REVISED 3-17-2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal ____Mrs. Lynda Maxwell_____

Official School Name _____Frostwood Elementary_____

School Mailing Address _____12214 Memorial_____

__Houston_____ ___Texas__ _77024-6299__
City State Zip Code+4 (9 digits total)

County ___Harris____ School Code Number*___101920104

Telephone (713) 365-5080_____ Fax (713) 365-5086_____ __

Website/URL__http://www.springbranchisd.com/schools/allcampus/elem/fwe.htm
E-mail __maxwelll@springbranchisd.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent ____Dr. Duncan Klussmann_____

District Name ____Spring Branch Independent School District ___ Tel. (713) 464-1511___

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ___Mr. Wayne Schaper___

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. 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.

8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

25	Elementary schools
7	Middle schools
0	Junior high schools
4	High schools
11	Other – 5 PK campuses, 2 magnet campuses, 1 alternative high school, 1 career/technology center, 1 child development/gifted campus, 1 head start/early childhood campus
47	TOTAL

2. District Per Pupil Expenditure: $7475

   Average State Per Pupil Expenditure: $8029

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __6_ Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	19	10	**29**		**7**			
K	47	53	**100**		**8**			
1	54	40	**94**		**9**			
2	45	37	**82**		**10**			
3	34	52	**86**		**11**			
4	51	52	**103**		**12**			
5	47	50	**97**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					591

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

78 % White
1 % Black or African American
6 % Hispanic or Latino
15 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	25
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	546
(5)	Subtotal in row (3) divided by total in row (4)	.0659
(6)	Amount in row (5) multiplied by 100	6.59

8. Limited English Proficient students in the school: 11 %
64 Total Number Limited English Proficient

Number of languages represented: 13
Specify languages: Korean, Japanese, Norwegian, Vietnamese, Russian, Spanish, Farsi, Chinese, Persian, Arabic, Indonesian, Urdu, English

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___8____%
____47____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__4__Autism	__0__Orthopedic Impairment
__0_Deafness __	13__Other Health Impaired
__0__Deaf-Blindness	__7__Specific Learning Disability
__2__Emotional Disturbance	__31__Speech or Language Impairment
__1__Hearing Impairment	__1__Traumatic Brain Injury
__1__Mental Retardation	__2__Visual Impairment Including Blindness
__0__Multiple Disabilities	

* Total – 62 due to the fact that some students have multiple disabilities.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	___2____	_____
Classroom teachers	___34____	_____
Special resource teachers/specialists	___4____	____2___
Paraprofessionals	___7____	____1___
Support staff	___4___	____1___
Total number	___53____	____4___

12. Average school student-"classroom teacher" ratio: ___16___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	NA%	NA%	98%
Daily teacher attendance	95%	94%	NA%	NA%	NA%
Teacher turnover rate	11%	12%	11%	15%	13%

Student Attendance Data for NA years is archived and retrievable only by TEA PEIMS personnel.
Teacher Attendance only available for 02-04.

PART III - SUMMARY

School Snapshot

Frostwood Elementary believes there is much more involved in educating students than simply teaching them to be successful test takers. Every Frostwood decision is based on the question, "What is in the best interest of the child?" Every choice we make serves the emotional, social, and academic development of our children. Our mission states, "We are builders of the future…creating a student centered, brain-compatible environment, which encourages responsibility and respect for others, producing successful lifelong decision-makers in an ever-changing world." This mission is addressed in many ways. All students are taught collaborative social skills through the TRIBES program. TRIBES teaches respect for individual differences and the value of diversity. Twenty behavioral descriptors called Lifeskills serve as guides for social interaction and conflict resolution. Our mission is supported through our morning recitation of the Frostwood Creed: "I am an active listener, truthful at all times, trustworthy, doing my personal best, treating others as I would like to be treated, no put-downs, doing my part to keep Frostwood safe and clean." The ideals listed in our creed are applied daily by our entire community.

We believe firmly in the concept of an inclusive school family. Our fifth grade choir includes every child in the grade level. The annual International Festival teaches respect and appreciation of the various cultures represented in our school. Our special education program is inclusive and special needs students are involved in all aspects of school life such as individual classrooms, recess, health fitness, art, music, library, and computer lab. This atmosphere of respect and dignity is essential in our community.

