

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

Name of Principal Mrs. Patricia Holubec

Official School Name Skidmore-Tynan Elementary

School Mailing Address P.O. Box 409/US Highway 181

Skidmore TX 78389-0409
City State Zip Code+4 (9 digits total)

Tel. (361) 287-3425 Fax (361) 287-0104

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

Date
(Principal's Signature)

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

Name of Superintendent Dr. Charles Thompson, Interim Superintendent of Schools

District Name Skidmore-Tynan ISD Tel. (361)287-3426

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

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Daniel Naranjo, President, Board of Trustees

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

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

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

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 3 TOTAL
2. District Per Pupil Expenditure: \$6854
- Average State Per Pupil Expenditure: \$6913

SCHOOL

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. 5 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
PK	9	12	21
K	23	23	46
1	20	28	48
2	26	18	44
3	29	21	50
4	20	15	35
5	26	34	60
Total Students in the Applying School			304

6. Racial/ethnic composition of the students in the school:
- | | | |
|-----------|---|--------------------------------|
| <u>29</u> | % | White |
| <u>3</u> | % | Black or African American |
| <u>68</u> | % | Hispanic or Latino |
| <u>0</u> | % | Asian/Pacific Islander |
| <u>0</u> | % | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 25%

(This 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.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	73
(4)	Total number of students in the school as of October 1	290
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25.17

8. Limited English Proficient students in the school: 6.6%
20 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English/Spanish

9. Students eligible for free/reduced-prices meals: 67%
203 Total Number Students Who Qualify

10. Students receiving special education services: 11 %
34 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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</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>18</u>	_____
Special resource teachers/specialists	<u>3</u>	_____
Paraprofessionals	<u>5</u>	_____
Support staff	<u>3</u>	<u>2</u>
Total number	<u>32</u>	_____

12. Student-“classroom teacher” ratio: 15:1

13. Attendance patterns of teachers and students. Teacher turnover rate.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5%	95.6%	95.5%	95.8%	95.0%
Daily teacher attendance	96.8%	97.5%	97.5%	97.1%	97.2%
Teacher turnover rate	16.7%	8.3%	26.1%	13.1%	8.7%
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off	n/a	n/a	n/a	n/a	n/a

14. For High Schools only. N/A for Elementary.

PART III - SUMMARY

Coherent narrative snapshot of the school with mission and school's name, city, and state.

Skidmore-Tynan Elementary School is located in Skidmore, Texas, in the southern part of Bee County. Tynan is another smaller community 7 miles to the west. These two small communities consolidate efforts to form Skidmore-Tynan Independent School District. The U. S. Census Bureau reports that Bee County, Texas, has a population of approximately 32,000. Language other than English is spoken in 42.3% of the homes in this county. High school graduates make up 73.7% of the population while those with bachelor's degrees represent only 12.2% of the county's population. The median family household income is \$27, 982.

Skidmore-Tynan Elementary student demographics indicate that 67% of the total enrollment of 304 students are from low socio-economic homes. Ethnic diversity of the student population of Skidmore-Tynan Elementary reflects 68% Hispanic, 29% Anglo, and 3% African-American. This cultural diversity creates a challenging mix of parents with varying expectations for their children and their school. Strong family ties and long histories of school involvement give this school a unique standing in the community.

The school is the hub and the heart of this small, proud, rural community. Skidmore-Tynan Elementary, with its exemplary school ratings, celebrates accomplished efforts in the improvement of student achievement with no extraordinary means of financial support. There are no corporate sponsorships or financial partnerships to supplement the state and federal monies that finance our pursuit of excellence. Student achievement is the number one driving force in the use of state per pupil allocations and federal Title I entitlements. Academic 2000 grant funds have been a positive asset in providing funding for focused multi-year staff development.

Armed with high expectations and quality, sustained staff development, the professional teaching staff has relentlessly met the challenges of this small, rural elementary school. Collaboration among the faculty for the purpose of planning, implementing, assessing, and evaluating is exceptional. Teachers pursue excellence with a passion, never wavering at going the extra mile for children who lack real world experiences and require extra instructional time. Teachers' rapport with students and parents at Skidmore-Tynan Elementary is exemplary. Teachers are empowered to provide quality instructional delivery; students are expected and encouraged to learn well beyond the basics; and parents' support is accepted in whatever capacity they feel confident and comfortable. To encourage students' success the school offers incentives such as field trips to larger cities so that the students with very limited experiences have the opportunity to expand their personal knowledge base.

