



# PART I - ELIGIBILITY CERTIFICATION

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12TX22

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12TX22

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 154 Elementary schools (includes K-8)  
 (per district designation): 32 Middle/Junior high schools  
39 High schools  
0 K-12 schools  
225 Total schools in district
2. District per-pupil expenditure: 7412

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	47	56	103
3	0	0	0		<b>10</b>	41	54	95
4	0	0	0		<b>11</b>	40	54	94
5	0	0	0		<b>12</b>	41	54	95
<b>Total in Applying School:</b>								<b>387</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
24 % Black or African American  
68 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
5 % White  
0 % 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 2010-2011 school year: 0%

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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2010	376
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 74%

Total number of students who qualify: 286

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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>0</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>9</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>14</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: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	98%	98%	97%
High school graduation rate	99%	99%	99%	99%	99%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>93</u>
Enrolled in a 4-year college or university	<u>75%</u>
Enrolled in a community college	<u>24%</u>
Enrolled in vocational training	<u>  %</u>
Found employment	<u>  %</u>
Military service	<u>  1%</u>
Other	<u>  %</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

The Judge Barefoot Sanders Magnet Center for Public Service: Government, Law and Law Enforcement at the Yvonne A. Ewell Townview Center's ("JBS Law Magnet") mission states that we will empower students to explore careers in government, law and law enforcement and prepares our students to excel in those fields in a culturally diverse society. Led by a caring and knowledgeable faculty and staff and supported by an active legal and law enforcement community, students begin their career exploration and preparation through a unique "hands on" experiential learning model. Students "learn" not only through the activities within the JBS Law Magnet but also through the rich interactions with the legal and law enforcement community outside the four walls of the building.

While fulfilling the mission of the JBS Law Magnet, students, staff, families and community members are focused on the goals of the Dallas ISD - to graduate students that are ready for college or the work force.

Our school serves 390 students in grades 9 - 12. The demographic composition of our student body closely reflects the demographics of the entire district - 66% Hispanic, 24% African American, 7% White and 2% Asian. Approximately 73% of our students are eligible for free or reduced lunch. As a magnet school - our community is the entire Dallas ISD. Our motto - "Whatever It Takes" (based upon the Richard Dufour book of the same title) exemplifies our support for each student as we mentor them on their journey to excellence. Through informal teacher-student mentoring, formal monitoring of student's academic progress and social well-being, professional face to face mentoring, professional eMentoring (online mentors provided by the Dallas Bar Association) or peer to peer mentoring and tutoring - each member of the JBS Law Magnet community plays a vital role in the success of each member of the family.

Our academics focus on Pre-advanced Placement and Advanced Placement courses. By the end of their senior year, 99% of all students will take at least one Advanced Placement course and one Advanced Placement test. In addition to Advanced Placement offerings in more than 20 courses, our students have the opportunity to earn college credit with on campus dual credit opportunities offered through the Dallas County Community College District. Finally, many of our students take advantage of the extensive community college offerings at several surrounding community college campuses - the JBS Law Magnet's coordinator works with the community college district and the students to insure that the courses taken fit within the student's graduation plan.

The academic day at the JBS Law Magnet consists of an eight period A\B block schedule of four 90 minute classes each day. In addition to the core academics and choices of foreign language, physical education, band, choir, orchestra, art and JROTC - all students attend a two period class in either Government/Law or Criminal Justice. The first two years of the clusters consists of field experiences, classroom instruction and extracurricular activities. The final two years of the cluster programs consists of internships and extracurricular activities. Over 150 students participate in year long internships with local attorneys, governmental agencies and law enforcement agencies. The flexible block schedule allows our students to have at least at three hour block every other day that increases the depth and intensity of their experiential learning.

Experiential learning continues in JBS Law Magnet's extracurricular and co-curricular activities.

Students have the opportunity to compete in debate, Skills USA (vocational training competitions), Mock Trial, One Act Play and Destination Imagination. The "Barefoot" Debaters have competed successfully at the local, state and national level in policy and Lincoln Douglas style debate against prestigious schools in the areas and national invitational tournaments. JBS Skills USA chapter participates in leadership training and career competitions from the local to national level, successfully placing five national officers in the past six years. Mock Trial, One Act Play and Destination Imagination competitions allow our students to use their legal and creative talents to compete through the state level. The success of our students in these highly competitive activities strengthens their abilities and instills a sense of confidence that carries into to the academic class room.

