

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Wayne Wells

Official School Name: Ogden Elementary School

School Mailing Address:

2300 Victoria ST

Beaumont, TX 77701-7052

County: Jefferson State School Code Number*: 123910115

Telephone: (409) 833-2313 Fax: (409) 617-6173

Web site/URL: www.bmtisd.com/ogden E-mail: wwells@beaumont.k12.tx.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Carrol Thomas

District Name: Beaumont ISD Tel: (409) 617-5000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Woodrow Reece

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 23 | Elementary schools (includes K-8) |
| 6 | Middle/Junior high schools |
| 3 | High schools |
| | K-12 schools |
| 32 | TOTAL |

2. District Per Pupil Expenditure: 4393

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	34	36	70	6			0
K	37	30	67	7			0
1	30	34	64	8			0
2	19	29	48	9			0
3	27	14	41	10			0
4	23	24	47	11			0
5	28	17	45	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							382

6. Racial/ethnic composition of the school: % American Indian or Alaska Native
 5 % Asian
 48 % Black or African American
 43 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 2 % White
 1 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 31 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	62
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43
(3)	Total of all transferred students [sum of rows (1) and (2)].	105
(4)	Total number of students in the school as of October 1.	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.309
(6)	Amount in row (5) multiplied by 100.	30.882

8. Limited English proficient students in the school: 32 %

Total number limited English proficient 123

Number of languages represented: 3

Specify languages:

Spanish, Vietnamese, and Chinese.

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 366

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 7 %

Total Number of Students Served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>40</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	96%	96%	95%	95%	93%
Teacher turnover rate	8%	0%	8%	4%	12%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

During the school year of 2004-2005, several teachers were out on extended medical leave. This resulted in a 93% daily attendance rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	%

PART III - SUMMARY

The mission of Ogden Elementary School is to address a variety of individual needs with an educational program that stimulates each student to realize his or her maximum potential. We are a diverse campus that utilizes research-based curriculum and instructional strategies. Our students will have the ability to think critically, communicate clearly, problem solve, and compete globally.

Ogden's educational history spans 102 years. We are located in the heart of a community that is culturally diverse. The vast majority of our students are economically disadvantaged. Our campus demographics are as follows: 48.45% African American, 43.54% Hispanic, 5.21% Asian, 1.82% White, and 0.52% American Indian. Each year our campus celebrates its cultural diversity by hosting celebrations for each of our ethnic groups on campus.

During the school year of 2003-2004, Ogden was placed on the Public Education Grant (P.E.G.) List for TAKS Science scores that fell below the required standard of 50%. We remained on this list for a period of two years. With teamwork and collaboration, we decided to make the necessary changes in the way we delivered instruction. These changes were successful, and we began to make consistent gains with the performance of all students. The following year we were able to exceed the required Public Education Grant (P.E.G.) standard. Subsequently, the next year remarkable gains were made. At this point, we knew that we were destined for great things. We implemented a research-based hands-on/inquiry based approach. This hands-on/inquiry-based approach solidified our plan. In 2005-2006, we received Commended Performance in the area of TAKS Science. Over 71% of our students earned Commended Performance in the area of TAKS Science. In addition, our math, reading, and writing scores began to increase. We noticed consistent gains that were made by each of our test takers.

Recently, the Texas Education Agency rated Ogden Elementary as a 2008-2009 Exemplary campus. Our campus also received several Commended Performance Acknowledgements in the following areas: Math, Writing, Science, and Reading, also Comparable Improvements in Reading/ELA. We have also received The National Educational Achievement Award for High Performing Schools (Just for Kids) for Science. These accomplishments were achieved with team effort, hard work, dedication, and perseverance.

