

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

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

Official School Name: KIPP Academy (As it should appear in the official records)

School Mailing Address: 10711 KIPP Way (If address is P.O. Box, also include street address)

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

Tel. (832) 328-1051 Fax (832) 832-0178

Website/URL www.kipp-houston.org Email ewitney@kipp-houston.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 Mr. Michael Feinberg (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name KIPP, Inc. Charter School Tel. (832) 328-1051

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. Shawn Hurwitz (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 3/31/03

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. [Include this page in the application as page 2.]

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.

6. Racial/ethnic composition of the students in the school:
- 0.89 % White
 - 19.1 % Black or African American
 - 77.3 % Hispanic or Latino
 - 2.68 % Asian/Pacific Islander
 - % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2.8%

(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.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	345
(5)	Subtotal in row (3) divided by total in row (4)	.028
(6)	Amount in row (5) multiplied by 100	2.8

8. Limited English Proficient students in the school: 7.46 %
25 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 84.7%
284 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 3.88%
13 Total Number of Students Served

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

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 3</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> 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)	<u> 1</u>	_____
Classroom teachers	<u>16</u>	_____
Special resource teachers/specialists	<u> 1</u>	_____
Paraprofessionals	<u> 1</u>	_____
Support staff	<u>12</u>	_____
Total number	<u>31</u>	_____

12. Student-“classroom teacher” ratio: 26-1

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	99.1	98.5%	99%	99%	0
Daily teacher attendance	99%	99%	98.5%	96%	0
Teacher turnover rate	21%	37%	26%	40%	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

In the past, our teacher turnover rate has been quite high. However, KIPP’s growth has accounted for most of this turnover – many of those former teachers are still part of the KIPP team and family. Teachers who have moved into leadership and administrative positions at the school, along with others who have joined a KIPP leadership training program ultimately opening and leading their own KIPP school around the country, account for a great deal of our turnover. This is KIPP Academy’s

challenge as the “mothership” and leader of the KIPP national movement – with 15 KIPP schools up and running across the country, and 19 more schools set to open this summer, many of these schools look to KIPP Academy for guidance and help as they work on being just as effective as the original KIPP school in Houston.

Over these four school years 1998-2002, 24 teachers left the classroom at KIPP Academy. Approximately 17% took on administrative roles in the school, and another 17% left the school to join the KIPP leadership-training program described above. The remaining teachers left for other reasons, including pursuing other career options, moving with a spouse, and non-renewal of contracts.

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.

KIPP Academy in Houston, Texas is an academically rigorous public charter school serving predominantly low-income, minority students in grades 5 through 9. Its mission is simple, yet demanding: to prepare students with the academic skills, intellectual habits, and qualities of character necessary to succeed in high school, college, and the competitive world beyond.

KIPP Academy's goals for its students are:

1. Learn the rigorous academic skills fundamental to success in high school and college.
2. Become curious, creative habitual thinkers and scholars.
3. Develop the qualities of character necessary to be proactive, self-disciplined citizens inside and outside the school.
4. Develop leadership skills.
5. Develop and realize individual goals of achievement based on high expectations.

KIPP is an acronym for *Knowledge Is Power Program*. KIPP Academy was founded in 1995 and originally served students predominantly from Houston's tough Gulfton neighborhood where crime, gangs, and drugs are routine. Even today, while KIPP serves a broader area - drawing students from over 60 zip codes - most of its students come from homes where English is seldom spoken, and where few, if any, family members have ever completed high school.

Many of our entered KIPP in fifth grade having not passed the state's basic skills tests, Texas Assessment of Academic Skills (TAAS). After one year at KIPP, nearly 100 percent of students pass (school-wide passing rate of 99.8% in 2002), earning KIPP Academy an Exemplary rating from the Texas Education Agency each year since its inception. Beyond these basic skills, though, KIPP students go on to complete course work far beyond their grade levels - many completing high school courses. Moreover, eighth graders who finished in 1999-2002 have been accepted to the top public magnet school programs in Houston and have accepted scholarships totaling more than \$11 million to attend some of the most prestigious private high schools in Houston and the nation.