### 1. Assessment Results:

The JBS Law Magnet uses district and state criterion-referenced assessments to measure student academic success with the Texas Assessment of Knowledge and Skills (TAKS) as the primary determinant of student success in Texas, and the basis for campus ratings. The statewide school accountability ratings include “Exemplary,” “Recognized,” “Academically Acceptable,” and “Academically Unacceptable.” The JBS Law Magnet was rated a “Recognized” campus in 2005-2006 and 2006-2007. In line with our goal of continuous improvement, the JBS Law Magnet has been rated “Exemplary” for the past four years 2007-2011.

The TAKS test is administered to all students in grades 9-11 and tests students over the Texas Essential Knowledge and Skills in that areas of mathematics, English, science and social studies. Students in grades 9-11 are tested in English and mathematics; while students in 10-11 grades are also tested in science and social studies. Students scores are reported on a scale of 700 to 2400 with the lowest passing score being 700. The TAKS test also provides performance rankings for students. Based upon their scale score a student’s performance is classified as “pass”, “fail” or “commended.” The goal of the JBS Law Magnet is to have ALL students rated as passing in each of the testing areas. Additionally, the Campus Instructional Leadership Team and the Site Based Decision Making Team has set goals of at least 50 percent of our students achieving the commended designation in each of the testing areas. As a result of data review, reflective practices, instructional adjustments and interventions, the JBS Law Magnet has received Gold Performance Acknowledgements for the Texas Success Initiative (TSI) in English Language Arts, Mathematics and Reading/ELA “Commended” rates on the TAKS test.

The TAKS results reflect that the JBS Law Magnet is meeting the individual needs of all our students - regardless of demographic status. From 2006-2007 to 2010-2011, the TAKS passing rate of ALL JBS Law Magnet students increased to 100 percent on the Reading/ELA test. While the base points were all in the 90th percentile or higher in each of the categories - growth was consistent and intentional. With such impressive results, no gaps exist in the passing rate on the JBS Reading/ELA scores among any of the demographic groups tested.

Similarly, in mathematics steady growth appears to be the overwhelming trend in TAKS passing rates. Not only do all passing rates increase over the time period, but by 2010-2011 ALL students, in every demographic category, pass the mathematics test in their junior year. Moreover, any gaps that had appeared in achievement among demographic groups in 2005-2006, have been overcome. By 2010-2011, every demographic group, in every grade boasts results of 93 percent passing or higher. The basis of JBS Law Magnet’s success has been working with every student, in every grade, in every demographic group. By treating each student as an individual learner, success has been achieved by all.

Analysis of the data reveals another trend. Over the past five years, the demographics of the JBS Law Magnet student body has changed significantly. In 2005-2006, approximately 57% of the student body qualified for free and reduced lunch; however, by 2010-2011, the percentage of students qualifying for the free and reduced lunch program had grown to 72%. The change in demographic data, a 30% increase in the number of students qualifying for free and reduced lunch, while maintaining an ever increasing TAKS passing rate in Mathematics and Reading/ELA, provide evidence that practice of data review, reflective practice, instructional adjustment and interventions are paying dividends for our students. Every student achieves success when treated as an individual.

Finally, the data reveals areas for growth. While “Commended” rates for students in Mathematics have grown substantially over the past five years - opportunities for growth remain. The JBS Law Magnet continues to work toward 50 percent of all our students attaining the “Commended” level and are committed to closing and removing any achievement gap. “Commended” percentages for the 11th grade

class have grown for the following demographic groups over the past five years: Lower Socio-economic students from 28 percent to 48 percent, African American students from 14 percent to 42 percent and Hispanic students from 33 percent to 52 percent. The microcosm of the 11th grade class shows the incredible amount of work that has been done and the work that remains to be done. In Reading/ELA the “Commended Rates” have remained steady or experienced a decrease. Through district-wide initiatives (African American Success Initiative) and campus practice, we predict a continued positive trend as we meet the needs of all students and achieve our goals.

The success of the JBS Law Magnet and results detailed herein are a result of intentional instructional practices that meet the needs of individual students. During data review - trends are detected - but individual students are discussed. When reflecting upon practices and results - trends are discussed - but the effect on individual students are considered. When instructional adjustments are implemented - individual students are taken into account and instruction is differentiated. The planning cycle remains the same; however, the ability to adjust and modify for individual students remains at the heart of our process.

## **2. Using Assessment Results:**

The JBS Law Magnet leadership team consists of the Campus Instructional Leadership Team (CILT) and the Site Based Decision Making Team (SBDM). Every summer CILT reviews the data from the previous year. The campus data packet includes results from the TAKS test, attendance reports, graduation reports, SAT, PSAT and ACT results, campus surveys (parents and students) and AP/College Board reports. CILT reviews the data looking for the following: 1) areas of strength or success and 2) areas for growth or concern.