Key elements that strengthened our instructional program include teamwork and collaboration. Our school motto is simple, "It Takes Teamwork to Make a Dream Work." Our strength lies in collaborating as a team. At each grade level our team leaders are responsible for weekly planning which consists of common planning, disseminating data, and carefully drafting action plans that are targeted at mastery of objectives. Each week team leaders are required to take minutes that reflect what is transpiring in every subject area. All subgroups are carefully monitored in order for teachers to deliver instruction in a different learning modality. Reteaching is a strong suit on our campus. When students are not successful, our teachers are required to reteach the objectives using a different approach. Also, we conduct Paperless Wednesday and Friday activities. The purpose is to provide students with hands-on experiences that are related to objectives that are taught for the week. Paperless activities are conducted for every core subject area. As a campus, we offer Saturday Classes and Extended Classes that are held on Monday, Tuesday, and Thursday. During these classes, we provide one-on-one and small group instruction for those learners who are in need of extra help.

Over the past five years, we have proven that we can educate all learners regardless of their ethnicity, socioeconomic status, or disability. Our students are excelling in every area. We are closing the achievement gap. Every day we teach our students to focus, aim high, and shoot for the moon. Our school mascot is an American Bald Eagle. Every student knows that as Eagles, we fly high above all the rest. The data speaks for us; we are "Leaving No Child Behind."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All elementary public schools in Texas are evaluated by the Texas Education Agency (TEA) according to the academic performance of its students in grades 3-5. Each spring, students in grades 3-5 take the Texas Assessment of Knowledge and Skills (TAKS), a battery of exams measuring student understanding of concepts and skills in mathematics, reading, writing, and science. Special education students unable to take TAKS are required to take an alternative assessment, the TAKS Modified (Texas Assessment of Knowledge and Skills Modified), TAKS Accommodated (Texas Assessment of Knowledge and Skills Accommodated), or TAKS Alt (Texas Assessment of Knowledge and Skills Alternative). TAKS Alt is for severely handicapped children and TAKS M and TAKS A are for students who are not able to take the regular TAKS Tests. Student results are compared to state criterion standards to determine the level of achievement that may be credited to a campus. Both aggregate (for all students) and disaggregate (among different ethnic groups, special education, and low socio-economic populations) results are evaluated. The state legislature determines the standard for passing each of the subject exams. For the past two years, Ogden Elementary has received the 1st and 2nd highest ratings.

In 2008-2009, we received an “Exemplary” rating and in 2007-2008, we received a “Recognized” rating. In order to receive an “Exemplary” rating, schools must have at least 90% of all tests taken past all prescribed exams. A school that receives a “Recognized” rating must have 80% of all tests taken in all tested areas. Since the implementation of the state’s TAKS exams, Ogden has improved dramatically over a period of five years. During the 2008-2009 administration, over 90% of tested students (and all eligible subgroups) have met the states performance standards in reading, mathematics, science, and writing. Ogden has received special recognition from the state agency for its superior levels of academic performance in mathematics, reading, writing, and science. In Texas, a campus is awarded Commended Performance for a minimum number of students who answer over 90% of the test items correctly. When compared to the state’s averages during each of the five years, Ogden has had more students to meet standard and receive Commended Performance. In some cases, our students have also performed better than students across the region. This level of performance indicates that students at Ogden are receiving a global education.

Students who are tested in the Special Education are also meeting the same high standards as our regular education students. These students are consistently adding value to their core academics areas as set forth by their ARD Committee (Admission, Review, and Dismissal Committee). Ogden’s economically disadvantaged have shown improvements as compared to the state reported averages. We believe that all subgroups must maintain a high level of achievement in order perform sufficiently on the state exams. At the district level, all K – 5th grade students are required to take Six Weeks Exams that are aligned with the TEKS (Texas Essential Knowledge and Skills) and TAKS Objectives (Texas Assessment of Knowledge and Skills). Although students in K -2 are not required to take state mandated tests, they are still given the opportunity to test over content that has been taught during the six weeks period. Testing that can be ascertain whether a student will be successful on the state mandated test includes ITBS (Iowa Test of Basic Skills) administered to 1st and 2nd grade students. This standardized assessment gives teachers and parents a snapshot of student potential for academic achievement. These scores along with other diagnostic assessments provide the necessary tools to place students in appropriate programs and instructional settings. The TELPAS (Texas English Language Proficiency Standards) Exam is administered to Limited English Proficient students in grades 2-5. It provides a measure of how well the students are learning to read in English. We have met Adequately Yearly Progress (AYP) as described in No Child Left Behind Act of 2001. The attendance rates of all groups are greater than (>95%) for all students and subgroups. More information regarding the Texas Assessment and accountability systems can be found at: <http://www.tea.state.tx.us/student.assessment/index.html> (assessment) and <http://www.tea.state.tx.us/accountability.html> (accountability).

