

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Dr. John M. Barrera
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Kaleidoscope/Caleidoscopio Middle School
(As it should appear in the official records)

School Mailing Address: 5909 Glenmont
(If address is P.O. Box, also include street address)

Houston Texas 77096
City State Zip Code+4 (9 digits total)

Tel. (713) 661-1670 Fax (713) 660-9259

Website/URL http://ms.houstonisd.org/lasams Email jbarrera@houstonisd.org

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.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent: Dr. Kaye Stripling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Tel. (713) 892-6000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson :Mr. Kevin H. Hoffman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

PART I - ELIGIBILITY CERTIFICATION

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.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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.
5. 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.
6. 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

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 211 Elementary schools
 49 Middle schools
 Junior high schools
 36 High schools

 296 TOTAL
2. District Per Pupil Expenditure: \$5,291.00

 Average State Per Pupil Expenditure: \$4,929.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	9	29	29
1				8	9	13	22
2				9			
3				10			
4				11			
5				12			
6	9	19	28	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							79

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| | % White |
| 11.4 | % Black or African American |
| 88.6 | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: **1.2 %**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	80
(5)	Subtotal in row (3) divided by total in row (4)	1%
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: **16.5 %**
13 Total Number Limited English Proficient
 Number of languages represented: **1**
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: **94.9 %**
75 Total Number Students Who Qualify

If this method is not a reasonably 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: $\frac{0}{0}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. *Not Applicable*

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Other Health Impaired |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Visual Impairment Including Blindness |

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)-(*Located/Las Americas Middle School – Second Floor)	<u>1*</u>	_____
Classroom teachers – (**4 Teachers of Record, 3 Shared with other campuses: Technology, Art, and Nurse)	<u>4**</u>	_____
Special resource teachers/specialists	<u>1</u>	_____
Paraprofessionals -	<u>1</u>	_____
Support staff (Secretary and Clerk shared with other campuses)	<u>2***</u>	_____
Total number	<u>9</u>	_____

12. Student-“classroom teacher” ratio: **22:1**

(Note: Kaleidoscope Middle School is located in a building with three other schools)

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98.2	98.3	97.9		
Daily teacher attendance	91.0	89.0	87.0		
Teacher turnover rate	1	1	1		
Student dropout rate	1.7	1.7	1.7		
Student drop-off rate	0	0	0		

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002. *Not Applicable*

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Kaleidoscope, a Houston Independent School District and Texas Education Agency Exemplary school is a Charter Middle School based on the small school concept. Kaleidoscope is located in the Gulfton neighborhood of Southwest Houston, Texas. According to the City of Houston Department of Planning and Development's 1999 – 2003 report, the household income of 31% of the population is under \$15,000 and 56% of the population makes \$25,000 or less. A lack of English is the main obstacle to overcome for the adults to gain more highly paid jobs. Parents have a high respect for education, but depend upon the school to provide for their children what they would like to but cannot.

An elementary school principal, two elementary school teachers, one middle school teacher and a representative from a non-profit literacy through photography organization collaborated to create Kaleidoscope. Kaleidoscope opened its doors in the fall of 1996 to serve 60 sixth grade students. Each subsequent year, a new grade level was added. The second year school supported 85 sixth and seventh graders. By the third year, Kaleidoscope had 94 students in grades six, seven and eight. The school will continue to accept between 80 – 100 students, so the small teacher-pupil ratio can be maintained. Originally housed at L.T. Cunningham, the school served middle school students in the Cunningham and Benavidez zones. Now housed at Las Americas Education Center, students from Cunningham, Benavidez, Rodriguez and many other H.I.S.D. elementary schools are served in 6th, 7th, and 8th grades. Las Americas Education Center is part of an H.I.S.D. partnership with the Hispanic Housing and Education Center (HHEC). Kaleidoscope's students are 11.4% Black, and 88.6% Hispanic.