Personal responsibility is taught and expected at all grade levels. Students are held accountable for their actions and encouraged to reach their personal best. By fifth grade, students are equipped to produce the daily television broadcast, work as school safety patrols, and serve as teacher assistant patrols (TAPS). They are responsible for setting a good example and teaching the younger students to respect school rules. Intermediate students serve on the Student Council and lead school-wide projects that contribute to safety and school/community improvement. Student Council members publicized and conducted the Donate Dollars to Tsunami Relief drive. Third, fourth, and fifth graders also serve as Reading Buddies to our primary students. Classes are paired, and older students meet on a regular basis with primary students to encourage them in their literacy progress. Fourth and fifth grade Lunch Buddies assist the PK, kindergarten, and first grade students on the first two days of school to teach cafeteria procedures so that younger children feel confident in the new routines.

A collaborative home/school relationship is critical for the emotional stability and support of our students. Parents and teachers dedicate themselves to positive communication strategies that support a system based on collaboration. Students understand that their parents and the school work together to create an environment of success. Ninety-one percent of our students have family representation in the Parent Teacher Association (PTA) and the PTA is deeply involved in enhancing the school's goals. The Dad's Club provides a male presence that makes our children feel safe at school functions and shows fathers actively involved in education. Frostwood parents are vital members of the team that makes our school successful.

The social and emotional factors described above contribute significantly to our academic success. The strategies used to ensure success on the state tests are discussed in detail on subsequent questions. As you read this document, we ask that you always remember that at Frostwood we see each child as more than a number, and our school as more than our scores. We are "builders of the future," producing critical thinkers and problem solvers. We believe that while a successful school must always prepare a child for the things measured by paper and pencil, it must also prepare a child for the things in life that can only be measured by the heart.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

The Texas Assessment of Knowledge and Skills (TAKS) replaced the Texas Assessment of Academic Skills (TAAS) in 2003. The TAKS test is a criterion-referenced assessment aligned with the state's mandated curriculum and the federal requirements of the No Child Left Behind Act. The TAKS tests measure academic skills in reading and math in grades 3-11, writing at grades 4 and 7, social studies at grades 8, 10, and 11, and science at grades 5, 10, and 11.

Scale scores are reported for each student in each subject area tested. Schools are rated based on overall passing rates for each subject area. Frostwood Elementary receives a reading, math, writing, and science passing rates for each year. Schools scoring 90% and above in each testing subject are rated "Exemplary." This is the highest rating earned in the state of Texas. Frostwood has been rated exemplary for the past eleven years.

In addition to passing, students can achieve Commended Performance, which represents an extremely high level of academic achievement and a mastery of grade level TEKS. Since Frostwood's overall passing scores have been consistently high, we have set the goal of increasing our numbers of students passing at the Commended Performance level.

The chart below gives our passing percentages for the last two years in Reading and Math, along with the Commended Performance rates. We are very proud of the fact that not only do the majority of our students pass the TAKS test, but this past year over 50% of our students were Commended in every subject test. Frostwood earned Gold Performance Acknowledgements in all subjects tested. Reading Commended scores showed a 23 percentage point increase in fourth grade and a seven percentage point increase in fifth grade. Math scores rose 18 percentage points in third grade, 13 percentage points in fourth grade, and went up four percentage points in fifth grade, for an astounding 80 percent of our students passing with an almost perfect score.

Grade	Reading '03	Reading '04	Com '03	Com '04	Math '03	Math '04	Com '03	Com '04
3	99	100	62%	63%	100	100	49%	67%
4	100	99	31%	54%	100	100	40%	53%
5	100	100	57%	64%	100	100	76%	80%

The scores above represent the vast majority of our students. Only seven students were exempt (Limited English Proficient or special education) from the 2003-2004 testing and only 15 special education students took the State Developed Alternative Assessment (SDAA). The remainder of our 294 students in third, fourth, and fifth grades took the regular state test. We are proud that our scores and commended levels are so high with 93% of our students taking the regular state test.