KIPP's success lies squarely on its academic and character programs, which are designed to engage children and their parents in the educational process. Students, parents, and teachers are required to sign a *Commitment To Excellence Form* that specifies attendance from 7:25 a.m. to 5:00 p.m. Monday through Friday, for four hours on Saturday (twice a month), and for three weeks each summer. The agreement obligates parents to reinforce the students' commitment, ensure attendance, and help with approximately two hours of homework each evening.

The school has established a team-like environment that simply wills itself, through a relentless pursuit of excellence via hard work, to achieve outstanding results. For example, teachers are on-call 24 hours a day, providing students and families with their cell phone numbers so that students may call in the evenings for homework help. The prevalent attitude that students, teachers, and parents will do *whatever it takes* to realize the school's goals is the mission that guides all members of the KIPP team and family.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School's assessment results.

The Texas Assessment of Academic Skills (TAAS) was a test measuring each student's mastery of the academic standards established in the Texas Essential Knowledge and Skills (TEKS), which is established by the state. In the years from which our data derives, 5th, 6th, 7th, and 8th graders were given assessments both in Reading and Math. Eighth graders also were tested in Writing, Science, and Social Studies. The tests are un-timed, and each test measures a minimum level of content and skills students should have in order to be promoted to the next grade level.

Our results show that each year our school has been in existence, we have been among the state leaders in TAAS testing. Every year we have been ranked as a Texas Exemplary School, which is the highest rating a school can achieve.

Each year we have focused our instruction on what it will take for our students to be successful not just on this test, but on the academic skills students will need to be successful in high school, college, and the competitive world beyond. We have taught relentlessly to ensure that this happens.

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

We are always trying to improve. KIPP Academy gathers data to decide how to achieve success better. We assess different ways, including academic work and standardized testing, personal conversations, parental correspondence, graded assignments, evening homework phone calls, afternoon parent conferences, and portfolios.

We have two progress reports to record performance of each student. We produce academic progress twice each quarter that allow us to review a student's status. This helps cultivate strategies to improve student achievement. We believe that if there are problems, we find solutions; this data helps generate solutions. These include calling plans to check homework in the subject in which students struggle, tutorials during the school day, conferring with student's previous teachers to share best practices, etc.

The staff also compiles portfolios. These help teachers and administrators understand the whole student, where he/she needs the most help, what strategies have been tried, and gives way to finding new solutions to make the student and school improve in performance.

We also monitor closely norm- and criterion-referenced standardized testing that drives faculty instructional growth plans.

Finally, we maintain contact with our alumni throughout high school. We track our alumni to monitor strengths and weaknesses academically and socially. This data drives the reflection we do on curriculum to better prepare the students we have now for their futures in high school and college.

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

We believe that to progress and gain more knowledge about oneself, frequent and specific feedback is essential. We try to communicate well with our parents, students, and community to constantly improve and continue the high expectations that we have for everyone.

One of the greatest tools of communication to parents is what we call a "ticket." A ticket is our way of saying that a student's parents must review the information sent home and sign it to show that it has been read/reviewed. Tickets can be academic progress reports, individual class grades, important news and information pertinent to families, weekly progress reports (paycheck), and correspondence or homework review in the agenda. We have cell phones to answer any students' or parents' questions about homework. We have parent conferences, too, to meet about performance at school.

We want our students to set individual goals based on high expectations. KIPP students are well informed about their status at school. They receive two academic progress reports a quarter and are aware of their daily status. Each student receives a weekly "paycheck" (progress report) which keeps them informed of their development. The money they earn is a reflection of this development. Students understand and play an active role in this system of incentives by checking daily, applying and working to maintain this system to earn extra pay, and keeping track of their KIPP bank account. Students use the money they earn to buy school supplies, uniforms, books, CDs, etc.