The principal, the instructional leader of the school, leads through encouragement, empowerment, and example. She believes that student success is non-negotiable and goal setting by all is vital to success. Each year, teachers generate a theme and set classroom goals, which incorporate opportunities for challenge and growth. Students are expected to work with the teacher to set personal goals, followed by an individual goal setting meeting with the principal to write down their personal testing goals and sign them. These goals are then prominently displayed in the hallway outside the principal's office.

Collaboration is the name of the game at Skidmore-Tynan Elementary. Through the Campus Site-Based Decision-Making Team (SBDM), many stakeholders are involved in an advisory capacity for the success of our students. Members of the SBDM represent parents, teachers, community and business. The Parent Teachers Club (PTC) is another active entity of our school. This club supports an annual fall festival for the school and the community. Funds raised by the PTC have been focused on the improvement of the elementary playground, which also serves as the only community playground and park.

Successful students generate successful schools. The mission of the school communicates that all children can and will learn, given the time and resources to help them to succeed; it creates a climate in which it is unacceptable for any child's learning to become static.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *Skidmore-Tynan Elementary assessment results in reading and mathematics for the last five years using Texas Assessment of Academic Skills (TAAS) data as determined by the Texas Education Agency. Discussion of data disaggregation and significant finding in student achievement.*

Accountability is the operative word in the state of Texas and at Skidmore-Tynan Elementary. Texas has moved its public schools through a series of student tests that began as a below grade level test in the 1980's. Texas schools have progressed with a state-mandated curriculum of Texas Essential Knowledge and Skills (TEKS) which, until 2002-2003 school year, has been evaluated through the Texas Assessment of Academic Skills (TAAS).

The TAAS test is a criterion-referenced test mandated by the Texas Education Agency to be given to all students grades 3-8 and grade 10. It is a test of academic skills based on learning objectives. For elementary grades 3-5, each student takes a reading and a math test. Fourth grade students also take a writing test. Students in Special Education take a State Developed Alternative Assessment (SDAA) test implemented in 2001. The SDAA test, designed for those for whom TAAS is not an appropriate measure, is closely aligned to the TAAS, with accommodations made to the readability level, the critical thinking level, and the length of the test, dictated by the Individual Education Plan (IEP) which addresses the learning disabilities of the individual students served by special education classes. Prior to 2001, an alternate below-level TAAS test or the Iowa Test of Basic Skills (ITBS) was administered for accountability of special education students. Recent immigrants are allowed an exemption for up to three years as Limited English Proficient (LEP) students. These students are administered an appropriate alternative assessment in Spanish or English.

The Texas accountability system additionally incorporates the Texas Learning Index (TLI), a statistic that allows for comparison to assess learning progress both across years and across grades within a subject area for TAAS reading and mathematics tests. The minimum expectations score of 70 represents the same amount of achievement at each grade tested. The tables show subgroup scores further disaggregated using TLI rankings as indicated on the tables. Academic Recognition is used to identify a high level of achievement on TAAS tests and represents 95% or more items correct on the test.

In 1998 Skidmore-Tynan Elementary was experiencing great difficulty with student testing success, especially with the Hispanic and Economically Disadvantaged subgroups. Causal elements here point to inadequate teacher staff development, lack of aligned curriculum and focused instructional time, and inconsistent student expectations for these subgroups.

An analysis of the assessment data for the last five years, from 1998 to 2002, indicates dramatic improvements throughout all scores, but especially with the reading and math scores of Hispanic and Economically Disadvantaged students. The tables on pages 13 through 18 reflect a consistent, significant, upward trend in the students' scores in the targeted areas of reading and math. Improvement ranges from gains of 17.9 percentage points to gains of as much as 52.9 percentage points in these content areas for these subgroups. Subsequently the data on the table paints a clear picture of achievement gaps being significantly narrowed, and in some areas eliminated completely. The table on page 15 highlights fourth grade reading scores beginning with 47.1% of Hispanics passing reading in 1998 to 100% passing in 2002 while the Economically Disadvantaged progressed in reading from 60% in 1998 to 100% passing in 2002. Further disaggregation of fourth grade on page 15 shows students passing at or above proficient levels, including advanced, moving from 5% in 1998 to 96% in 2002 for the Hispanic subgroup. On page 16 the table reflects similar improvements for 5th grade, with Hispanic students passing math at or above proficient levels, including advanced, moving from 25% in 1998 to 64% in 2002.