One final area should be documented on Frostwood assessment data. The state of Texas requires two additional tests in elementary school. Schools give a writing test in fourth grade and a science test in fifth grade. We believe the high levels of student achievement in reading and math have directly contributed to the 99% passing with 61% commended in writing and the 98% passing in science with 51% Commended. Writing success comes from solid literacy skills and science requires the application of reading and math skills to science concepts.

Frostwood's goal is high academic performance for all students. This year Frostwood was selected as a

TBEC/JFTK (Texas Business and Education Coalition/Just For the Kids) Honor Roll School. This award recognizes schools that have sustained high scores on every grade in every subject for at least three consecutive years. The 2003-2004 state Academic Excellence Indicator System (AEIS) report was just released. The AEIS is the school's report card and contains summary data providing parents with a working knowledge of campus performance measures. Frostwood's accountability rating is once again "Exemplary". Further Texas testing system information is located on the Texas Education Agency website: www.tea.state.tx.us/

2. Using Assessment Data to Improve School Performance

Principals use data from the spring state testing to complete a district evaluation plan for grades three through five. Student results on each test are studied for strengths and weakness in objectives, special populations, grade levels, teachers, and students. This information is shared with intermediate teams (grades 3-5) so that the grade level nine-week curriculum plans can be adjusted to ensure success in each objective. Primary teachers (grades PK-2) conduct reading assessments prior to the start of the school year. They meet with individual students for 30 minutes and administer the Developmental Reading Assessment (DRA) and the Observation Survey. This assessment data guides instruction and flexible reading groups are implemented as soon as school starts.

Grade levels administer nine-week benchmark tests in reading, math and/or science. Data is analyzed and disaggregated so that individual student needs can be addressed through differentiated instruction. Frostwood parents serve as classroom substitutes while teachers participate in half-day analysis conferences and instructional planning based on the benchmark data. Grade level teams, the principal, the assistant principal, and the school improvement specialists also participate. Data is analyzed through objectives by grade level, special populations, teacher groups and individual students. Tests are studied to identify mistakes due to vocabulary misunderstanding, lack of content knowledge, and/or format problems. Interventions are then developed. One intervention is a STAT (Student Teacher Assistance Team) conference. This is a group meeting of parents and school personnel to discuss concerns and make an individual student plan. Other interventions include after-school tutoring, recess groups, small group classroom instruction, or an adult mentor (Tiger Striper). Tiger Stripers are Frostwood parents and community volunteers who work with two students once a week for individual 30-minute sessions. Grade level lesson plans are adjusted to make sure that objectives receive the appropriate amount of time and that content inclusion follows the required state TEKS (Texas Essential Knowledge and Skills). School improvement specialists intervene with model lesson support for areas of concern.

3. Communicating Student Performance

Communication with parents begins the first few weeks of school during grade level Open Houses. The principal shares recent school-wide state testing (TAKS) data and explains new or changed expectations for students. Grade level teams cover the curriculum for each grade level, and classroom teachers share individual student performance expectations. Parents are informed that all student competencies, district curriculums, and state TEKS are available on the district website.

Progress reports are sent home halfway through each nine-weeks, followed by report cards at the end of each grading period. These reports always include additional information for parents of students in special education and ESOL (English Speakers of Other Languages). Parents meet with teachers at the end of the first nine weeks to discuss student strengths and weaknesses. Fourth and fifth grade students lead their conferences by sharing work samples and yearlong goals. Teachers maintain three weekly conference periods for individual parent conferences on an as-needed basis. All students take district benchmark tests at the end of each nine-week period. These tests are discussed in class and used to identify areas of concern, to plan for intervention, and to set goals for students.

Students take home graded work samples weekly. Daily homework is assigned in grades three through five, with weekly homework for grades one and two. Homework and work samples keep parents abreast of student performance in topics being studied. Newsletters informing parents of weekly topics are sent out in primary grades. All students keep yearly work portfolios containing samples showing growth over time. These are shared with parents during spring portfolio conferences.

Practice on state TAKS objectives is integrated throughout all assignments and subjects. Intermediate teachers hold spring TAKS nights seven weeks prior to the state test. Using a pretest completed by their own student, parents are taught common mistakes, format issues and successful strategies to review with their child as extra support. TAKS nights ensure that home and school use the same strategies and vocabulary in test preparation. State testing results are sent home when received by the school, as are copies of the yearly state AEIS report. These results are published in the local paper and are available on the Texas Education Agency website.