2. Using Assessment Results:

Ogden systematically analyzes assessment data to understand and improve individual student performance. Each teacher carefully evaluates item analysis results to determine the strengths and weaknesses on particular learning objectives of the students in his/her classroom. When a weakness has been discerned, the teacher implements a reteach strategy to address the needs. Each item is presented in various styles until mastery is achieved.

Data from standardized tests, such as Texas Primary Reading Inventory, Iowa Test of Basic Skills, Texas English Language Proficiency Assessment System, and the Texas Assessment of Knowledge and Skills, are utilized to establish homogenous small learning groups in each classroom. Within these groups individualized learning plans are created for each student. Painstaking attention to benchmarking and progress monitoring ensures each student receives the appropriate level of instruction, intervention, and enrichment no matter what their academic level. Should a student begin to falter, a Response to Intervention Plan is employed to determine the cause; and immediately, tutoring such as Saturday School, peer tutoring, mentoring, reading and math intervention are implemented. Co-teachers are present in many classes to ensure that small group instruction and individual instruction, as well as enrichment are provided each day.

Ogden has begun using a systematic process to evaluate individual student statistical information to help determine appropriate interventions whether they are socio-emotional or educational. This helps ensure not only success for the current school year but also for future academic success and the creation of life-long learners. By meeting the needs of individual students, we ensure the success of Ogden as a whole.

3. Communicating Assessment Results:

The way in which our student achievement is communicated to others is critical in providing clear and complete information about the actual performance of the students. These results are used to improve curriculum, instruction, and/or individual student learning plans. At Ogden Elementary, this communication takes place in a variety of ways.

Report Cards are issued once every six weeks period with interim reports every three (3) weeks. The primary purpose of these grades is to communicate meaningful information to student, teachers, parents, and other interested parties in the community. An online grading system has been implemented with a new feature this year that allows parents to view their own child's progress.

However, these grades are only used as part of communication about student achievement.

Informal Communication, such as brief meetings in the school, phone calls, quick notes to home on a weekly basis reinforces and supports a positive communication framework between student, teacher, and parent.

Parent/Teacher Conferences are planned meetings between parents, teachers, and students. In the past, these meetings have been parent-teacher interviews with little or no student participation; however, it has become a great success here at Ogden because student participation adds to the effectiveness of conferences and overall academic performance.

Technology/Media: Utilizing our district and school websites, along with an education network produced and televised through one of our local high schools, allows the general public to receive pertinent information in regards to our school district's ongoing performance.

Goals Night, TAKS Family Night, and PTA Meetings are **formal meetings** scheduled at various times during the school year. These functions provide parents with in-depth information in regards to our school's assessments, help parents to understand test scores, and invite them to engage in informal group discussions.

4. **Sharing Success:**

Statistics show collaboration as a shared responsibility among teachers, parents, and community members improves the educational outcomes for students.

At Ogden Elementary our motto is "it takes teamwork to make a dream work". Our success has been a collaborative effort from ALL staff members, not just teachers and administrators. Within the last couple of months, Ogden was recognized by the National Center of Educational Achievement (NCEA – Just for Kids) for making dramatic improvements in closing the gap with our science scores. The principal and three staff members attended a symposium in Houston along with other schools across the area that received recognition from NCEA as well.

Ogden is committed to promoting our success throughout the Beaumont and surrounding districts. For example:

Local media (television and newspaper) has interviewed our students, and staff regarding our on-going success.

Our teachers are mentoring other teachers in our district.

Visible signs promoting Ogden Elementary are posted inside and outside the school.