Commitment by a dedicated faculty, student body, and parents demonstrates the philosophy that all students can and will learn given the time and resources. This validates the significant improvements in student achievement reflected in the tables documented in this application.

PART IV – INDICATORS OF ACADEMIC SUCCESS

2. How the school uses assessment data to understand and improve performance.

Skidmore-Tynan Elementary follows the philosophy of plan, do, check, and act, which was implemented through intensive training to address improvement in student performance. Ensuring excellence and equity in student performance, this model encourages planning based on student assessment data, which is the Texas Assessment of Academic Skills. Implementation of an eight-step process has proven highly beneficial to the use of assessment data and the improvement of student and school performance. First, this campus disaggregates test scores and identifies flexible instructional groups along with test objectives which indicate mastery and non-mastery. Extra focus is given to the non-mastered objectives. The second step involves developing grade-level instructional timelines that encompass all objective areas and time allocations based on the needs of student groups. Our third step is instructional focus. By using the TAAS instructional timelines with targeted areas for improvement, planned benchmark testing, and disaggregated data to item analysis, an aggressive plan for student improvement evolves. The fourth step is assessment—after the instructional focus is taught, an assessment is administered to identify those students who are mastering the skills and those still experiencing non-mastery. Step five involves tutorial time devoted to the reteaching of non-mastered target areas. Tutorials take place during the school day and three days each week after school from November until after TAAS testing in April. Sixth in this series of school improvement steps is enrichment that is provided for students mastering the learning. Steps seven and eight involve checking and monitoring. Checking provides maintenance of on-going skills coupled with reteaching. Monitoring reflects the active involvement of the principal in the teaching/learning process through classroom visits, grade-level and campus meetings, and monitoring the progress of all students. Skidmore-Tynan Elementary is committed to this process which ensures continuous improvement of student performance.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

The school uses various methods to communicate student performance to the parents, students, and community. Every year in November, there is a public meeting held by the Board of Trustees to present the Academic Excellence Indicator System (AEIS) as compiled by the Texas Education Agency (TEA) to the community. This is known as the District's accountability report based on TAAS scores and other demographic data. Then in January, an elementary parent meeting is held to discuss the campus report card which is based on the AEIS and is campus specific to sub-groups and overall student performance.

Individual conferences are set up with each student's parents to review the criteria and standards as well as the results of teacher created tests, standardized tests, benchmark tests, state assessments, and Accelerated Reading TOPS reports. During these conferences, discussion is focused on understanding test results and ways in which the parent and teacher can improve student performance. At this time, an Intervention Report is completed stating a plan of action for student improvement. In the higher grades, teachers conference with individual students to discuss previous TAAS scores and to set goals for the upcoming test. Three-week progress reports and six-week report cards are sent home regularly. In conjunction with the six-week's report card, principal positive phone calls are made to a limited number of students' parents to congratulate the students on their achievements. High academic achievement by our students is celebrated through an all A's Honor Roll breakfast for students and parents. Students are awarded for A-B Honor Roll, Perfect Attendance, and BUG (Bringing Up Grades) awards. Successes on TAAS, Honor Roll, UIL, and any other competitions are published in the area newspaper.

Our school has an open door policy in which parents are welcome at all times to discuss student performance or ask any questions or voice any concerns regarding their child. Because of this policy and the quantity as well as the quality of communication that takes place between home and school, our community has become a unified support system for our school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Winning the No Child Left Behind – Blue Ribbon Award is the most prestigious national honor that an elementary school can receive. The distinction it brings to the school and community carries with it the responsibility of modeling excellence for others. It is the goal of Skidmore-Tynan Elementary School to develop a plan for sharing our exemplary educational programs and practices with other educational facilities. Schools such as Ricardo Elementary School and Bee County HeadStart have already made site visits to our school. We will continue to extend an open-door invitation to any school interested in visiting our campus. Furthermore, we will implement a system for networking with other schools via principal leadership development, being a mentoring school, and presenting at regional and state conferences such as the Association for Compensatory Educators of Texas (ACET), the Texas Elementary Principals and Supervisors Association (TEPSA), the Texas Association of School Boards (TASB) and the Texas Association of School Administrators (TASA). The Education Service Center, Region 2 provides added resources that will allow us to collaborate with area colleges and surrounding schools through professional development programs. Recently Skidmore-Tynan Elementary participated in a session at the Education Service Center, Region 2, in which effective practices of Texas Distinguished Schools were shared. In addition, as a Blue Ribbon Award winning school, we will utilize every opportunity to share our school successes by reaching out to other schools and communities through various forms of local, state, and national media.