4. **Sharing Success**

The Frostwood principal communicates information during monthly meetings with district administrators. These allow for the sharing of curriculum, assessment, intervention, and other topics related to academic success. Spring Branch principals also serve as mentors to new district principals and the school's practices are shared through the principal's work on the Principal Steering Committee. Frostwood's work with differentiation has been shared at the Texas Elementary Principals and Supervisors Association (TEPSA). The principal has also spoken at the Texas Association for Gifted and Talented (TAGT) convention on successful strategies with gifted students.

Frostwood teachers participate in grade level and cross-grade level meetings. They share their successes through a variety of district committees and meetings. They participate in district curriculum writing teams, school improvement specialists meetings, technology integration discussions, and core subject trainings. Frostwood teachers have presented at the district Technology Showcase and at the National Science Teachers Conference (NSTA).

Frostwood shares with other schools by allowing student teacher observations and training, alternative certification student observations, and observations by other district teachers and personnel. We are currently serving as a district pilot school for an initiative called Designing and Delivering Instruction. As our teachers implement this process into their lesson planning and delivery, other district teachers will come for observations and professional discussions about the benefits of this process and its impact on student learning.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

Excellence in instructional planning is the first step in a successful curriculum. Teamwork, a key component of our student success, is at the center of all Frostwood curriculum planning and implementation. Every teacher and student is provided the best practices through the synergy of team planning, assessment, and intervention. In the hiring of new teachers, teams look for professionals who will be a match and a balance for current members and curriculum needs. Teams have two weekly scheduled planning times to check progress against nine-week roadmaps of the Texas Essential Knowledge and Skills (TEKS) and to plan content and activities for the coming week. Members contribute from their strengths and gain support for developing areas. Scheduled planning times are also attended by special education teachers, ESOL specialists, school improvement specialists, and campus administrators. The same curriculum, activities, homework, and tests are used in every grade level classroom to provide consistency and validity to the sharing process. Classrooms are heterogeneously grouped with small clusters provided for the gifted students. Our goal of balanced student groupings is achieved by mixing ESOL and special education children throughout the grade level. Academic differentiation provides modifications for special education, gifted/talented, and ESOL needs. Differentiated assignments and activities allow all students opportunities to accelerate, enrich, or remediate within a content area.

Language Arts. The language arts program offers students a challenging curriculum in which they are taught to read critically and thoughtfully and write in a variety of modes and for a variety of purposes. Students learn to represent and view information in visual formats and to use discussion to promote learning. There is a strong emphasis on comprehension and composition.

Math. Mathematics goals are similar to those of the National Council of Teachers of Mathematics as stated in the Curriculum and Evaluation Standards for School Mathematics (March 1989). Mathematically literate students are able to explore, to conjecture, and to reason logically, as well as to master a variety of mathematical methods and use them effectively to solve problems. These goals are achieved through the six strands: whole number operations and computation, fractions and decimals, geometry, developing algebraic thinking, probability and statistics, and measurement.

Science. The science program offers students the opportunity to engage in hands-on, inquiry-based instruction via the Full Option Science System (FOSS) modules. Students learn using several pedagogies including multi-sensory methods, student interaction, discourse and reflective thinking, and reading and research.

Social Studies. The social studies program educates students to become responsible members of society. The curriculum strands are based on the TEKS and national standards and cover the topics of history, geography, economics, government, citizenship, culture, science/technology/society, and the social studies skills used to acquire and organize information for problem-solving and decision-making. All grade levels conduct a yearly civic project that involves students in real-world citizenship.

Art. Art students participate in self-evaluation and reflection, and are actively engaged, demonstrating understanding of art techniques, verbalizing art terminology, experiencing hands-on activities, and using art processes to create original art. Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Music. The music curriculum is based largely upon the Kodaly and Orff concepts of music education. Students sing both individually and in ensembles. Listening skills are developed through the study of classical pieces and composers. While listening, singing, playing instruments, and moving to music, students learn about various aspects of music such as tempo, pitch, rhythm, dynamics, form and timbre. Frostwood also offers Suzuki violin lessons through the Frostwood Fiddlers program.