ChemTrade, Ogden's business partner, volunteer's time and effort to work with our students weekly. Also, ChemTrade has proudly brought out -of-state business-related representatives to tour our school.

Our staff is and will continually share and collaborate with other peers through professional development and curriculum meetings.

Surrounding school districts have heard of Ogden's success and are requesting to send their team members to observe hands on lessons in our school.

Staff members continue to pursue and promote continuing education on topics such as family interventions, parent education, and multicultural issues.

The most notable aspect of our success story is how we share with those campuses who may be struggling or who serve similar student populations. We have allowed visiting campuses an opportunity to come into our school and visit with teachers who have demonstrated best practices in the area of reading, math, and science. We have utilized our distance learning lab as a means to share with other interested campuses. The distance learning labs linked us with other schools in a way that afforded the viewing campuses to see what we are doing and how we are able to make a difference with our various subgroups. Also, our teachers have trained extensively throughout the district and region when given the opportunity to provide professional development.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ogden Elementary utilizes the District's curriculum that is a teacher planned and prepared scope and sequence which follows the guidelines Texas Essential Knowledge and Skills (TEKS). The scope and sequence is used with all subject areas and teachers incorporate ways of differential instruction to meet the needs of all learners. Our school believes that a more challenging curriculum is the standard for raising the bar of educational success for our students to achieve mastery. All students are given opportunity to excel in academics through extended lessons incorporated into daily instruction with individualized and or group content based projects.

At Ogden, all subject areas are delivered in the format we call "Cycle of Success". Cycle of Success exemplifies the teacher's and students' responsibility for learning. The cycle begins with the teacher introducing the lesson objective and the students' listening skill. Followed by the teacher modeling the objective while students observes, next the teacher leads the students into guided practice, and finally the student demonstrates their comprehension through independent practice. The teachers monitor and close with Socratic questioning for students to illustrate their comprehension of the objective.

Reading is an essential component needed for the success of students in every subject area. Ogden's curriculum encompasses the TAKS objectives outlined in the Texas Essential Knowledge and Skills (TEKS). McGraw-Hill basil is utilized in conjunction with Voyager, Study Island, Motivational Reading, TAKS Toppers, TAKS Preparation and Practice, Phonics Awareness, Saxon Phonics and other online resources built into the curriculum. The development of student's language is acquired through vocabulary and raises their levels of comprehension and fluency through extensive reading instruction. Students are exposed to the different genres for diverse cultural reading. Monitoring and assessment of student success is done through benchmark testing. Expectations for student learning are clearly defined and research based.

Ogden's mathematical instruction is geared toward teaching TEKS concepts, spiraling for mastery, and facts drills for internalization. Students incorporate critical thinking skills to solve real world problems. Ogden's math programs include Motivational math, TAKS Toppers, Step Up to TAKS

Social Studies instructions are comprised of Civic duties, governmental participation, history, and geography. Students engage in hands on activities, such as collecting clothing, food, and donations to support the needs of our diverse community. We collaborate with Lamar University's Junior Achievement program to enhance the Social Studies Curriculum by teaching students about career planning and entrepreneurship.

Fine Arts instruction consists of a three-week rotation between art and music classes. Music focuses on the teaching of music through history and composers, musical note reading, rhythm, instrumentation, and choral reading/singing. Art classes incorporate thematic-based projects to accompany what is being taught in core subjects. Instruction include the abilities to think critically, make informed judgments, solve problems creatively, work cooperatively in groups, and develop appreciation of cultural diversity. Fine arts are used in our school curriculum to encourage imagination, creativity and motivation.

Ogden's Writing program strives to reach every learner by teaching to the diverse styles of the individual. We approach the abstract which is the composition, with a variety of instructional methods. Kinesthetic activities and visual aids are correlated with the writing process and other activities provided by the Writing Academy.