PART V – CURRICULUM AND INSTRUCTION

1. *Description of the school's curriculum, showing how all students are engaged with significant content, based on high standards.*

Skidmore-Tynan Elementary's overall curriculum is purposely developed and clearly designed to ensure high levels of achievement for all students. The school's curriculum concentrates on reading, writing, math, science, and social studies. Texas educators have created grade-appropriate standards called the Texas Essential Knowledge and Skills (TEKS). These TEKS are the foundation of the local curriculum. Skidmore-Tynan Elementary teachers have the opportunity to collaborate and interpret the broad scope of the TEKS and narrow them to develop more specific lessons reflecting on cross-grade level concepts and skills. The curriculum addresses every component in these mandated standards and is assessed by the Texas Assessment of Academic Skills (TAAS).

The Student Success Initiative as set forth by then Governor George W. Bush has raised the standards, goals, and practices which drive our curriculum. Skidmore-Tynan Elementary emphasizes time on task so that all students have multiple opportunities to be engaged in significant content with challenging objectives for academic learning, personal growth, citizenship development, and skills that are valued in the work place. For each subject area taught, there is a rich curriculum in place designed to accomplish the expectation that each student will learn significant content and essential cross-content skills and be fully prepared for the next level of schooling.

For students with special needs, provisions are made to engage them in significant content with knowledge-based curriculum to meet their needs. A differentiated curriculum challenges the identified gifted and talented student population and others who are targeted for inclusion in the gifted and talented program. An intensive accelerated approach offers learning interventions in a small group setting to those students in at-risk situations. The special education curriculum is tailored for those students with learning disabilities to address their individual needs in a least restrictive environment.

High expectations vigorously impact our curriculum. Our staff develops timelines using vertical team alignment to provide the foundation for the students to be successful in the transition from one grade level to the next. Time is provided during the summer for teachers to continually reassess and prioritize the teaching of the skills based on a careful analysis of the previous year's data. This data is analyzed to ensure alignment of objectives with the school's goals and mission statement and to make sure the needs of special populations are met. Before each year's state assessment, each student conferences with the teacher to set his/her goals for the TAAS test. The staff encourages a goal of 85% or higher on the Texas Learning Index (TLI). All of the testing and record keeping help provide the staff with necessary information securing a growth pattern for each child to insure that no child is left behind.

Skidmore-Tynan Elementary has selected one of the approved state adopted texts in all subjects to use as a resource in delivery of instruction. However, other publications such as TAAS Master and KAMICO which incorporate higher order thinking skills are relied on heavily with the teaching materials. Student performance in the last five years substantiates that achievement levels are higher when students push beyond the minimal standards of their designated grade level. Guided by the principal, the staff is continuously updated on current information, materials, and research so that they can be effective facilitators. The students and teachers have met the challenges of outstanding performance. In four years, the Skidmore-Tynan Elementary has gone from an Acceptable to a Recognized to an Exemplary rating as measured by the Texas Education Agency (TEA) in the annual Academic Excellence Indicator System (AEIS).

Emphasis on higher order thinking skills is the current target of our persistent revision of curriculum and instructional models. With this emphasis, even more continuity will exist at all levels of our student performance accountability.

PART V – CURRICULUM AND INSTRUCTION

2. *Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

Skidmore-Tynan Elementary believes that the ability to read critically provides the tools and freedom to access all other knowledge. A multi-sensory teaching approach, based on research by Drs. Rita and Kenneth Dunn, acknowledges that all students learn and process information differently. Recognizing the diverse student needs, varied activities and strategies are incorporated so that every student has the opportunity to access knowledge using visual, auditory, kinesthetic, and tactile techniques. The core instructional reading program is based on the theories and research of Madeline Hunter and Benjamin Bloom. This cyclical program includes teaching of new vocabulary through discussion including the students' worlds to make meaningful connections, the direct teaching of comprehension skills, group and independent reading practice, assessment of the learning, and reteach or enrichment activities. Project Read, another research-based, multi-sensory program, is used for teaching phonology and comprehension strategies. Originally designed for the at-risk learner, this reading program has proven beneficial for all students.