Health Fitness. The Health Fitness program focuses on five essential elements. They are physical fitness development, motor skills, rhythmic activities, skills related to games and sports, and sequential gymnastics and tumbling skills. The campus facility includes a gymnasium and climbing wall.

Spanish. The Spanish program at Frostwood is a PTA funded enrichment program. Its purpose is to expose our students (K-5) to another language and culture. It is designed to develop skills in Spanish using vocabulary and simple sentence structures through rhymes, songs, stories, games, and written and oral instruction.

2. Reading Curriculum

Reading instruction meets student needs through a variety of strategies that facilitate both independent and collaborative learning. This balanced literacy approach includes shared reading, read-aloud, large and small group instruction, and literacy workstations. Shared reading is used to introduce genres, identify concepts of print, and model strategies for comprehension. Teacher read-aloud is used to generate book interest, model fluency and stimulate literacy discussion. Large group instruction focuses on specific reading skills and small group instruction uses the Guided Reading approach to increase fluency and comprehension. Reading groups are based on constant assessment using the Developmental Reading Assessment (DRA) system. Teacher observations and running records move flexible groups through authentic literature by levels. Nine-week benchmarks assess progress throughout the year. Primary small group instruction emphasizes reading strategies and phonological skills. Students move through increasingly difficult texts utilizing meaning, syntax, and visual cues. In the intermediate grades, students take ownership of the reading process through teacher monitored Literacy Groups. All grade levels use the cognitive strategies of relating new to unknown, questioning, creating mental images, synthesizing, determining importance, monitoring for meaning, and inferring. Guided Reading and Strategies That Work are books that serve as resources for our program. Workstations are areas within the classroom where students work alone or interact with one another using instructional materials to explore and expand literacy. These activities reinforce and/or extend learning without the assistance of the classroom teacher and require independent and self-motivated problem solving. This brain-compatible strategy provides choice, variety and hands-on experiences. Literacy Workstations serves as a resource for primary classrooms. Research shows there is a definite connection between reading and writing, and we integrate writing into all core areas. Good readers become good writers and good writing skills help students analyze and comprehend written text.

3. Math Curriculum

Mathematics prepares students to use patterns and relationships to discover the connections between mathematical concepts and their application to real-world models. Students use mathematical strategies to make decisions, select tools, solve problems and communicate their understanding of mathematical concepts. We teach a district Problem Solving Model from kindergarten through fifth grade. This model teaches students a range of strategies for solving problems such as find a pattern, act out or use objects, use a table, make a picture or diagram, logical thinking, make it simpler, make an organized list, brainstorm, guess and check, and work backwards. Students use technology as a resource whenever applicable. Calculators, internet research, and computer programs are frequently used tools. Individual

and group problem solving is not only an integral part of all mathematics learning, but is embedded into all curriculum areas.

The district math framework includes six strands: whole number operations and computations, fractions and decimals, geometry, developing algebraic thinking, probability and statistics, and measurement. These are introduced through the use of manipulatives so that students can move from concrete understanding to abstract mathematical thinking. Math Workshop, a teaching structure, begins with a short large group session followed by small group work. Students rotate between teacher instruction and work stations designed to reinforce new learning, review past concepts, target specific TAKS objectives, and allow for open-ended challenge activities. All grade levels have a daily calendar component used to teach basic skills such as patterning, place value, graphing, fractions, decimals, and prime and composite. As "builders of the future" our students view mathematics as a practical tool to be used in a variety of real world situations for problem solving and creative thinking.

4. Instructional Methods to Improve Student Learning

Brain-based learning is a focus of the Frostwood faculty. Recent neuroscientific and educational research shows that the chemical reactions and connections that occur in the brain during learning can be developed and enhanced through specific strategies and conditions. Successful learning experiences which lead to higher level thinking and long-term retention occur in a non-threatening environment with several of the following components: meaningful content, choice, adequate time, student collaboration, immediate feedback, and time for mastery. Lesson plans utilize these components and are written to incorporate the multiple intelligences. Classroom instruction is a balance of large and small groups, individual conferencing, and cooperative learning that accommodates multiple learning styles and meets all academic needs. Study trips integrate classroom curriculum with real-world experiences for optimum learning. TRIBES curriculum activities (as described in the snapshot) enhance collaborative participation. Workstations, the use of math manipulatives, and science FOSS kits are examples of brain-compatible techniques.