After identifying areas of success and areas of growth, CILT begins the process of identifying instructional practices that worked and instructional practices that need adjustment based upon the findings. Through our study of formative assessment, JBS Law Magnet considers instructional adjustments on two different levels - adjustments to strategy and teaching and adjustments to learning and studying. Within the content area, CILT identifies concepts that need additional attention or different instructional strategies. CILT, in conjunction with our district-wide initiatives, plans campus based professional development opportunities to assist with the implementation of the new or adjusted instructional strategies. Within the cluster classes, CILT reviews the support and monitoring of each student and determines adjustments that need to be made to our student monitoring system and needs that our students may have for study skills, organizational skills or time management skills. The plans become part of the Principal’s High Priority Goals and are incorporated into the Campus Improvement Plan (CIP).

After the summer review of data, the entire staff reviews the data when they return to school. In addition to the findings from CILT, individual teacher teams further develop plans to meet the challenges of the coming year. When schedules are released, each teacher receives a learning profile of their incoming students that details TAKS results and breaks the information into individual learning expectations. Teachers use this data, provided electronically on MyData Portal, to plan for individual classes and students.

After adjustments are made and implementation begins, CILT meets throughout the year reviewing benchmarks, student grades, and classroom assessments to determine if the adjustments are yielding positive results. Successes are celebrated and further adjustments made if necessary. Students who show improvement, reach new mastery levels and show determination are celebrated.

The SBDM works in conjunction with the CILT by providing community input. SBDM consists of staff, parents, community members and two students. The SBDM is an advisory board that reviews the campus data, the Principal’s High Priority Goals and Staff Development. Decisions regarding the allocation of resources are discussed by the SBDM and suggestions are made to the Principal as the school year progresses and plans are made for the upcoming year.

Based upon the Reading/ELA 2010-2011 data, JBS Law Magnet identified writing as an area for growth. English teachers received training in Readers/Writers Workshop and studied the relationship between reading and writing. At the campus level, several teachers were sent to five day AP training and all English I and II teachers attended Jane Schaeffer training on Expository and Fictional Narrative Writing. Teachers then shared their training with their colleagues through department and faculty meeting times devoted to collaborative planning and instructional strategies.

We have also used assessment data to provide additional support for our students. Based upon national trends and campus trends, we identified a need - our incoming 9th grade students needed support outside the classroom to be successful in the classroom. The JBS Law Magnet National Honor Society volunteered to work with our 9th graders and formed "Eagles Rising" - a peer to peer mentoring group. Working with the counselor and the principal, National Honor Society conducts Freshmen Orientation and bi-weekly Eagles Rising meetings throughout the year to provide our freshmen with solid foundation in study skills, time management and organization.

JBS Law Magnet informs parents and community members about our students' achievement achievement in a variety of methods including a school web site and automated telephone calling system. Systematic parent contact is made on a weekly basis using an automated telephone system. Grades are now available on line through parent portal. Progress reports for students in danger of failing at the three weeks mark are sent home with the student. Report cards are sent home on a six weeks basis. Parent meetings are held to explain our school's NCLB Report Card, assess our campus needs and formulate our Campus Improvement Plan. Finally, parent conferences are formally held once each semester and are scheduled more often if needed for individual students..

### **3. Sharing Lessons Learned:**

JBS Law Magnet cultivates a culture of giving back to its community. This is reflected in the activities of the faculty and students. Teachers have mentored developing programs in local schools and have presented their instructional strategies at state and national conferences. The students have also participated in mentoring neighboring programs and have also presented at state and national conferences.

JBS Law Magnet teachers and students jointly and separately appeared at the Brown Plus Fifty: A Renewed Agenda For Social Justice at New York University. The teachers demonstrated team teaching and cooperative learning concepts in a classroom setting. The students participated in break out sessions in which they shared how their school represented the fulfillment of the Brown decision. JBS Law Magnet teachers and students made similar presentations before the Magnet Schools of Texas National Association for Educational Equity Joint Conference.

Teachers and students regularly share program strategies with other schools. Members of the nationally recognized JBS Law Magnet debate team have conducted demonstration debates for other DISD schools. Additionally, the team was chosen to demonstrate their skills at the inaugural training session for Dallas Urban Debate Alliance (DUDA). DUDA has chosen the JBS Law Magnet debate program model for the continued development of new debate programs throughout DISD. Finally, the debaters have organized the "Little Debaters" for local elementary students. While teaching them debate skills and research techniques, the elementary teachers noticed an increased reading level and interest in reading in their elementary students.

Teachers and students from our nationally recognized SkillsUSA program have conducted leadership training at state and national conferences. The State of New York employed a JBS Law Magnet teacher and student to advise them on how to conduct their state conference. The students have been elected to numerous leadership offices at the district, state and national level and have been instrumental in traveling to other school districts to assist in the development of new Skills USA programs.

JBS serves as a model for success. Delegations, from as close as neighboring school districts to other nations, have visited the school to meet with the principal, students and teachers to discuss strategies and curriculum that have contributed to the students' success. The JBS Law Magnet staff and students understand the concept of "giving back" and we do so - everyday!

#### **4. Engaging Families and Communities:**

The JBS Law Magnet has a multi-pronged approach to engage parents, families and the community. Its Parent/Teacher/Student Association (PTSA) boasts 68 members, the Site-Based Decision-Making (SBDM) Committee has 15 members, and the Skills USA Optimist Club has 40 active parent volunteers.

Outreach and consistency are key to our parent engagement success. The PTSA follows the bylaws and guidelines of Texas PTSA. It meets monthly and engages parents by offering programs such as "College Night," financial aid workshops, and identifying adolescent stress points. In addition the PTSA supports the students and staff at the school by hosting a variety of functions, including a "Holiday Dinner" each December featuring student presentations and awards and provides "goodies" during Teacher Appreciation week.

The SBDM consists of parents, students, teachers, and community members and meets every other month. It is a cross-functional advisory group that includes the PTSA and Skills USA Optimist Club presidents. The SBDM provides advice to the Principal on all school matters including budget, staff development, curriculum and gives feed back on school and district initiatives. While advising the Principal, the SBDM provides valuable two-way communication between our community and the school.

The SkillsUSA Optimist Club is the parent support group for the criminal justice component of the JBS Law Magnet. The "grass roots" group began three years ago to support our criminal justice students as they compete at the district, state and national level. Through their support and fundraising, our students have the opportunity to compete against students from across the state and nation. A similar group of parents support the "Barefoot" Debaters as they compete on three different levels across the state and nation. The "Barefoot" Debate Booster club provides funding for our debaters to successfully compete against some of the most prestigious public and private schools across the nation.

As a family, our parents and community have come together to provide our students and staff the tools they need and opportunities necessary to insure our student success - in and out of the classroom.

Community members are recruited to support our students by providing over 150 internships, field experiences at state, local and governmental agencies and law firms and financially supporting our field experience in Washington DC, Skills USA competition and debate competition. The Law Magnet Advisory Board meets annually to review curriculum and provide guidance on skills needed for internships. The Friends of the Dallas Law Magnet helps to raise money for the student activities listed above and provides support in the legal community.

The key to parent and community engagement is an atmosphere of cooperation, team work and family. Much as our students use the entire City of Dallas as their classroom, our students' lives are enriched by the active involvement of their parents and the Dallas legal community.

## 1. Curriculum:

The JBS Law Magnet provides an enriched educational program for students in the 9th through 12th grades who are interested in careers in public affairs, law, law enforcement and criminal justice. Students receive a full range of college preparatory academic requirements and electives. The courses offered allow JBS Law Magnet students to complete the courses needed for high school graduation and earn college credit on campus through AP courses or Dual Credit Course or take courses at local community colleges. All JBS Law Magnet students are expected to take Pre-AP and AP courses in the core academic areas.

### PRE-AP COURSES

English I-II, Biology, Chemistry, Physics, Geometry, Algebra II, Pre-Calculus, French III, German III, Spanish III, Latin III, Spanish for Native speakers III.

### ADVANCED PLACEMENT COURSES:

English Composition, English Literature, Biology, Chemistry, Physics B, Physics C, Environmental Science, World History, US History, US Government, Macro-Economics, Micro-Economics, European History, Human Geography, Psychology, Spanish IV Language, Spanish V Literature, French IV, Language, French V Literature, German IV Language, Latin IV, 2D Design, 3D Design, Studio Art, Drawing, Music Theory.

Additional Fine Arts courses offered include Orchestra, Band, Choir and Theater. Students may also participate in JROTC.

Our course offerings and expectations result in almost all our students taking multiple AP courses in both their junior and senior year and taking multiple AP exams their senior year. By taking more rigorous courses, JBS Law Magnet students prepare themselves not only to gain admission into college - but to be successful once they are enrolled.

The course offerings at the JBS Law Magnet support each of the three Texas graduation plans - Distinguished, Recommended and Minimum. The goal for all JBS Law students is to graduate on the Distinguished or Recommended plans. With more than 80 percent of all students taking entirely AP and Pre-AP course loads, the curriculum and culture continues to meet the current needs of our students and exceeds the state's learning standards. More than 200 students will take close to 500 AP exams each year. In short, our curriculum and expectations exceed those required by the state in an effort to prepare all our students for college or career.