The majority of students, 93%, is economically disadvantaged and live in the immediate area. The Limited English Proficient (LEP) population is 6%. The mission of Kaleidoscope Middle School is to create and maintain a rich learning environment in which students, teachers, staff and parents sustain a positive concept and commit to life-long learning. Kaleidoscope's goal is to stay small in order to remedy some of the problems faced by middle school adolescents. While smallness in itself is not a solution to educational problems, experiences in programs across the country clearly indicate that smallness opens opportunities for more rigorous and challenging academic environments for students.

Kaleidoscope is a process-oriented school grounded in multicultural, biliterate and bilingual techniques serving. Spanish-speaking, English-speaking, bilingual and special needs students.

Acceptance to Kaleidoscope is based solely on the student's willingness to learn and grow, and the parents' agreement to be active participants in their child's learning. Kaleidoscope's administration, faculty and staff have the depth and breadth of education and experience to meet the needs of any special population. The most important goal is that students reach on-level skills in all academic areas before graduating from Kaleidoscope, while continuing their desire for life-long learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. The meaning of tests results reported:

The implementation of the Texas Assessment of Academic Skills (TAAS) shifted the focus of assessment in Texas from minimum skills to academic skills. The TAAS tests represent a more comprehensive assessment of the state-mandated curriculum. Moreover, the TAAS tests assess higher-order thinking skills and problem-solving ability. The state further stipulated that end-of-course tests be administered in selected high school courses.

Campus accountability Rating Standards for TAAS are determined by the number of students and student sub-groups who pass the TAAS tests. Student sub-groups are African American, Hispanic, White, and Economically Disadvantaged. In general, an **Exemplary** rating awarded to schools reflects that at least 90% of students and student sub-groups have passed each subject area test. **Recognized** is awarded to schools when 80% - 89% of students and student sub-groups have passed each subject area test. **Academically Acceptable/ Acceptable** is awarded to schools when 55% - 79% of students and student sub-groups have passed each subject area test. Finally a school receives a rating of **Academically Unacceptable / Low Performing** when fewer than 55% of students and sub-groups have passed any subject area test.

Without the daily schedule of lecture and discussions, assessing student achievement must be concrete. Homework and testing make up the majority of the grade. Great teachers challenge the students in many different ways and a variety of assessments are critical. If the student does not test well, the staff finds a way to assess progress that will not set the student up to failure. An example is to give oral test to kids who cannot take a test and pass. This is time consuming; however there is a commitment to students because of the smaller and more intimate setting. For those students are willing to write about what they know, essays are strategies that work well. Students will also do well if tests are presented in a non-threatening manner.

In order to increase management of assessment data, the school faculty will continue to perfect the transition from elementary reporting methods to a secondary format, focusing on a timely distribution of informative items and memoranda within the school itself and outside the campus to parents. A sub-component of this effort will emphasize the maintenance of 100% parental involvement in meetings that coincide with required reporting periods, thereby permitting interpretation of and assistance for families with language differences and diverse cultural backgrounds. Technology will be present in every classroom as tools of instruction for of communication.

We have identified the following as areas of need that impact our data:

- Increasing student achievement across all campus subgroups.
- Providing teachers with training to strengthen their skills especially targeting the area of writing.
- Engaging our possible or future gifted and talented students in self-assessment of their academic performance.
- Evaluating and monitoring waived LEP students to consistently ensure their academic success.
- Providing developmentally appropriate support for secondary students.
- Improving our internal communication system in appropriate languages.
- Strengthening our links to the community and our relationship with Kaleidoscope parents.
- Maintaining a positive school climate for all cultures.
- Maintaining a safe and drug-free school.

Specific objectives that are statistically significant include the following:

- Students will score at or above the average for HISD on the TAAS test.
- Students will score at or above the 50th percentile on the Stanford by percentages, which range from 50% to 70%.
- Student attendance will be maintained at 96% or more.
- A 100% parent participation rate will be maintained in social activities, volunteer work and educational support.
- Student awareness of community and business will increase and students will participate in a community service project.
- Avenues of communication among stakeholders will be increased. This will include an open forum.
- Violence prevention will be reduced and school safety improved as measured by a decreased number of violent incidents.

Targeted objectives for increasing public engagement to improve community/business communication and participation for 100% support will focus on providing community service, engaging business partners in school activities, and providing a variety of opportunities and ways to communicate student activities.

Major Initiatives:

- Teachers will conduct after school tutorial classes prior to TAAS.
- Teachers will conduct collaborative team meetings for grades 6-8 that continue to identify achievement needs of the students.
- Teachers will provide perfect attendance awards; honor roll and citizenship awards.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed. *Not Applicable*
 - c. Attach all test data to the end of this application and continue to number the pages consecutively. *See Charts*

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment is an on-going process whose goal is understanding and improving student learning. The more we know about students and their experiences during the learning process, the better we can meet learning needs and establish a positive learning environment.

The key components for data-driven instructional decisions at Kaleidoscope include the following to improve student and school performance:

- Clear standards and expectations for student achievement
- Curriculum aligned to state and district standards and/or benchmarks
- Standards aligned to assessment
- Expectations relevant to all teachers and learners
- Multiple forms of assessment
- Individualized learning plans

Assessment data informs educational decisions made by all members of the educational community: students, parents, teachers, and administrators. Managing data also reflects the needs of the classroom. The following elements are necessary for this to occur: time to plan, time to assess and collaborate, professional development for all staff, resources to support the needs of teachers, and culture which fosters assessment practices. Assessment is a collaborative effort; it is not something “done to students” but rather something “done with students” in which they gain valuable information about their own learning.

Kaleidoscope creates classroom assessment plans so we can analyze any data gathered and then close

the assessment loop by providing that information where it is most helpful. This school also establishes a comprehensive plan of assessment in the form of a class matrix that list learning objectives and the measures one will use to determine if these objectives have been met. There are two types of classroom assessment activities employed: formative and summative. *Formative assessment* is any measurement tool whose goal is to improve learning. It is part of continuous feedback that allows you and your students to determine in a timely manner, progress toward the leaning objectives. *Summative assessment* is any measurement tool whose goal is a judgment of student competency. In conclusion, having an on-going emerging picture of how students learn and what they are learning will provide valuable information to make curriculum decisions.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Kaleidoscope students and their parents must each sign a contract promising to become active participants in all aspects of students' learning experiences. This is the major consideration in the acceptance of students to the program.

Kaleidoscope parents often work more than one job to provide for their families. Therefore Kaleidoscope teachers use many avenues of communication to reach the families. Telephone calls are a major means of communication. Some families own computers so emails are sent. Flyers and letters are written, and home visits are made. Informal conferences are held when parents, students or teachers feel it important. Formal meetings take place through Open House, report card distributions, parent education classes, and school sponsored activities. Nineteen community sponsors help Kaleidoscope provide educational opportunities for its students, parents, teachers and staff.

Coming events, school success, helpful information, and student accomplishments are posted on the school's web site, <http://ms.houstonisd.org/lasams>. The site is maintained by students and teachers. Teachers also share information with the webmaster at the Houston ISD's Central West District web site, <http://dist.houstonisd.org/centralhwest>. Kaleidoscope strives to reinforce the importance of the whole family in a student's education.

4. Describe in one-half page how the school will share its successes with other schools.

Kaleidoscope has a history of learning from other schools' successes as well as sharing its own. Students tutor young children in nearby Las Americas Early Childhood. They also work with Houston Police Officers who come to our campus to learn Spanish through collaboration between Kaleidoscope and the University of Houston. Kaleidoscope invites students from Las Americas Middle School, an overflow school for neighboring campuses, to appropriate school functions. Teachers participate in staff development activities with surrounding schools and our teachers sponsor adult classes for community learning. Kaleidoscope's principal, Dr. John M. Barrera, speaks nationally on the topics of parent involvement and early childhood curriculum. Dr. Barrera also teaches at St. Thomas University in Houston. He supports the concept of community and has shared Kaleidoscope's framework for small schools with principals who want to implement similar strategies. If awarded the Blue Ribbon Award, we will continue to share in the same ways. We value the learning opportunities that we have gained from our neighboring schools and the opportunities we have had to share what we have learned through our experiences.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Kaleidoscope is a Houston Independent School District Charter School. H.I.S.D. schools are dedicated to giving every student the best possible education through an intense core curriculum. We follow H.I.S.D.’s district wide curriculum called Project Clear (Clarifying Learning to Enhance Achievement Results). Kaleidoscope serves Spanish-speaking, English-speaking, bilingual and special needs students. Students in general and disadvantaged students in particular, flourish in an arts-oriented environment, one in which personal expression connects the school with the students’ lives and the lives of their community. This emphasis does not supplant the essentials of traditional academic learning, but enables that learning to take place in a meaningful context.

Parents and community members are invited to contribute their artistic talents, and are an integral part of the school’s program. Students have a set homework schedule and are obligated to complete these enrichment lessons Monday through Thursday night, and possibly on weekends for special projects. During school, Kaleidoscope holds a thirty minute morning Study Hall for students who need more time to catch up on this enrichment homework, get tutoring, or participate in extra-curricular clubs, such as Girls’ Technology or Co-ed Newsletter.

All students are encouraged to attend tutoring sessions and perhaps summer school, where teachers can assess strengths and weaknesses and set individual goals with students. Students are also invited to participate in a variety of after-school activities which include: TAAS tutoring, subject area tutoring, chess, arts and crafts, nutrition and cooking, yoga, Tae-Bo, self-defense, and even Family Literacy. The most important goal is that all students reach on-level skills in all academic areas before they graduate from Kaleidoscope.

Students also receive instruction using models to accelerate learning so they may progress beyond grade level. Kaleidoscope’s curriculum increases student achievement across all campus subgroups by making all classrooms more inclusive and engaging all students in self-assessment. With a high LEP (Limited English Proficient), population, constant evaluation and monitoring ensure success by providing the appropriate support.

Foreign languages are addressed daily in all classes, electives, clubs, and tutoring. Students are engaged in speaking, listening, reading, and writing through a variety of techniques and activities that focus on language experiences. Students demonstrate mastery by performing skits, reviewing audio and video sources for listening comprehension, reading short authentic passages from given languages, and persistent use of writing at all times. Multisensory and multiple intelligence activities are used to help students explore how the language impacts the five C’s; communication, culture, connections, comparisons, and communities. For instance, students communicate in a language other than English, gain knowledge and awareness of, and appreciation for, other cultures, use language to make connections with other subject areas, and gain insight into the nature of language and culture by comparing languages. Students put all of these skills to practical use in the annual Food Fest, a time of celebrating various cultures and their cuisine designed as a service learning project.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Not Applicable

(Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Kaleidoscope’s English language curriculum is grounded in Project Clear’s Reading and Writing programs but emphasizes reading in a variety of genres, texts, and purposes. Vocabulary is stressed in numerous languages to help develop personal reading strategies. Students read culturally diverse

literature to further develop reflection and communication skills. Teachers assist students in reading above grade level books to engage and challenge readers of all levels. Kaleidoscope 6th graders may read from high school lists, while 8th graders read adult best sellers. Teachers modify lesson plans because the message is worth the extra effort. Students use conventions of written language with a variety of audience and purposes to communicate clearly and effectively. Writing is taught in all subject areas as a tool for research and learning.

Kaleidoscope students evaluate their own and others' writings on a regular basis. Because Kaleidoscope has many Limited English Proficient students, teachers regularly implement a series of interventions for all students. Kaleidoscope centers learning on arts-related projects so that students' self-expression can flourish. District checkpoint tests are given regularly by H.I.S.D. and evaluated by Kaleidoscope's team of teachers. Students' individualized lessons may be adjusted from these scores or students may be assigned to appropriate tutorials.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Kaleidoscope community sustains a positive self-concept and commitment to life long learning. Together we work to achieve academic excellence necessary to develop responsible, productive members of a multicultural society. We believe, "Yo puedo", or "I can". Teachers tell students, "You can" and give students opportunities to do so. Several technology clubs flourish at our school. Students participate by interest. Some have written news articles that were posted on the school's website. One such article described a unit on the Holocaust and was shared with the staff at Houston's Holocaust Museum.

Recognizing the need to encourage girls to think nontraditionally, the school initiated KalTech, a girls' technology team. One team created a movie about shapes for students in Las Americas Early Childhood Center. The film was posted on Rice University's Electronic Community website, <http://ecot.rice.edu>. Another group is currently creating an opportunity for our community to share their ideas about courage, freedom, diversity, and unity. Participants' ideas and pictures will be posted on the school web site as well as on posters placed around the school. At Kaleidoscope, we know the important of giving students many avenues of expression, of championing diverse ideas and presenting them in these ways.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Being a small school remedies a lot of problems faced in early adolescent education, but further techniques are continually employed. Kaleidoscope maintains a teacher-pupil ratio of 1:20 in order to be able to carefully monitor each student's successes and needs accordingly. To improve student learning, Kaleidoscope's many instructional techniques are as such: cross-cultural themes, integrated technology, team teaching, personalized instruction, and teacher as facilitator, peer tutoring, student self-appraisal, and cooperative learning projects. Kaleidoscope teachers conduct collaborative team meetings concerning all students' achievement to identify needs on a regular basis. Checkpoint lessons and tests have scores retained in a database, which can be accessed, monitored and reviewed by all teachers and administrators. Subject area lessons are streamlined to meet these specific needs. Teachers also hold after-school tutorials on a weekly basis prior to TAAS (Texas Assessment of Academic Skills) and prior to exiting the current grade level to ensure success. A thirty minute study hall was implemented to create a safe learning and studying environment for students who may not have one at home. Finally, all parents of Kaleidoscope students are called upon to be active participants in their child's learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Kaleidoscope Middle School leaders, parents and administration have collaborated to design an on-going, sustained professional development model focused on the research-based resilient strengths of school leaders. The team works together to identify challenges and adversities faced by leaders and students in the school system. They seek speakers, read professional literature or attend inservices to gain skills for addressing these needs.

Dr. Jerry Patterson's book, [Bouncing Back: How Your School Can Succeed in the Face of Adversity](#) illustrates the purpose of professional development in an organization and guides the team's study.

The following are Strengths of Resilient School Leaders:

- Being positive in spite of adversity
- Focusing on what you care about
- Remaining flexible in how we get there
- Creating a climate of caring and support
- Maintaining high expectations for adults and students
- Action on the courage of your convictions

Through careful examination of these strengths, Kaleidoscope's leaders identify barriers to student success, and make a paradigm shift from a victim's role of "if only" to "given the harsh reality that ..., we (I) will". Teachers with a dedication to professional development are better prepared to help students face the challenges of their world.

Kaleidoscope Middle School – Texas Assessment of Academic Skills (TAAS)
READING AND MATH SCORES

The Data Display Tables are illustrated on the following pages (16-22).

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6th- 8th Test TAAS

Edition/publication year 2001-2002 Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Not Applicable

Number excluded 0% Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

6th Grade Kaleidoscope Reading Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Reading

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	97%	81%	82%		
At Advanced					
Number of students tested	35	22	36		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES – Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES	Exem- plary	Exem- plary	Recog- nized		
TOTAL					
At or Above Basic					
At or Above Proficient	88%	86%	86%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.

Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

6th Grade Math Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Mathematics

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	94%	100%	85%		
At Advanced					
Number of students tested	35	22	36		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES – Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES	Exem- plary	Exem- plary	Recog- nized		
TOTAL					
At or Above Basic					
At or Above Proficient	94%	91%	87%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

7th Grade Kaleidoscope Reading Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Reading

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	100%	84%	84%		
At Advanced					
Number of students tested	20	31	32		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES – Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	91%	89%	84%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

7th Grade Kaleidoscope Math Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Mathematics

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	100%	90%	97%		
At Advanced					
Number of students tested	20	31	32		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES –Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	92%	90%	88%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.

Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

8th Grade Kaleidoscope Reading Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Reading

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	100%	100%	100%		
At Advanced					
Number of students tested	24	26	28		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES – Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	94%	92%	90%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

8th Grade Kaleidoscope Math Scores
Texas Assessment of Academic Skills (TAAS)

Data Display Table for Mathematics

Note: Data is not disaggregated because sample is too small

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	96%	96%	100%		
At Advanced					
Number of students tested	24	26	28		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES – Not Applicable					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	93%	92%	90%		
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (f) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