Differentiation is another instructional approach which respects the needs of all learners. Differentiated instruction is rooted in assessment and provides multiple approaches to content, product, and/or process. It is student centered and a blend of whole-class, group and individual instruction. It is a way of addressing academic diversity by providing challenge and rigor for all students. The project approach, the leveled reading system, and the workstations used in our core curriculum are great examples of differentiated instructional strategies. These strategies scaffold from low-prep activities, such as jigsaw, multiple level questions, or book choice to activities considered high-prep such as organizers, group investigations, graduated rubrics, interest groups, or tiered products. Differentiated work products are utilized in all content areas and are as varied as writing a radio program, creating a landmarks map, presenting a puppet show, producing a video, creating and presenting a tri-fold report, or planning a brochure to share important curriculum information. This type of instruction requires a non-threatening classroom environment, and correlates directly to Lifeskills, the TRIBES program, and the key components of brain-based learning. Differentiated instruction allows for communication, collaboration, individual responsibility for learning, choice and discussion, and flexibility within the learning environment.

5. Professional Development

Teachers should be lifelong learners and professionals should constantly improve their skills. Frostwood teachers are required to participate in 40 hours of in-contract and 12 hours of out-of-contract professional development yearly. Faculty meetings are used for weekly staff development. Professional book studies

occur regularly on the Frostwood campus. Strategies That Work, Brain Compatible Strategies, ITI: The Model, TRIBES, Teaching with the Brain in Mind, Seven Ways of Teaching, How to Differentiate Instruction in Mixed Ability Classrooms are a few examples. Specific chapters are assigned each week and ideas are shared through professional discussions. All book studies involve application assignments because new learning must be applied in the classroom so that it becomes meaningful and affects student achievement.

Staff development also covers information updates in the areas of ESOL, special education, gifted and talented education, 504 accommodations, and district procedures such as grading and reporting guidelines. School-wide understanding and consistency in these areas is critical to ensure success for all students. School improvement specialists present information on subject specific strategies and TAKS objectives. All teachers attend these presentations because primary teachers build the foundation for the concepts and skills tested in the intermediate grades.

Most teachers are members of professional organizations and all teachers attend workshops and trainings offered inside and outside the district. Trainings must relate directly to teacher, school, and district goals. Teachers are expected to share information acquired at outside trainings. Entire teams attend staff development whenever possible so that new knowledge is shared across the grade level. This fall twenty-seven teachers, 84% of the faculty, attended three Saturday sessions covering the integration of technology into curriculum. This knowledge is being applied in grade level lesson plans and grade level goals. Specific trainings, such as the TRIBES program, are required for all teachers. Frostwood is focused on meeting the needs of all students through our goal of 100% teacher certified in ESOL and Gifted and Talented.

Diller, Debbie. 2003. *Literacy Work Stations.* Portland, MA: Stenhouse Publishers.
Fountas, Irene C., and Gay Su Pinnell. 1996. *Guided Reading.* Portsmouth, NH: Heinemann.
Gibbs, Jeanne. 1994. *TRIBES*. Santa Rosa, CA: Center Source Publications.
Harvey, Stephanie, and Anne Goudvis. 2000. *Strategies That Work*. York, MA: Stenhouse Publishers.
Jensen, Eric. 1997. *Brain Compatible Strategies*. Del Mar, CA: Turning Point Publishing.
Jensen, Eric. 1998. *Teaching with the Brain in Mind*. Alexandria, VA: Association of Supervision and Curriculum Development.
Kovalik, Susan. *ITI: The Model*. 1993. Village of Oak Creek, AZ: Susan Kovalik and Associates.
Lazear, David. *Seven Ways of Teaching*. 1991. Palatine, IL: Skylight Publishing.
Tomlinson, Carol Ann. 2001. *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association of Supervision and Curriculum Development.