### Magnet Curriculum

JBS Law Magnet students participate in one of two courses of study within the magnet: 1) Government and Law or 2) Criminal Justice. In the Government and Law Cluster students participate in Mock Legislative Sessions and Mock Trials and study Courts and Procedures, Civil and Criminal Law and Constitutional Law. In the Criminal Justice Cluster, students participate in Forensic and Crime Scene Investigations and study Courts, Criminal Law, Corrections & Private Security, Probation and Parole and Texas Criminal Procedure. Classes within the clusters are taught on a mastery basis in which students do not proceed to the next unit of study until they have mastered the concepts in the current unit. Although 70 is a passing grade, the expectation is that all students will earn at least an 85. Within each cluster, emphasis is placed on PSAT and SAT preparation. Every sophomore/junior receives access to a

commercial PSAT preparation program. Teachers monitor student progress. The curriculum remains flexible because the goal is clear. The expectation of success in the classroom equips our students to tackle the next level of education - college and the work place.

The heart of the JBS Law Magnet curriculum is not the content - the heart of the curriculum is the student. The caring relationship forged between a highly qualified and motivated staff and interested student forms the foundation of our school. Every student has a staff member - teacher, clerk, counselor, office manager, custodian, cafeteria worker or principal - with whom they have a special mentoring bond. This special relationship is encourage and modeled by the principal who knows every student on a personal basis.

## **2. Reading/English:**

The English Language Arts department offers a variety of courses that challenge students to meet their potential by understanding the relationship between reading and writing. Through course offerings including Pre-AP English I & II and AP English III and IV, students have the opportunity to gain college credit for high school course work. Additional students have the opportunity to earn English credits through the Dallas County Community College District.

The ELA department understands the importance of related reading to the writing process. Using the instructional framework provided by the district, combining aspects of Laying the Foundation curriculum for Pre-AP courses and implementing the College Board AP English curriculum at the 10th and 11th grade levels, the department expects students to analyze important and culturally diverse texts while learning to write to various audiences. Revising and editing are incorporated into the daily lesson plans and are used as spring boards into a variety of textual activities that complete the connection between reading and writing.

Finally, teachers utilize the district's curriculum planning guide as a baseline for lesson planning and incorporate strategies that promote critical thinking and analytical skills necessary to succeed in an advanced English course. ELA teachers use differentiated instruction and student's learning profiles provided on MyData Portal (District maintained student achievement data base) to adjust instruction in classes and provide the foundational knowledge for students of various abilities. The teachers understand that strategies such as flexible grouping, pair/share, Quick Writes and modeling provided valuable scaffolding for our students as they continue to build their writing skills.

Interventions are used on a school wide basis. With "Response to Intervention" (RTi) as a base, quality "first pass" instruction provides the appropriate challenge for each of our students. RTi enables us to address the needs of students who are not performing to expectations. Additional instruction in small flexible groups provides support for students that do not grasp the concept initially and allows the teacher to work with students who may be working on the same skill or struggling with the same misconception. Finally, TAKS objective based tutoring is provided for all students who need extra time to master concepts.

An additional layer of intervention exists for JBS Law Magnet students. The Law Cluster faculty provides one on one mentoring (teacher – student) for students that struggle. The mentor meets regularly with the student, adjusts cluster time to meet the student's academic needs, arranges parent conferences and insures that the student has access and knowledge of the resources available to assist the student. The relationship fostered between cluster teacher and student allows the school to provided individualized support for our students.

## **3. Mathematics:**

The Mathematics Department follows the state-aligned district math curriculum and the College-Board curriculum to ensure all students receive a quality math education. The math course of study includes

regular, Pre-AP, Advanced Placement and Dual Credit courses. The purpose of the math curriculum is to empower students by solving real-world problems, performing cognitively demanding mathematical tasks, and participating in activities that provide students with opportunities to evaluate, analyze, and justify their own solutions. The curriculum builds upon the empowerment theme by demonstrating many different solution paths can lead to the same result. Teachers have a rich variety of tools to use – from manipulatives to TI-Nspire calculators. Benchmarks and semester exams are used to track student progress and make instructional adjustments.

JBS Law Magnet cluster teachers use formative assessment to measure student performance, adjust instructional methods and provide timely interventions. Information from formative assessments allows a student to master a concept prior to the need for remedial help and follows the JBS Law Magnet RTi protocol. Moreover, teachers use the “Mind Set” (Dweck) to reinforce the belief that increased effort will improve results. Texas Web Tutor is used to track student progress. Peer tutoring is available for all students through our National Honor Society and several clubs and organizations sponsor their own tutoring times. Teachers provide TAKS objective based tutoring for those students who need additional one to one teacher instruction.

As with ELA, Law Cluster faculty provides monitoring of student performance, mentoring and a pyramid of interventions that help our students become successful in math.

#### **4. Additional Curriculum Area:**

Our mission remains career exploration in law and law enforcement and to equip our students to be successful in a diverse society. The philosophy of the JBS Law Magnet has never been to “create little lawyers or little police officers.” Instead, we offer our students opportunities to explore careers while building essential skills needed for life-long success. Our flexible grouping and interest-based structure promotes critical thinking, communication skills, logic/argumentation, appreciation of civil discourse and fundamental research and analysis skills. These life skills enable our students to be successful in college and the work place.

To foster career exploration, the JBS Law Magnet offers specialized courses in Government and Law and Criminal Justice. These two interest based clusters offer our students the opportunity to explore careers in a given field with classroom instruction from highly trained and qualified educators and field training experiences with professionals from the Dallas legal and law enforcement communities. Freshmen and sophomores participate in field experiences at the Dallas County Criminal Courthouse, Dallas Sheriff’s Office, Dallas Police Department, Sixth Floor Museum, American Association of Corporate Counsel, Street Law and various law firms in the Dallas legal community. The field experiences focus on skills and procedures utilized by members of the legal and law enforcement community.

Both the Government and Law and Criminal Justice clusters culminate in a two year internship. Juniors interview and are placed in non-paid internships under the supervision and direction of attorneys, judges, clerks and law enforcement officers. Seniors interview for paid internships – further honing the skills that have been developed during the previous three years at the JBS Law Magnet. Our partnerships with Dallas County District and County Courts, US District Courts, the U.S. Attorney’s Office for the Northern District of Texas, local congressional offices, Dallas Young Lawyers, Dallas Police Department, Dallas Bar Association, Dallas Hispanic Bar Association, Dallas County Constable’s office, JL Turner Legal Association, Dallas Asian Bar Association, Dallas Crime Scene Unit and Medical Examiner’s office have helped our students achieve success on their career exploration journey.

Finally, students participate in a variety of extracurricular activities that foster their understanding of law and law enforcement including Close Up – Washington D.C. – a week-long government experience in Washington D.C. and Williamsburg, Virginia, SkillsUSA Leadership Camps in Washington, D.C. and Kansas City and the Hugh O’Brian Youth Leadership Camp at Texas Christian University.

## **5. Instructional Methods:**

JBS Law Magnet teachers emphasize the use of problem solving and critical thinking skills to challenge students to achieve their potential. Students must be able to justify their solutions and be able to explain the "how" or "why" of their answer. The ability of the student to communicate their thinking to the teacher allows our teachers to know when a student has mastered a concept or to know when an adjustment needs to be made in the instructional strategies utilized.

Teachers use diagnostic tests and formative assessments to determine whether instruction is meeting the needs of the students. Teachers meet within content groups to reflect on student achievement and work in collaborative teams to create common assessments and make adjustments within lesson plans.

Throughout the planning cycle, teachers continually reflect upon the delivery members of instruction and tailor the methods to meet the needs of the students.

Teachers use this information to form small groups within their classrooms based upon student need. Students that need additional assistance are provided before and after school tutoring according to the school's intervention plan. Teachers also use various web based programs for student review. Finally, all students receive enrichment opportunities from National History Day to Science Fair Competitions, from Mock Trials to Forensic Investigations.

JBS Law Magnet uses student interest to determine the proper cluster placement for our students. Within each cluster, teachers use a mixture of classroom and field experiences to assist the students with mastery of legal concepts. Students are trained to use the Lexis/Nexis legal research database. Staff development in the areas of "growth mind set" (Dweck), flexible grouping and formative assessment (Popham and Dylan) enable our teachers to mold lessons to meet the specific needs of each student and reinforce the theory that increased and focused effort yields increased results. Authentic assessment allows our students to see the relevance of the concepts learned in class (e.g. mock trials, debate, felony stop, building search, mock legislative sessions).

Finally, JBS Law Magnet has used web based technology to meet the needs of our juniors taking the PSAT. The web based PSAT preparation program customizes a growth plan for each student based upon a diagnostic test. The program then formulates an individualized plan for each student. PSAT results have grown by 50 points over the past two years and has resulted in three National Achievement Corporation Semi-Finalists, one Finalist and four National Hispanic Scholar Awards over the past two years.

## **6. Professional Development:**

"Quality teaching is not an accident." Dallas ISD provides a multi-faceted approach to staff development. Teacher staff development takes into account student needs, teacher preparation and district and campus trends. The approach results in district staff development offered with the academic content area that is delivered in the summer and throughout the school year and campus based staff development that is developed during the summer and imbedded into professional learning communities, department and horizontal team meetings. The careful formulation of professional development yields the greatest opportunity for student growth and success.

Teachers have choices within their content area based upon their level of expertise, student success and principal recommendation. Through a process of "tiers," teachers are given a range of professional development opportunities that meet specific district goals. Teachers who have demonstrated great proficiency are granted more freedom to choose and create a plan that meets their needs and the needs of their students. The flexibility ultimately insures that needs of all students are met.

The Campus Instructional Leadership Team (CILT) works to provide content area offerings based upon specific campus needs. Through the use of professional learning communities, teachers determine the

staff development needed to attain maximum student outcomes. Over the past four years, the JBS Law Magnet staff has embarked on a study of Brain Science, Formative Assessment and Mind Set Theory and coupled that with book studies on "Teaching With Poverty in Mind" (Jensen) and "Whatever It Takes" (Dufour) to build teacher capacity and impact student learning.

CILT focused on student writing scores two years ago and continues to use professional development to impact those scores. Through the use of the Toulman Argumentation Model, "Laying the Foundation" (Pre-AP Training), AP English training and using the Jane Schaeffer Writing Method, we continue to build our capacity to work with students at all levels and develop the writing proficiency of each student. Strategies and lessons from the staff development are used to increase the writing skills of each student.

The JBS offers the unique courses in law, government and criminal justice. Therefore the staff has a responsibility to choose training which will increase teacher knowledge and the ability to provide students with a unique perspective in the legal field. The law teachers rely heavily on the Law Related Education Department of the State bar of Texas which is dedicated to developing and advancing quality law related education programs . They provide information on curriculum, teaching resources and offer workshops and seminars. The Teachers Law School workshop is designed for law classes and law magnet programs across the state. Judges and attorneys discuss civil and criminal procedures. This program features the best and brightest members of the Texas bench and bar who share the practical realities of the legal system. This emphasis on current law and teaching strategies enhances student interest in the legal profession and their success after graduation.

Additionally, law teachers meet each semester with a political science professor from SMU to study the court system and the most recent cases handed down by the Supreme Court. This assures teachers have the most recent and relevant information to implement the curriculum. Sam Houston State University offers an annual seminar for criminal justice instructors which includes such topics as forensic psychology, digital forensics, arson investigation, drug impairment and toxicology.

## **7. School Leadership:**

At JBS Law Magnet leadership begins with the principal, but does not end there. As the instructional leader of the school, the principal has most influenced the school by fostering an environment in which all of its stakeholders know they have an ability and responsibility to affect positive change within the school. This environment has produced a culture in which teachers, parents and students are empowered to make a difference in their school. Everyone is encouraged to lead.

The JBS Law Magnet principal possesses the confidence and self-assurance to allow others to lead and share in the decision making process. He empowers and entrusts others to lead and contribute. When the school faced a significant budget cut, the principal used the systems in place for students, teachers, parents and community to give input and suggestions. The subsequent budget reflected the priorities expressed by the stakeholder input and the student needs.

The JBS Law Magnet teachers are encouraged to lead. This begins with teachers developing their own systems of professional growth. Due to these intentional acts, students have noted that their teachers are committed to being life-long learners and applying lessons learned today to the classroom tomorrow.

While JBS Law Magnet students know they are the focus of all that we do, they also know that they are not merely passive recipients of instruction. Instead, they too are challenged to lead. Students are encouraged to develop and implement ideas to improve the school. When the students saw a need for an organized peer tutoring program, students met with the principal, conferred with the staff and counselor and implemented the Eagles Rising program. Eagles Rising now provides the Freshman Orientation and provides support for our entering class throughout the entire academic year.

Leadership at JBS Law Magnet does not emanate from above - leadership permeates throughout the entire school resulting in an atmosphere of achievers and a culture of success. At the JBS Law Magnet our mascot is the American Bald Eagle - we understand that leaders are not born, they are nurtured, they are taught and they are given the opportunity to soar high into their future!