As a public school, our performance and other results are known and published in local periodicals. We also have materials such as flyers and other brochures that we give out to the community, and we post information on our website.

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

KIPP Academy will continue to share its successes in the following ways:

1. Share best practices and lessons learned with a variety of constituencies and stakeholders, including interested teachers, parents, principals, counselors, school Board members, superintendents, state and national government officials.
2. Train educators in different aspects of KIPP school life so as to replicate appropriate components of the KIPP model.

KIPP hosts visitors to learn more about the school, works with the KIPP National organization to train future school leaders, and advocate in the community about the school and how to achieve success.

During the 2001-2002 school year, over 500 visitors came to KIPP Academy from all over the state and the nation to learn more about its students' successes. KIPP hosted groups from several school districts, the Texas Region VI Education Service Center, and others.

In addition to Texas educators, we have been visited by the following: the British Ministry of Education; the White House Fellowship Program; and, Brazilian and Japanese delegations hosted by the US State Department.

KIPP's intention is to facilitate learning wherever possible – whether that is in the classroom or among a group of visitors who have come to see for themselves and experience what has made KIPP Academy's students so successful. For that reason, KIPP has an open-door policy and welcomes visitors throughout the school year.

Finally, KIPP Academy is the model for a national replication effort of high performing public schools that work with educationally underserved students. 13 schools have opened, and 19 more schools following KIPP's lead will open in the summer of 2003. These schools' founders spend extensive time on campus learning about academic leadership, operations management, community development, and organizational culture and leadership.

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.*

We want all our students to have the opportunity to attend college. Thus our mission is to prepare students to be successful here, but also after KIPP. We seek to develop on our campus an on-going school culture in which success is the expectation and failure is not an option. We set high standards for content and skills, and intellectual habits, self-esteem, and the relentless pursuit necessary to achieve after KIPP.

We worked with educational consultants to develop school goals that further define success at KIPP. We develop independent thinkers enabled with skills and knowledge necessary to help “build a better tomorrow” (a quote from one of our school chants).

Academic excellence in English derives from one’s own willingness to engage actively with the English language. One must: read and write habitually; set reading and writing agendas in the ever-evolving literate life; write high-quality final drafts demonstrating an understanding of the intricacies of a diverse set of genres; be a self-aware reader and writer; be able to talk about books utilizing a diverse collection of literary techniques; be able to write college-style literary essays utilizing textual evidence, argumentation, thesis statements, and research; and, understand grammar and its importance in a language.

In Mathematics, we develop in students the content and skills they need to master Algebra by the end of their time at KIPP. From an introductory Math course in 5th that focuses on mastery in arithmetic, we build through a 6th grade Pre-Algebra course that continues the fundamentals while exposing students to the underpinnings of Algebra. By 7th and 8th, all our students take Algebra.

We accelerate our science curriculum in a survey of general science: Earth, Biological, and Physical Sciences are all taught. We use Delta Science labs and supplementary bookwork to enrich their experiences, too. And at the end of the year, on our school trips, we explore Science up close – in places like the Smithsonian in Washington, DC (5th), Utah National Parks (6th), the Natural Science Museum in New York City (7th), and the Yosemite Institute (8th).

KIPP’s historians engage in inquiry, simulation, and a number of other higher-order thinking techniques to understand the historical realities of the country and world. Students write research-based papers and take good notes, too. Bringing History to life, on trips we visit Washington, DC (5th); Philadelphia, New York City, and Boston (7th); and, Los Angeles and San Francisco (8th).

We teach Spanish for our native and non-native Spanish-speaking students. We want them to demonstrate proficiency both in conversational Spanish and in reading and writing Spanish.

Last, we teach a human development class in a variety of ways called “Life.” This class is comprised of the numerous character and life lessons our students learn each day – not only in class, but as a piece of an ongoing character development piece. Our School Goals drive this curriculum, including instruction on how to be a leader, when to be a follower, communication skills, teamwork skills, and countless other important lessons we believe future citizens should know.