Soar to Success is the intervention program used for struggling students. Research done by Clay, Pikulski, Heibert, and Taylor shows that successful early intervention is systematic, fast paced, structured, and focused heavily on fluency. Reciprocal teaching, emphasizing four strategies of summarize, clarify, question, and predict, demonstrates that students make large gains in a short amount of time. Accelerated Reading is used in the classroom as additional practice for the students to develop fluency and comprehension. Every individual is afforded the opportunity to read at their independent reading level and to their particular interests. Identified dyslexic students are targeted with the Multi-Sensory Teaching Approach/Alphabetic Phonics Program developed after studies by Orton-Gillingham. Dyslexia is recognized and addressed at Skidmore-Tynan Elementary with increasing success.

A well developed reading program has yielded exemplary status through the use of effective instructional methodology teamed with the determination of our teachers and students to succeed.

3. *Math curriculum and its relation to essential skills and knowledge based on the school's mission.*

The goal of Skidmore-Tynan's mathematics program is to provide all learners with the problem-solving tools necessary to be successful now and in their future careers. While computational skills are necessary, the ability to think mathematically and make connections to other disciplines and the real world is important for lifelong learning. Using math frequently during science class such as measurements during lab activities and graphing statistical data reinforce skills.

Success in the math program begins before the first day of school. The principal and each teacher study the assessment data from the previous school year targeting areas of concern and charting next year's plan. Math curriculum timelines are written by teachers in the summer according to the needs of the students as well as the Texas Essential Knowledge and Skills (TEKS). In planning, benchmarks or mini-assessments of the TEKS required for each grade level are included. Teachers attend staff development in various learning styles, research-based programs, and assessment tools. Skidmore-Tynan teachers meet in vertical teams all the way to high school.

The math delivery system is based on the Madeline Hunter model. Direct teaching of new concepts is achieved through hands-on manipulatives. Math activities address all learning styles. With the guidance of the teacher, students then practice skills, and finally, application through problem-solving is achieved. Students not mastering objectives are provided in-school and after-school tutorials. All students are reinforced in math twice a week in the computer lab. The music and physical education teachers also incorporate math in their active learning lessons.

The students at Skidmore-Tynan Elementary have demonstrated success in math due to a coordinated effort across all grade levels preparing them to be better problem solvers for life.

PART V – CURRICULUM AND INSTRUCTION

4. *Describe the different instructional methods the school uses to improve student learning.*

Skidmore-Tynan uses different instructional methods based on the students' auditory, visual, tactile, or kinesthetic learning styles to produce creative global learners. All instructional methods are learner-centered to ensure active, successful learners. Project Read and English as a Second Language (ESL) methodologies, which use a multi-sensory approach to learning, are employed. At the core of the reading instruction is the instructional reading cycle based on Madeline Hunter's and Benjamin Bloom's research. This cycle of teaching vocabulary and skills, reading the passage, assessing followed by reteach, is consistent and holds continuity on all grade levels throughout the elementary campus. All instruction begins with a direct, instructional delivery to a heterogeneous group and includes a specific focus followed by independent practice. Academic skills are approached in a flexible cooperative group setting to serve the individual needs of the students. The teaching of skills is approached beginning with a concrete, kinesthetic activity as a bridge toward the abstract, higher-order thinking skills. In conjunction with the academic learning that takes place in cooperative groups, social skills are also being addressed. Upon completion of whole group instruction and independent practices, data is collected to evaluate student performance and methodologies. Such data includes benchmark tests, end-of-chapter tests, and the Academic Excellence Indicator System for TAAS (Texas Assessment of Academic Skills). Students demonstrating the need to internalize the concepts in more depth are placed in flexible grouping sessions. These flexible groups include daily thirty-minute in-school tutorial sessions and/or twice weekly after-school one-hour tutorials. Comprehensive support programs such as Reading Intervention, which includes the research based program Soar to Success, and a Dyslexia Program emphasizing phonics are also in place. Differentiated lessons provide the opportunity for diverse learners to learn challenging content and achieve at higher levels. To meet the different independent reading levels of students and further their individual needs, a research-based supplemental program, Accelerated Reading, is incorporated into the daily lessons.