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Mathematics

Edition/Publication Year: April/ 2011 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	95	95	87	90	90
Commended	27	36	18	36	16
Number of students tested	98	100	97	99	102
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	93	96	89	91	88
Commended	29	42	23	33	18
Number of students tested	75	55	53	54	57
<b>2. African American Students</b>					
Met Standard & Commended	96	96	79	87	88
Commended	8	23	10	26	10
Number of students tested	24	26	39	38	50
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	94	97	89	91	91
Commended	31	41	22	45	21
Number of students tested	70	63	46	53	47
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested			1		
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1		1	1	
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Reading/ELA

Edition/Publication Year: April/2011 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	100	100	100	97	100
Commended	26	30	29	27	24
Number of students tested	98	100	97	100	101
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	100	100	100	95	100
Commended	25	22	25	25	16
Number of students tested	75	55	53	55	56
<b>2. African American Students</b>					
Met Standard & Commended	100	100	100	100	100
Commended	29	37	28	24	23
Number of students tested	24	27	39	38	48
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	100	100	100	94	100
Commended	24	29	26	26	26
Number of students tested	70	63	46	54	47
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested			1		
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1		1	1	
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Mathematics

Edition/Publication Year: April/ 2011 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	100	100	98	99	92
Commended	46	32	48	34	26
Number of students tested	98	93	95	92	85
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	100	100	98	98	91
Commended	48	35	55	38	28
Number of students tested	66	48	53	61	46
<b>2. African American Students</b>					
Met Standard & Commended	100	100	97	98	97
Commended	42	21	33	36	14
Number of students tested	24	34	36	44	29
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	100	100	98	100	87
Commended	52	40	60	33	33
Number of students tested	64	47	52	42	46
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested		1			1
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested			1		
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Reading/ELA

Edition/Publication Year: April/2011 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	100	99	100	100	99
Commended	40	60	74	44	53
Number of students tested	96	90	94	89	85
Percent of total students tested	98	98	99	96	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	100	98	100	100	100
Commended	36	57	75	42	53
Number of students tested	64	46	52	59	47
<b>2. African American Students</b>					
Met Standard & Commended	100	97	100	100	97
Commended	26	59	63	40	55
Number of students tested	23	32	35	42	29
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	100	100	100	100	100
Commended	45	54	79	46	52
Number of students tested	64	46	52	41	46
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested		1			1
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested			1		
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Mathematics

Edition/Publication Year: April/ 2011 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	95	98	95	89	87
Commended	43	36	51	23	28
Number of students tested	93	95	105	97	110
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	94	97	95	87	88
Commended	40	38	46	28	28
Number of students tested	72	66	56	53	57
<b>2. African American Students</b>					
Met Standard & Commended	93	100	96	88	88
Commended	30	32	54	18	30
Number of students tested	27	25	28	40	40
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	95	97	99	89	87
Commended	47	38	52	24	28
Number of students tested	57	66	67	45	60
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1			1	
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	2	1	1	
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: Reading/ELA

Edition/Publication Year: April 2009 Publisher: Region 10

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	100	100	100	99	100
Commended	69	41	38	69	56
Number of students tested	93	96	105	98	110
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	100	100	100	100	100
Commended	69	40	48	63	50
Number of students tested	72	67	56	54	58
<b>2. African American Students</b>					
Met Standard & Commended	100	100	100	98	100
Commended	59	44	25	68	53
Number of students tested	27	25	28	41	40
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	100	100	100	100	100
Commended	74	41	45	69	57
Number of students tested	57	66	67	45	60
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1			1	
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	2	1	1	
<b>6.</b>					
Met Standard & Commended					
Commended					
Number of students tested					
<b>NOTES:</b>					

12TX22

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Met Standard & Commended	96	97	93	92	89
Commended	38	34	39	30	23
Number of students tested	289	288	297	288	297
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	95	97	94	92	88
Commended	38	38	41	33	24
Number of students tested	213	169	162	168	160
<b>2. African American Students</b>					
Met Standard & Commended	96	98	89	91	90
Commended	26	24	30	26	17
Number of students tested	75	85	103	122	119
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	96	97	95	93	88
Commended	42	39	46	34	27
Number of students tested	191	176	165	140	153
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	1	1	1	1
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2	2	3	2	0
<b>6.</b>					
Met Standard & Commended	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12TX22

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Met Standard & Commended	100	99	100	98	99
Commended	44	43	46	46	44
Number of students tested	287	286	296	287	296
Percent of total students tested	99	99	99	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	100	99	100	98	100
Commended	43	38	49	43	39
Number of students tested	211	168	161	168	161
<b>2. African American Students</b>					
Met Standard & Commended	100	98	100	99	99
Commended	39	47	39	44	41
Number of students tested	74	84	102	121	117
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	100	100	100	97	100
Commended	45	40	50	45	45
Number of students tested	191	175	165	140	153
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	1	1	1	1
<b>5. English Language Learner Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2	2	3	2	0
<b>6.</b>					
Met Standard & Commended	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12TX22