Science at Ogden Elementary is designed to prepare all grade levels (preK-5) to successfully compete in a global society. The program is oriented toward developing proficiencies in inquiry, cooperative learning, laboratory techniques, and data acquisition. Technology is an intricate part of Science research and investigation. Students are utilizing our computer lab as a resource to obtain data and reinforce research skills. Students are equipped with the skills necessary for successful problem solving and critical thinking.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Reading curriculum piece is a very important aspect to the success of a school. In order for students to be successful the reading curriculum must be structured in such a way that it addresses the needs of the students and the campus. The curriculum is studied and critiqued every year to maximize and adapt the students' ability to achieve mastery of objectives outlined in Texas Essential Knowledge and Skills. The McGraw-Hill Reading basal was chosen because it offers enhancement to vocabulary, comprehension, decoding, and phonemic awareness skills. Ogden believes that these are essential skills necessary for successful readers. At Ogden Elementary students are given bench mark reading test to determine the readability level, fluency, and comprehension of each student. Each reading lesson is taught in a whole or small group setting. The Voyager program is designed to assist students whom are struggling with comprehension skills and fluency. Through Voyager pull out reading program, the identified students receive assistance on specific skills for mastery. Accelerated Reader program is used for motivating and encouraging students to read independently and achieve a higher level of reading skills. At Ogden Elementary the principal along with every staff member has a vested interest in what is being taught to the students. To adequately address the needs of the students, the stakeholders meet to discuss and decide upon what resources are directly aligned with the curriculum at BISD. These resources are utilized to teach our students. As a result students' gain and persistence in all skills/topic areas including reading comprehension is evident through TEA's Academic Excellence Indicator System (AEIS) with a notable gain of an average of 18% in the TAKS tested grade levels from the years 2007 to 2009.

3. Additional Curriculum Area:

Technology opens doors to a prosperous future. At Ogden, we utilize technology to foster an individualized educational experience for every student. Our staff incorporates technology and research-based technological programs to teach the Texas Essential Knowledge and Skills (TEKS), to enrich the delivery of our teachers' instructional methods, and as a Response to Intervention (RtI) for our struggling students.

Ogden offers a variety of technological programs and applications to our students that encompass every subject area. In Math, Study Island, Reasoning Minds, and Quarter Mile Math provide basic, individualized instruction and activities that strengthen TEKS and TAKS Objectives. Study Island, Voyager's Ticket to Read, and Accelerated Reader (AR) enhance Language Arts and Reading skills by increasing reading comprehension and providing Response to Intervention (RtI). Edheads.org, Star Projections (at the Planetarium), Rand McNally, and Maps4Kids.com offer interactive, hands-on activities that boost Science and Social Studies skills. Our staff incorporates the use of computers, projection systems, over keys, the Internet, word processing, power points, streaming videos, visual animations, file sharing, online quizzes, online grading and diagnosing of misconceptions, etc. Our students are taught to use all of the previously mentioned programs and applications to meet their various educational needs, stimulate critical thinking, aid in reaching their maximum potential, and create individuals with a well-rounded educational background with the ability of problem solving to compete in a global society. Ogden prides itself in the technologically-rich education provided annually to our students.

4. Instructional Methods:

Ogden emphasizes the use of small group instruction and pull-out programs. Inclusion is used to meet the needs of special needs students. Small group instruction is tailored to meet individual needs. Within each group more intense instruction is given; skills are perfected; and students are moved beyond their grade level. Students who have mastered individual instruction levels are challenged further by receiving instruction at the next grade level. All subgroups are given regular opportunities to use technology such as Ticket to Read, Study Island, and Reasoning Minds to enhance performance.

English Language Learners are serviced using a pull-out program. Small groups are utilized so that optimum results can be achieved. Within these small groups, vocabulary, language fluency, phonological awareness, comprehension and reading fluency are emphasized daily. A multi-sensory approach including Rosetta Stone is utilized.

Ogden's goal is to offer gifted and talented students a global education. Teachers utilize Mentoring Minds, design projects, and create lesson plans using a special curriculum provided through Beaumont Independent School District that fosters student creativity.

Special education students receive services within their classroom. We ensure that the services received meet state and federal requirements which include monitoring least restrictive environment compliance and administering due process system compliance.