2. *(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.*

Nearly all our entering KIPP fifth graders read below grade level and lack many key reading and writing strategies needed for comprehension. Further, a significant percentage of our students live in Spanish-speaking homes, and their English vocabulary is below the National average. Our job in four years is to prepare them with what they will need to be successful in top-quality high schools. This ranges from an ability to read complex texts to writing literary essays comparing themes in multiple texts.

Our 4-year department was developed based on the research-driven Reading and Writing Institutes at Columbia University’s Teacher’s College. The goal is to develop fluent, life-long readers and writers. Students learn the basics – from handwriting and phonics to reading comprehension strategies and basic grammar. From there, over time, they develop into readers and authors who write complex literary essays, read accelerated texts, and publish a variety of different genre pieces.

Our students read approximately 30 books a year, and they write daily either in their Writer’s Notebook or toward publication. They explore a diverse number of texts and genres while in our department. With the additional time and the focus on the habits of life-long fluency, our students leave 8th grade prepared to achieve in a diverse number of high schools throughout the city and country.

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.*

All students master Algebra by the end of 8th grade. Some entering 5th graders struggle to master arithmetic. Our department has sequenced a curriculum that begins with the fundamental premise that “All of us will learn” everything. We begin with basic math, such as place value and times tables, and build a foundation of skills, self-confidence, and self-esteem that enables students to master the basics quickly and hunger for more.

Three critical components to KIPP’s instructional strategies in math are step-by-step teaching and explaining “why” – demanding mastery. The first component requires that students learn to fragment problems into manageable pieces. The second component refers to the teacher’s goal to teach the students not simply how to do various math skills, but get them to understand why steps work. Thus, students develop a greater degree of mathematical logic, too.

The second component has to do with KIPP’s high expectations. KIPP does not reteach skills in future grades; teachers demand mastery, not coverage. This mastery allows KIPP’s 6th grade Math curriculum to begin Pre-Algebra. KIPP’s 7th and 8th grade is a two-year Algebra course. To aid students, teachers employ a whole-body, multi-sensory teaching style called Musical Ball Points delivering instruction actively and engagingly.

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

“There are no shortcuts” and “No excuses” are the dominant cultural expectations both of teaching and learning. And we are always looking for better ways to do what we do. Simply covering the material is unacceptable; student **understanding** is what we hope to accomplish.

We start with an important modification across the board – more time. Our students are on task longer each day, week, and year, than most of their peers. This allows teachers to teach and students to learn more. The extra time is an instructional method that allows our teaching staff to differentiate the

instruction to match the varying needs of the students. Students who struggle are challenged; students who struggle to be challenged are pushed to achieve beyond what they imagined possible.

Our research-based instruction (see curriculum) includes multi-sensory work, visual aids, English as a Second Language instructional techniques, and other proven strategies. And when the in-class time does not suffice, we provide additional tutoring when needed (before school, during lunch, between classes, etc.). We even have a small group of students who stay at the school each night until as late as 8:30pm to complete their homework if completing homework at home is challenging.

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

We believe strongly that we can always improve; thus, professional development is a vital piece of what we do. Teachers are given ongoing opportunities to attend professional development whenever interested.

We prepare staff with the highest quality professional development. English faculty must attend the Columbia University Teacher's College Reading and Writing Institutes, and some Math teachers have attended the Rice University Summer Mathematics Program. Hewlett-Packard has trained Math teachers to integrate laptop computers into the curriculum, too.

Our goal is to develop the highest quality planning possible, too. Two teachers attended the Understanding by Design (UbD) Institute during the summer of 2002 and brought back another research-proven model of "backwards design theory," written about in the book *Understanding by Design*. Teachers started by modeling the process and have continued to grow their understanding by collaborative planning and paired observations.

The last piece of professional development is the ongoing development our staff receives by sharing membership in the growing KIPP schools network. Faculty from other KIPP schools – modeled in many ways after ours – gather together for content area conferences. This year, English, Math, History, and Science teachers all have attended workshops with peers throughout the country to share best practices.