PART VII - ASSESSMENT RESULTS

STATE CRITERION REFERENCED TESTS

Texas Assessment of Academic Skills (TAAS)
Publication Years: 1999 – 2002
Publisher: Texas Education Agency

Texas Assessment of Knowledge and Skills (TAKS)
Publication Year: 2003
Publisher: Texas Education Agency

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years.

Data reported in this document utilizes both TAAS and TAKS. Both of these testing programs are based on the statewide curriculum called the Texas Essential Knowledge and Skills (TEKS). TAAS, the first program, was updated in 2002. The new TAKS test includes more of the state curriculum, asks questions in more authentic ways, and challenges students with a higher cognitive level. It is structured to more accurately measure student learning.

The state tests use two standards. TAAS students could ***Meet minimum expectations*** (70 TLI) and receive ***Academic Recognition*** (95% or more items on test answered correctly). The TAKS test evaluation uses ***Met the standard*** and achieved ***Commended Performance***.

The TAKS test is a completely reconceived program and has different meaning for its standards. ***Met the standard*** represents satisfactory academic achievement. It means that students showed a sufficient understanding of the TEKS at this grade level. This standard has been raised each year. The 2004-2005 standards will be the final level of required achievement for passing. ***Commended Performance*** represents high academic achievement. Students at this level demonstrate a thorough understanding and mastery of the grade level TEKS.

SDAA The majority of Frostwood special education students take the TAKS test. Their results are included in the regular student data. Students whose handicapping conditions require an alternative test take the State Developed Alternative Assessment that was created in 2000-2001. The decision to take the SDAA is made at the ARD (Admission, Review, and Dismissal) committee meeting. This meeting includes the student's parents, teachers, and administrators who make the decision based on the student's Individual Educational Plan (IEP), latest assessments, and yearly progress.

Exempt A few students are exempt from state testing due to ARD decisions or Language Proficiency Assessment Committee (LPAC) decisions. Limited English Proficient, LEP students, including those who are exempt from the TAKS reading test, participate in the overall state assessment system through the Reading Proficiency Test in English (RPTE).

SSI Student Success Initiative. Campus grade 3 TAKS reading passing rates are cumulative, given over the course of the spring, and serve as one criteria for student promotion. The March and April administrations are combined on the data charts.

Frostwood student group accountability for the state includes All Students and White. However, a column has been added for **Asian/Pacific Islander** because, although this is not a student accountability group, we do have enough of these students to have data reported.

Texas Third-Grade Criterion-Referenced Reading Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	63%	62%			
(TAKS) % Met Standard	100%	99%			
(TAAS) % Met Minimum Standards			99%	100%	98%
Number of students tested	92	80	81	73	88
Percent of total students tested	98%	98%	95%	96%	91%
Number of students alternatively assessed	5	4	1	0	NA
Percent of students alternatively assessed	5%	4%	1%	0%	NA
Number of students LEP/ARD exempt	2	2	2	3	4L/3A
Number of students absent	0	0	2	0	2
Total number of students in grade	99	86	86	76	97
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	63%	33%			
(TAKS) % Met Stand	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	16	6	10	6	5
2. Hispanic					
(TAKS) % Commended Performance	40%				
(TAKS) % Met Standard	100%				
(TAAS) % Met Minimum Standards					
Number of students tested	5	1	0	0	2
3. White					
(TAKS) % Commended Performance	65%	65%			
(TAKS) % Met Standard	100%	99%			
(TAAS) % Met Minimum Standards			99%	100%	98%
Number of students tested	71	71	71	65	80
STATE SCORES					
(TAKS) % Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

Texas Third-Grade Criterion-Referenced Math Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	68%	49%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	98%
Number of students tested	91	79	80	73	88
Percent of total students tested	98%	96%	94%	96%	91%
Number of students alternatively assessed	5	3	1	0	NA
Percent of students alternatively assessed	5%	3%	1%	0%	NA
Number of students LEP/ARD exempt	2	2	2	3	4L/4A
Number of students absent	0	1	3	0	1
Total number of students in grade level	98	85	86	76	97
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	69%	33%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	80%
Number of students tested	16	6	10	6	5
2. Hispanic					
(TAKS) % Commended Performance	60%				
(TAKS) % Met Standard	100%				
(TAAS) % Met Minimum Standards					
Number of students tested	5	1	0	0	2
3. White					
(TAKS) % Commended Performance	69%	51%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	99%
Number of students tested	70	71	70	65	80
STATE SCORES					
(TAKS) % Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

