% Advanced/Commended	0	14	16	13	
Number of students tested	6	7	6	8	
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	79	100	89	84	94
% Advanced/Commended	14	19	26	32	44
Number of students tested	28	16	19	19	16
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	86	83	99	88	96
% Advanced/Commended	21	13	52	36	45
Number of students tested	71	64	75	80	84
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

**NOTES:** Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each student.

In 2008-09, five or fewer English Language Learner students took a 4th grade mathematics assessment.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** TAKS (2008-2011)/STAAR (2011-2013)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2008

**Publisher:** Pearson (2008-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	92	91	93	97	92
% Advanced/Commended	46	34	55	61	55
Number of students tested	115	105	120	109	99
Percent of total students tested	99	100	100	98	99
Number of students tested with alternative assessment	10	11	3	6	11
% of students tested with alternative assessment	8	10	2	5	10
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	86	77	94	96	84
% Advanced/Commended	37	17	47	75	47
Number of students tested	35	37	47	24	32
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended		71	82	92	88
% Advanced/Commended		7	35	58	25
Number of students tested		14	17	12	24
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	100	100			
% Advanced/Commended	63	11			
Number of students tested	8	9			
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	87	95	96	100	92
% Advanced/Commended	39	14	52	67	58
Number of students tested	23	21	23	15	12
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	94	90	91	97	93
% Advanced/Commended	50	42	57	58	53
Number of students tested	68	77	81	88	75
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

**NOTES:** : Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each student.

In 2008-09 through 2010-11, five or fewer English Language Learner students took a 5th grade mathematics assessment.

In 2012-13, five or fewer students receiving Special Education services took a 5th grade mathematics assessment.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** TAKS (2008-2011)/STAAR (2011-2013)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2008

**Publisher:** Pearson (2008-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	89	84	97	97	97
% Advanced/Commended	23	24	50	53	52
Number of students tested	102	103	105	104	110
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	7	12	7	7	3
% of students tested with alternative assessment	6	10	6	6	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	86	83	97	97	98
% Advanced/Commended	16	24	27	47	41
Number of students tested	37	39	33	32	41
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	100	88	85	100	83
% Advanced/Commended	0	6	54	33	25
Number of students tested	13	17	13	12	12
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	75			100	100
% Advanced/Commended	17			17	17
Number of students tested	12			6	6
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	81	86	94	100	100
% Advanced/Commended	19	23	53	31	47
Number of students tested	21	22	17	16	15
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	92	90	97	96	98
% Advanced/Commended	22	26	53	58	54
Number of students tested	73	69	70	78	82
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

**NOTES:** Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each student.

In 2010-11 and 2011-12, five or fewer English Language Learner students took a 3rd grade reading assessment.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** TAKS (2008-2011)/STAAR (2011-2013)

**All Students Tested/Grade:** 4  
**Publisher:** Pearson (2008-2013)

**Edition/Publication Year:** 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	88	93	91	91	95
% Advanced Commended	32	29	44	32	45
Number of students tested	111	110	103	109	105
Percent of total students tested	100	100	100	99	98
Number of students tested with alternative assessment	18	7	8	6	4
% of students tested with alternative assessment	14	6	7	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	76	94	92	86	93
% Advanced Commended	17	28	30	11	30
Number of students tested	41	31	37	36	27
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	88	92	100	93	88
% Advanced Commended	4	23	38	13	63
Number of students tested	25	13	13	15	8
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	83	71		63	
% Advanced Commended	17	29		13	
Number of students tested	6	7		8	
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	78	94	89	89	94
% Advanced Commended	30	29	39	33	31
Number of students tested	27	17	18	18	16
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	96	95	91	94	96
% Advanced Commended	37	32	47	30	47
Number of students tested	71	66	76	79	83
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced Commended					
Number of students tested					

**NOTES:** Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each student.

In 2008-09 and 2010-11, five or fewer English Language Learner students took a 4th grade reading assessment.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** TAKS (2008-2011)/STAAR (2011-2013)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2008

**Publisher:** Pearson (2008-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES*</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	96	95	97	97	94
% Advanced/Commended	28	27	46	42	40
Number of students tested	120	106	118	106	101
Percent of total students tested	99	99	99	96	98
Number of students tested with alternative assessment	5	7	4	7	9
% of students tested with alternative assessment	4	6	3	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	92	97	96	100	84
% Advanced/Commended	19	17	40	45	23
Number of students tested	37	38	47	22	31
<b>2. Students receiving Special Education</b>					
% Satisfactory/Met Standard plus % Advanced/Commended		100	94	92	96
% Advanced/Commended		7	12	33	22
Number of students tested		14	17	12	23
<b>3. English Language Learner Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended		78			
% Advanced/Commended		11			
Number of students tested		9			
<b>4. Hispanic or Latino Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	88	95	96	100	83
% Advanced/Commended	38	18	43	36	33
Number of students tested	24	22	23	14	12
<b>5. African- American Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>6. Asian Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>9. White Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended	99	95	96	97	96
% Advanced/Commended	29	30	47	43	42
Number of students tested	69	76	79	86	76
<b>10. Two or More Races identified Students</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

**NOTES:** Students receiving special education services in Clear Creek ISD and at Bay Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Bay Elementary in determining the correct assessment for each student.

In 2008-09 through 2010-11 and 2012-13, five or fewer English Language Learner students took a 5th grade reading assessment.

In 2012-13, five or fewer students receiving Special Education services took a 5th grade reading assessment.