PART VI - PRIVATE SCHOOL ADDENDUM

Not applicable. KIPP Academy is a public, open-enrollment charter

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 5 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? One limited English proficiency student was not tested. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 1 (total) Percent excluded 0.27% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 5 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	97.1%	100%	100%
Number of students tested	96	93	70	65	40
Percent of total students tested	100%	100%	100%	100%	97.6%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	2.4%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	88.9%	100%	NA
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	98.3%	100%	100%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	98.3%	100%	100%
4. <u>Special Education</u>					
At or Above Passing	100%	100%	NA	NA	NA
5. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
6. <u>Female</u>					
At or Above Passing	100%	100%	95.5%	100%	100%
STATE SCORES					
TOTAL					
At or Above Passing	96.2%	94.6%	92.1%	90.1%	89.6%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 5 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? One limited English proficiency student was not tested. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 1 (total) Percent excluded 0.27% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 5 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	99%	96.8%	92.9%	95.0%	96.1%
Number of students tested	96	93	70	65	40
Percent of total students tested	100%	100%	100%	100%	97.6%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	2.4%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	95.5%	100%	100%	NA
2. <u>Hispanic</u>					
At or Above Passing	98.6%	97.1%	91.7%	94.2%	95.7%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	98.8%	97.5%	91.5%	94.4%	96.0%
4. <u>Special Education</u>					
At or Above Passing	100%	80.0%	NA	NA	NA
5. <u>Male</u>					
At or Above Passing	97.7%	97.2%	92.3%	100%	91.7%
6. <u>Female</u>					
At or Above Passing	100%	96.5%	93.2%	91.2%	100%
STATE SCORES					
TOTAL					
At or Above Passing	92.7%	90.2%	87.8%	86.4%	88.4%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 6 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? No students were excluded from testing except those who were absent. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 1 (total)

Percent excluded 0.29% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 6 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	100%	100%	100%
Number of students tested	84	71	64	68	52
Percent of total students tested	100%	98.6%	100%	100%	100%
Number of students excluded	0	1	0	0	0
Percent of students excluded	0%	1.4%	0%	0%	0%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	100%	100%	100%
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	100%	100%	100%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	100%	100%	100%
4. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
5. <u>Female</u>					
At or Above Passing	100%	100%	100%	100%	100%
STATE SCORES					
TOTAL					
At or Above Passing	93.8%	91.4%	88.5%	86.9%	86.1%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 6 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Absent students were not tested. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 2 (total)

Percent excluded 0.59% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 6 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	98.4%	100%	97.1%
Number of students tested	84	71	64	68	51
Percent of total students tested	100%	98.6%	100%	100%	98.1%
Number of students excluded	0	1	0	0	1
Percent of students excluded	0%	1.4%	0%	0%	1.9%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	100%	100%	80.0%
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	98.1%	100%	98.3%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	98.3%	100%	96.8%
4. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
5. <u>Female</u>					
At or Above Passing	100%	100%	97.4%	100%	94.3%
STATE SCORES					
TOTAL					
At or Above Passing	88.2%	85.6%	86.0%	84.9%	85.6%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 7 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? No students were excluded. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student’s mastery of the state’s standards. This test is broken down into smaller pieces, or objectives. One’s ability to pass this test is one’s ability to demonstrate mastery of a percentage of the test’s objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 7 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	100%	100%	100%
Number of students tested	68	73	69	61	69
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	100%	100%	NA
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	100%	100%	100%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	100%	100%	100%
4. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
5. <u>Female</u>					
At or Above Passing	100%	100%	100%	100%	100%
STATE SCORES					
TOTAL					
At or Above Passing	92.2%	89.6%	88.1%	84.9%	83.7%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 7 Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Students excluded from testing were absent the day of the test. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 3 (total) Percent excluded 0.88% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 7 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	100%	98.3%	100%
Number of students tested	66	73	69	61	68
Percent of total students tested	97.1%	100%	100%	100%	98.6%
Number of students excluded	2	0	0	0	1
Percent of students excluded	2.9%	0%	0%	0%	1.4%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	100%	100%	NA
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	100%	98.1%	100%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	100%	98.2%	100%
4. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
5. <u>Female</u>					
At or Above Passing	100%	100%	100%	96.8%	100%
STATE SCORES					
TOTAL					
At or Above Passing	91.3%	89.4%	83.5%	83.6%	85.5%
State Mean Score	NA	NA	NA	NA	NA