Texas Fourth-Grade Criterion-Referenced Reading Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	55%	31%			
(TAKS) % Met Standard	99%	99%			
(TAAS) % Met Minimum Standards			100%	100%	96%
Number of students tested	84	87	79	101	90
Percent of total students tested	95%	91%	94%	99%	87%
Number of students alternatively assessed	5	2	2	0	NA
Percent of students alternatively assessed	5%	2%	2%	0%	NA
Number of students LEP/ARD exempt	3	3	1	1	4L/6A
Number of students absent	2	4	4	0	3
Total number of students in grade level	94	96	86	102	103
SUBGROUP SCORES					
1. Asian/Pacific					
(TAKS) % Commended Performance	13%	22%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	90%
Number of students tested	8	9	7	7	10
2. White					
(TAKS) % Commended Performance	60%	32%			
(TAKS) % Met Standard	99%	99%			
(TAAS) % Met Minimum Standards			100%	100%	97%
Number of students tested	73	77	71	91	75
STATE SCORES					
(TAKS) % Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

Texas Fourth-Grade Criterion-Referenced Math Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	52%	40%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	99%	88%
Number of students tested	87	88	80	100	91
Percent of total students tested	97%	92%	97%	99%	88%
Number of students alternatively assessed	4	2	3	0	NA
Percent of students alternatively assessed	4%	2%	3%	0%	NA
Number of students LEP/ARD exempt	3	3	1	1	4L/5A
Number of students absent	0	3	2	1	3
Total number of students in grade level	94	96	86	102	103
SUBGROUP SCORES					
1. Asian/Pacific Islanders					
(TAKS) % Commended Performance	50%	56%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	90%
Number of students tested	8	9	7	8	10
2. White					
(TAKS) % Commended Performance	53%	38%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	91%
Number of students tested	76	78	72	90	76
STATE SCORES					
(TAKS) % Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

Texas Fifth-Grade Criterion-Referenced Reading Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	64%	57%			
(TAKS) % Met Standard	100%	99%			
(TAAS) % Met Minimum Standards			100%	100%	99%
Number of students tested	94	86	98	95	92
Percent of total students tested	98%	97%	97%	97%	94%
Number of students alternatively assessed	5	2	1	1	NA
Percent of students alternatively assessed	5%	2%	1%	1%	NA
Number of students LEP exempt	2	1	2	3	3L/1A
Number of students absent	0	0	1	1	2
Total number of students in grade level	101	89	102	98	98
SUBGROUP SCORES					
1. Asian/Pacific Islanders					
(TAKS) % Commended Performance	44%	32%			
(TAKS) % Met Standard	100%	89%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	9	9	5	17	8
2. Hispanic					
(TAKS) % Commended Performance	0%				
(TAKS) % Met Standard	100%				
(TAAS) % Met Minimum Standards					
Number of students tested	5	0	3	0	2
3. White					
(TAKS) % Commended Performance	70%	61%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	99%
Number of students tested	80	76	90	78	82
STATE SCORES					
(TAKS) % Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

Texas Fifth-Grade Criterion-Referenced Math Test

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	80%	76%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	99%
Number of students tested	94	86	97	95	92
Percent of total students tested	98%	97%	95%	97%	94%
Number of students alternatively assessed	5	2	1	0	NA
Percent of students alternatively assessed	5%	2%	1%	0%	NA
Number of students LEP exempt	2	1	2	3	3L/2A
Number of students absent	0	0	2	0	1
Total number of students in grade level	101	89	102	98	98
SUBGROUP SCORES					
1. Asian/Pacific Islanders					
(TAKS) % Commended Performance	67%	67%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	9	9	5	17	8
2. Hispanic					
(TAKS) % Commended Performance	60%				
(TAKS) % Met Standard	100%				
(TAAS) % Met Minimum Standards					
Number of students tested	5	0	3	4	4
3. White					
(TAKS) % Commended Performance	83%	78%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards			100%	100%	99%
Number of students tested	80	76	89	78	80
STATE SCORES					
(TAKS) % Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%