5. *Describe the school's professional development program and its impact on improving student achievement.*

Skidmore-Tynan Elementary's professional development efforts are data-driven using TAAS (Texas Assessment of Academic Skills), the Texas state-mandated test. As documented in the Campus Improvement Plan, an annual needs assessment is made based on the disaggregated scores from the state test. Teachers and community members become shared stakeholders in the decision that drives professional development. The first step in the professional development efforts to impact student achievement indicated an overwhelming need to address the academic performance of low socio-economic students. English as a Second Language (ESL) training and certification was provided to the entire elementary faculty. The emphasis of this training in a multi-sensory approach to active learning led to the beginning of improved student achievement. In conjunction with the ESL training, Dr. Ruby K. Payne provided the staff with strategies for understanding and working with students from poverty. The second phase of the professional growth occurred when our campus was awarded an Academics 2000 grant, which led to all staff being trained in Project Read. This is a research based program especially geared to at-risk children but beneficial to all students. Providing basic continuity throughout all grades are the three components of Project Read, Phonology, Written Expression, and Report Form. When the governor of Texas mandated state initiatives in reading and math, teachers attended reading academies focusing on improved performance of targeted students. The governor's "Student Success Initiative" was the driving force for the reading academies. The third phase of the professional developmental program continues with teachers now receiving training in math through the Math TEXTEAM collaborators at the Education Service Center, Region 2 and/or on-campus sites. This training, based on Grace Stasny's research, focused on math problem solving and higher order thinking skills.

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 3rd Reading Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	90.3%	87.5%	89.7%	71.4%	51%
Number At or Above Basic (TLI 70 – 84)	11	10	19	12	10
Number At or Above Proficient (TLI 85 >)	14	20	11	15	8
Number At Advanced (Academic Recognition)	5	12	6	8	6
Number of students tested	34	50	41	51	50
% of total students tested	97%	93%	87%	88%	96%
Number of students exempted	4	5	6	3	DNA^
% of students exempted	10.5%	9.1%	12.8%	6.1%	DNA^
SUBGROUP SCORES					
1. Hispanic	83.3%	84.6%	88.9%	60.0%	36.7%
% At or Above Basic (TLI 70 – 84)	34%	14%	56%	21%	20%
% At or Above Proficient (TLI 85>)	44%	47%	25%	32%	13%
% At Advanced (Academic Recognition)	5%	23%	7%	7%	3%
2. Anglo	100%	90.9%	91.7%	100%	78.6%
% At or Above Basic (TLI 70 – 84)	31%	14%	27%	30%	25%
% At or Above Proficient (TLI 85>)	38%	43%	33%	30%	24%
% At Advanced (Academic Recognition)	31%	33%	31%	40%	29%
3. Economically Disadvantaged	90.0%	80.0%	84.6%	62.1%	41.9%
% At or Above Basic (TLI 70 – 84)	40%	26%	51%	19%	25%
% At or Above Proficient (TLI 85>)	46%	39%	29%	34%	13%
% At Advanced (Academic Recognition)	4%	15%	4%	9%	3%
STATE OF TEXAS SCORES	88.0%	86.8%	87.9%	88.0%	86.2%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

*ITBS – Iowa Test of Basic Skills

**Prior to SDAA, TAAS Alternative Test or ITBS were used

^DNA – Data Not Available

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 3rd Math Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	90.6%	88%	85.0%	56.0%	48.9%
Number At or Above Basic (TLI 70 – 84)	13	20	26	24	13
Number At or Above Proficient (TLI 85 >)	14	21	3	1	6
Number At Advanced (Academic Recognition)	4	3	7	3	4
Number of students tested	34	52	42	52	49
% of total students tested	97%	98%	89%	90%	94%
Number of students exempted	4	3	4	2	DNA^
% of students exempted	10.5%	5.5%	8.7%	3.7%	DNA^
SUBGROUP SCORES					
1. Hispanic	84.2%	82.1%	82.1%	50.0%	33.3%
% At or Above Basic (TLI 70 – 84)	44%	55%	72%	42%	27%
% At or Above Proficient (TLI 85>)	35%	24%	0%	3%	6%
% At Advanced (Academic Recognition)	5%	3%	10%	5%	0%
2. Anglo	100%	95.5%	91.7%	71.4%	78.6%
% At or Above Basic (TLI 70 – 84)	29%	22%	38%	64%	26%
% At or Above Proficient (TLI 85>)	50%	64%	23%	0%	26%
% At Advanced (Academic Recognition)	21%	9%	30%	7%	26%
3. Economically Disadvantaged	90.5%	81.5%	76.9%	46.7%	41.9%
% At or Above Basic (TLI 70 – 84)	52%	44%	61%	43%	35%
% At or Above Proficient (TLI 85>)	34%	37%	0%	0%	6%
% At Advanced (Academic Recognition)	4%	0%	15%	3%	0%
STATE OF TEXAS SCORES	87.4%	83.1%	80.6%	83.1%	81.0%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

*ITBS – Iowa Test of Basic Skills

**Prior to SDAA, TAAS Alternative Test or ITBS were used

^DNA – Data Not Available

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 4th Reading Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	100%	97.8%	87.5%	81.0%	71.0%
Number At or Above Basic (TLI 70 – 84)	1	14	14	17	10
Number At or Above Proficient (TLI 85 >)	14	18	19	9	10
Number At Advanced (Academic Recognition)	30	12	13	9	4
Number of students tested	45	46	53	44	36
% of total students tested	90%	94%	85%	83%	84%
Number of students exempted	8	5	8	9	DNA^
% of students exempted	15.1%	9.8%	13.1%	16.9%	DNA^
SUBGROUP SCORES					
1. Hispanic	100%	96.7%	83.3%	70.4%	47.1%
% At or Above Basic (TLI 70 – 84)	4%	36%	39%	42%	42%
% At or Above Proficient (TLI 85>)	33%	43%	33%	21%	5%
% At Advanced (Academic Recognition)	63%	17%	11%	7%	0%
2. Anglo	100%	100%	94.4%	100%	100%
% At or Above Basic (TLI 70 – 84)	0%	20%	0%	33%	10%
% At or Above Proficient (TLI 85>)	29%	33%	41%	20%	62%
% At Advanced (Academic Recognition)	71%	47%	53%	47%	28%
3. Economically Disadvantaged	100%	96.7%	82.1%	75.9%	60.0%
% At or Above Basic (TLI 70 – 84)	5%	32%	34%	50%	43%
% At or Above Proficient (TLI 85>)	52%	45%	30%	11%	13%
% At Advanced (Academic Recognition)	43%	19%	18%	14%	4%
STATE OF TEXAS SCORES	92.5%	90.8%	89.9%	88.8%	89.7%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

*ITBS – Iowa Test of Basic Skills

**Prior to SDAA, TAAS Alternative Test or ITBS were used

^DNA – Data Not Available

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 4th Math Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	98.0%	100%	83.7%	70.2%	83.9%
Number At or Above Basic (TLI 70 – 84)	13	20	25	22	16
Number At or Above Proficient (TLI 85 >)	28	25	8	5	4
Number At Advanced (Academic Recognition)	8	3	13	7	9
Number of students tested	49	48	55	49	38
% of total students tested	98%	98%	89%	92%	88%
Number of students exempted	4	3	6	4	DNA^
% of students exempted	7.6%	5.9%	9.8%	7.5%	DNA^
SUBGROUP SCORES					
1. Hispanic	96.3%	100%	77.4%	61.3%	70.6%
% At or Above Basic (TLI 70 – 84)	32%	52%	49%	45%	45%
% At or Above Proficient (TLI 85>)	57%	48%	17%	10%	10%
% At Advanced (Academic Recognition)	7%	0%	11%	6%	15%
2. Anglo	100%	100%	94.4%	86.7%	100%
% At or Above Basic (TLI 70 – 84)	15%	20%	36%	46%	40%
% At or Above Proficient (TLI 85>)	55%	60%	11%	11%	20%
% At Advanced (Academic Recognition)	30%	20%	47%	29%	40%
3. Economically Disadvantaged	96.2%	100%	79.3%	63.6%	75.0%
% At or Above Basic (TLI 70 – 84)	32%	50%	48%	46%	41%
% At or Above Proficient (TLI 85>)	58%	47%	11%	13%	6%
% At Advanced (Academic Recognition)	6%	3%	20%	4%	28%
STATE OF TEXAS SCORES	94.1%	91.3%	87.1%	87.6%	86.3%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