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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 8

Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher _____ Texas Education Agency _____

What groups were excluded from testing? Why, and how were they assessed? Two students (code: other reason, e.g., illness) were tested but not scored. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 2 (total)

Percent excluded 0.72% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student’s mastery of the state’s standards. This test is broken down into smaller pieces, or objectives. One’s ability to pass this test is one’s ability to demonstrate mastery of a percentage of the test’s objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 8 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	100%	100%	100%
Number of students tested	69	61	61	59	24
Percent of total students tested	98.6%	100%	100%	98.3%	100%
Number of students excluded	1	0	0	1	0
Percent of students excluded	1.4%	0%	0%	1.7%	0%
SUBGROUP SCORES					
1. <u>African American</u>					
At or Above Passing	100%	100%	NA	NA	NA
2. <u>Hispanic</u>					
At or Above Passing	100%	100%	100%	100%	100%
3. <u>Economically Disadvantaged</u>					
At or Above Passing	100%	100%	100%	100%	100%
4. <u>Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
5. <u>Female</u>					
At or Above Passing	100%	100%	100%	100%	100%
STATE SCORES					
TOTAL					
At or Above Passing	92.9%	92.4%	90.2%	86.3%	83.8%
State Mean Score	NA	NA	NA	NA	NA

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:

- (g) 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)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 8

Test Texas Assessment of Academic Skills

Edition/publication year Published annually Publisher _____ Texas Education Agency _____

What groups were excluded from testing? Why, and how were they assessed? Two students (code: other reason, e.g., illness) were tested but not scored. Our promotional standards are tied to multiple assessments, including, but not limited to the state criterion-based test. So students that do not take the state test are assessed using normative-referenced tests, and other academic and behavioral assessments.

Number excluded 2 (total)

Percent excluded 0.72% (total)

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.

Texas has developed a set of state standards called Texas Essential Knowledge and Skills, or TEKS. These include both the knowledge and skills the state believes are necessary for students to achieve. At the end of the year, students in grades 5-8 at KIPP are given the Texas Assessment of Academic Skills (this year it is called the Texas Assessment of Knowledge and Skills) to assess each student's mastery of the state's standards. This test is broken down into smaller pieces, or objectives. One's ability to pass this test is one's ability to demonstrate mastery of a percentage of the test's objectives. In general, a student must get approximately 70% of the questions correct in order to pass.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Grade 8 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Passing	100%	100%	100%	100%	100%
Number of students tested	69	61	61	59	24
Percent of total students tested	98.6%	100%	100%	98.3%	100%
Number of students excluded	1	0	0	1	0
Percent of students excluded	1.4%	0%	0%	1.7%	0%
SUBGROUP SCORES					
<u>1. African American</u>					
At or Above Passing	100%	100%	NA	NA	NA
<u>2. Hispanic</u>					
At or Above Passing	100%	100%	100%	100%	100%
<u>3. Economically Disadvantaged</u>					
At or Above Passing	100%	100%	100%	100%	100%
<u>4. Male</u>					
At or Above Passing	100%	100%	100%	100%	100%
<u>5. Female</u>					
At or Above Passing	100%	100%	100%	100%	100%
STATE SCORES					
TOTAL					
At or Above Passing	94.3%	91.9%	89.6%	88.2%	85.3%
State Mean Score	NA	NA	NA	NA	NA

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:

- (h) 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)