Services offered are as follows: small group instruction, peer tutoring, and individual instruction. Special education students have an Individual Education Plan that is customized to ensure maximum success for each student. If the student receives outside services, we make certain that those services are rendered. High expectations and individual attention serve as a means to allow students to reach their full potential.

Dyslexia Intervention Program is a pull-out program that services the special needs of students who have been identified as dyslexic. We use a multi-sensory approach to teaching phonemic awareness, reading, letter recognition, fluency, handwriting, and spelling. Ogden uses the American Sign Language to reinforce the visual as well as the sound of each letter.

Ogden strives to positively impact the education of our diverse subgroups by utilizing extensive data and tailoring an education plan that allows optimal growth for each student.

5. Professional Development:

Professional development opportunities are tied to the Campus Plan at Ogden Elementary. Our mission is to address a variety of individual needs with an educational program that stimulates each student to realize his or her maximum potential. We are a diverse campus that utilizes research-based curriculum and instructional strategies. Our students will have the ability to think critically, communicate clearly, problem solve, and compete globally. The only way to complete this task is to conduct meaningful opportunities for our staff to grow professionally. Recently we conducted Accelerated Reader training for teachers in grades 1st – 5th and our support staff. During this training, staff members were able to receive the latest training that will ensure that our students are given ample opportunities to read various books at their assigned reading level. The training was researched-based and provided hands-on technology based training.

Another area of training that was recently conducted was Curriculum Online Resources for Educators (C.O.R.E.). C.O.R.E. is a researched-based online curriculum that provides learning resources for teachers to utilize in math and science. Many of these activities are already prepared. The focus of each activity is to include inquiry based learning experiences for students and teachers. All lessons are connected to Texas Essential Knowledge and Skills (TEKS) as well as Texas Assessment of Knowledge and Skills (TAKS). We

conduct the majority of our Professional Development sessions during our Weekly Staff Meetings. If it is not feasible for training to be conducted during these times, we offer stipends for teachers and staff members who attend Saturday training sessions.

In addition to some of the above mentioned training sessions, we have conducted Response to Intervention (RtI) training. Response to Intervention focuses on providing intense intervention to those students who may be struggling with a particular objective (math, reading, and/or behavior). Our staff received the latest updates about RtI and were thoroughly trained how to correctly document. All Professional Development strands are closely linked to our district and state prescribed curriculum. We also attend district level Professional Development session when they are offered.