*ITBS – Iowa Test of Basic Skills

**Prior to SDAA, TAAS Alternative Test or ITBS were used

^DNA – Data Not Available

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 5th Reading Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	95.6%	97.8%	88.6%	88.9%	80.9%
Number At or Above Basic (TLI 70 – 84)	12	14	10	10	14
Number At or Above Proficient (TLI 85 >)	22	14	16	5	13
Number At Advanced (Academic Recognition)	15	20	7	11	11
Number of students tested	49	49	38	29	48
% of total students tested	94%	94%	83%	83%	100%
Number of students exempted	8	11	8	6	DNA^
% of students exempted	14%	18.3%	17.4%	17.2%	DNA^
SUBGROUP SCORES					
1. Hispanic	92.6%	100%	90.5%	78.6%	71.4%
% At or Above Basic (TLI 70 – 84)	28%	43%	45%	45%	39%
% At or Above Proficient (TLI 85>)	41%	27%	45%	13%	21%
% At Advanced (Academic Recognition)	23%	30%	0%	20%	11%
2. Anglo	100%	94.1%	84.6%	100%	94.7%
% At or Above Basic (TLI 70 – 84)	12%	0%	0%	21%	19%
% At or Above Proficient (TLI 85>)	41%	33%	38%	22%	35%
% At Advanced (Academic Recognition)	47%	61%	46%	57%	40%
3. Economically Disadvantaged	100%	96.3%	87.0%	82.4%	73.1%
% At or Above Basic (TLI 70 – 84)	23%	40%	35%	36%	35%
% At or Above Proficient (TLI 85>)	50%	26%	52%	15%	19%
% At Advanced (Academic Recognition)	27%	30%	0%	31%	19%
STATE OF TEXAS SCORES	92.7%	90.2%	87.8%	86.4%	88.4%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

*ITBS – Iowa Test of Basic Skills

**Prior to SDAA, TAAS Alternative Test or ITBS were used

^DNA – Data Not Available

State Criterion-Referenced Tests – Texas Assessment of Academic Skills (TAAS)

Grade 5th Math Test Texas Assessment of Academic Skills

Publication years 1998-2002 Publisher Texas Education Agency

What groups were excluded from testing? Recent Immigrants from Mexico (LEP Exemptions)

Special Education Students 2 years or more below level*

How were they assessed? LEP – ITBS*/Special Education – SDAA and ITBS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SKIDMORE-TYNAN ELEMENTARY SCORES	100%	100%	94.9%	92.9%	87.2%
Number At or Above Basic (TLI 70 – 84)	18	9	12	4	18
Number At or Above Proficient (TLI 85 >)	60	46	14	17	17
Number At Advanced (Academic Recognition)	22	6	12	7	7
Number of students tested	51	52	41	30	48
% of total students tested	100%	100%	89%	86%	100%
Number of students exempted	6	8	4	5	DNA^
% of students exempted	10.5%	13.3%	8.8%	14.3%	DNA^
SUBGROUP SCORES					
1. Hispanic	100%	100%	91.7%	86.7%	82.1%
% At or Above Basic (TLI 70 – 84)	18%	28%	46%	24%	43%
% At or Above Proficient (TLI 85>)	73%	67%	32%	56%	33%
% At Advanced (Academic Recognition)	9%	5%	13%	6%	6%
2. Anglo	100%	100%	100%	100%	94.7%
% At or Above Basic (TLI 70 – 84)	18%	0%	0%	0%	30%
% At or Above Proficient (TLI 85>)	35%	74%	40%	57%	40%
% At Advanced (Academic Recognition)	47%	26%	60%	43%	24%
3. Economically Disadvantaged	100%	100%	92.3%	94.4%	76.9%
% At or Above Basic (TLI 70 – 84)	28%	25%	44%	20%	34%
% At or Above Proficient (TLI 85>)	54%	68%	37%	59%	38%
% At Advanced (Academic Recognition)	18%	7%	11%	15%	4%
STATE OF TEXAS SCORES	96.2%	94.6%	92.1%	90.1%	89.6%

*LEP – Limited English Proficient

*SDAA – State Developed Alternative Assessment (Implemented in 2001)

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