6. School Leadership:

The school leadership and instructional role of the principal is parallel to Steven Covey's Seven Correlates of An Effective Campus: (1) Clear Mission – The mission of Ogden is to address a variety of individual needs with an educational program that stimulates each student to realize his or her maximum potential. We are a diverse campus that utilizes research-based curriculum and instructional strategies. Our students will have the ability to think critically, communicate clearly, problem solve, and compete globally. We are able to do this simply because our mission is clear; (2) High Expectations for Success – All team members, students, parents, and other shareholders are aware that every child is expected to achieve a higher level of success, “No Excuses, Just Results” (3) Strong Instructional Leadership – It is necessary for the principal to provide a clear and concise road map. All instructional programs are a part of the principal's daily walkthroughs, weekly team meetings, staff development sessions, and PTA meetings. The campus knows that the principal is in tune to what is transpiring on our campus; (4) Opportunity and Time on Task – Nothing negates the learning process. All students and teachers are aware that instructional time is crucial to the success of each student. Therefore, students remain on task and have multiple learning opportunities throughout the day; (5) Safe and Orderly Environment – Students at Ogden must feel safe in order to learn. We provide a safe and orderly environment by making certain that no child feels intimidated by another child or even an adult. Staff members are also encouraged to report any intimidating circumstance as well. The principal's door remains open at all times in order to lend a listening ear for support; (6) Positive Home-School Relationship – Each month we provide a school-wide Campus Newsletter for our English and Spanish speaking students and parents. This newsletter includes tips and strategies that parents can use with their children in order to feel connected to the school environment. The newsletter also offers tips on how to provide outside learning opportunities that are connected to the real world; and (7) Frequent Monitoring of Student Progress - What gets monitored, get done. Monitoring is the key to student success. With the seven correlates working as the central theme on our campus, it is clear that learning is in progress. All policies, programs, resources, and relationships are closely connected to the seven correlates of an effective campus.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	93	72	71	92
Commended Performance	24	27	23	34	23
Number of students tested	48	42	49	45	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	93	73	70	91
Commended Performance	52	26	20	31	19
Number of students tested	48	42	49	45	37
2. African American Students					
Met Standard	83	92	50	63	91
Commended Performance	57	21	16	24	12
Number of students tested	21	24	25	25	26
3. Hispanic or Latino Students					
Met Standard	96	94	87	80	99
Commended Performance	42	35	17	44	20
Number of students tested	26	17	23	16	10
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	95	88	75		
Commended Performance	32	29	1		
Number of students tested	22	16	17	0	0
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	100	97	94	94	97
Commended Performance	52	33	22	31	35
Number of students tested	48	41	49	45	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	100	97	94	93	97
Commended Performance	52	24	22	31	35
Number of students tested	48	41	49	45	37
2. African American Students					
Met Standard	100	95	96	94	97
Commended Performance	57	22	20	20	31
Number of students tested	21	23	25	25	26
3. Hispanic or Latino Students					
Met Standard	100	99	96	96	96
Commended Performance	42	29	22	56	40
Number of students tested	26	17	23	16	10
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	95	99	83		
Commended Performance	41	29	22		
Number of students tested	22	26	23	0	0
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	96	80	76	69
Commended Performance	33	30	23	21	27
Number of students tested	45	50	46	39	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	80	80	80	70
Commended Performance	33	30	24	21	27
Number of students tested	45	50	46	39	52
2. African American Students					
Met Standard	91	96	72	68	56
Commended Performance	39	19	16	8	11
Number of students tested	23	26	25	24	35
3. Hispanic or Latino Students					
Met Standard	95	99	89	99	93
Commended Performance	26	42	33	42	47
Number of students tested	19	24	18	12	15
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	90	93			
Commended Performance	0	6			
Number of students tested	10	16	0	0	0
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	86	71	74	85
Commended Performance	24	8	11	5	17
Number of students tested	50	50	47	39	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	85	73	77	84
Commended Performance	22	8	11	5	17
Number of students tested	50	50	47	39	52
2. African American Students					
Met Standard	85	83	60	64	82
Commended Performance	15	8		4	9
Number of students tested	20	26	25	24	32
3. Hispanic or Latino Students					
Met Standard	96	92	83	91	93
Commended Performance	27	8	21	8	29
Number of students tested	26	24	19	12	14
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	95	79			
Commended Performance	32	8			
Number of students tested	22	17	0	0	
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	98	93	96	84
Commended Performance	45	48	14	36	22
Number of students tested	53	44	42	53	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	98	99	93	96	60
Commended Performance	45	41	14	36	22
Number of students tested	53	46	42	53	51
2. African American Students					
Met Standard	96	99	96	97	81
Commended Performance	44	26	14	21	7
Number of students tested	25	23	28	33	29
3. Hispanic or Latino Students					
Met Standard	100	99	93	94	79
Commended Performance	50	44	21	56	29
Number of students tested	28	18	14	18	14
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	100				
Commended Performance	50				
Number of students tested	16	0	0	0	0
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TAKS 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	94	96	61
Commended Performance	20	45	24	19	15
Number of students tested	59	18	42	54	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	100	98	94	96	60
Commended Performance	20	18	24	19	15
Number of students tested	59	44	42	54	53
2. African American Students					
Met Standard	100	100	96	97	65
Commended Performance	27	18	21	20	6
Number of students tested	26	22	28	35	32
3. Hispanic or Latino Students					
Met Standard	99	100	96	94	46
Commended Performance	39	18	21	24	23
Number of students tested	28	17	14	17	13
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met Standard	99		83		
Commended Performance	28		4		
Number of students tested	20	0	10	0	0
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes: