



## PART I - ELIGIBILITY CERTIFICATION

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11TX12

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11TX12

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 0 Elementary schools  
 (per district designation) 3 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
8 Total schools in district
2. District per-pupil expenditure: 10545

## 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, 2010 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>	69	68	137
K	0	0	0		<b>7</b>	72	62	134
1	0	0	0		<b>8</b>	51	70	121
2	0	0	0		<b>9</b>	57	57	114
3	0	0	0		<b>10</b>	40	51	91
4	0	0	0		<b>11</b>	19	32	51
5	0	0	0		<b>12</b>	20	25	45
<b>Total in Applying School:</b>								<b>693</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
27 % Black or African American  
71 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
1 % 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 2009-2010 school year: 9%

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, 2009 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2009	589
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 14%

Total number of limited English proficient students in the school: 97

Number of languages represented, not including English: 5

Specify languages:

Spanish, Portuguese, Igbo, Swahili, Punjabi

9. Percent of students eligible for free/reduced-priced meals: 79%  
 Total number of students who qualify: 546

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: 5%  
 Total number of students served: 34

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</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>8</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>65</u>	<u>2</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: 18:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	99%	99%	99%	98%
Daily teacher attendance	98%	98%	98%	97%	96%
Teacher turnover rate	17%	21%	40%	36%	25%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

During the 07-08 school year, six teachers were asked to leave because of performance reasons. In addition, there were 5-6 other teachers who left for either graduate school or to pursue other careers. YES Prep as a whole experiences teacher attrition from 15-20% because of the demanding work environment and the high expectations that exist for teacher performance and effort. In the past two years these numbers have improved dramatically from previous years as our goal is have that number below 10% each year.

Also, our high school has not had a graduating class as of yet and we do not have any graduation data to report. Our first class will graduate in June 2011.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

YES Prep Southwest was founded on the simple premise that low-income students can achieve at the same academic levels as their peers in more affluent neighborhoods when given access to similar opportunities and resources. The school is part of YES Prep Public Schools. A free, open-enrollment public charter school system whose mission is to increase the number of low-income Houstonians who graduate from four-year colleges and who are both prepared to compete in the global marketplace and to improve disadvantaged communities. Southwest was opened in 2004 as YES Prep's third campus.

Southwest is located on the southern edge of Houston, Texas, in the Hiram Clarke neighborhood, a community containing three of the bottom fifty schools in the state of Texas and an area rife with gang activity. YES Prep locates schools in communities where the median annual income is below \$30,000 and where the vast majority of the student population attends public schools that are consistently rated Unacceptable or Acceptable by the Texas Education Agency (TEA). Not surprisingly, TEA has labeled Southwest students "at-risk." A majority of the school's students are Hispanic and African American (99%), and they are from predominantly low-income families (78%). Additionally, most students enter Southwest at least one grade level behind in math and reading. 84% are first-generation college-bound. The odds of success are stacked high against Southwest students.

Whatever It Takes -- this is YES Prep's motto. It exemplifies the school's unyielding commitment to excellence. Unlike a typical high school, all YES Prep schools mandate that every senior earns acceptance to a four-year college in order to graduate. The school follows a unique, integrated 6th-12th grade educational model that includes an extended school day, Wednesdays and Saturdays once a month devoted to community service, mandatory summer school classes for all students, a rigorous college prep curriculum, spring trips to visit colleges, and an intensive and personalized college counseling program. All Southwest students, teachers, and parents share the following core values:

- We are committed to achieving excellent results through continuous improvement. Every year, students, teachers, and parents sign a Commitment to College Completion that says they will do Whatever It Takes to pursue the Southwest mission of college graduation. Families receive home visits from staff members to sign these commitments.
- We are committed to building positive relationships. Southwest has developed a distinctive student support model that includes small faculty advising groups, social services, tutoring sessions, and a college counseling department that begins working with students in the 9th grade. Teachers also receive school-sponsored cell phones so that they are accessible to students and parents outside traditional school hours.
- We are committed to creating opportunities that would not otherwise exist. Students participate in week-long college research trips in the spring, monthly field lessons, daily enrichment classes outside of the core academic curriculum, and stimulating summer programs focused on culture building and academics.
- We are committed to achieving social justice. "YES" is an acronym for "Youth Engaged in Service." Students complete monthly service projects in the local community and log hundreds of volunteer hours over their seven years at Southwest. These experiences ensure that students will become future leaders who understand the importance of civic responsibility and themselves will be committed to improving disadvantaged communities.
- Attract and develop high-caliber people as the source of our strength. YES Prep spends a great deal of effort to recruit and to develop the best teachers we can find. Our Teaching Excellence program is the only state accreditation program to be officially licensed to a charter school. In

addition, our Leading Excellence program is devoted to supporting and developing future school leaders at YES. This upcoming year, YES is also seeking funding to compensate teachers based on performance rather than tenure.

Southwest has been rated an Exemplary school by the TEA the past two years and Recognized the previous four. These are the two highest distinctions that TEA can bestow on a public school. The school has been included on the Texas Business and Education Coalition's Honor Roll list for the past three years. Southwest was also recognized as an Effective Practice Incentive Community (EPIC) Silver Gain School in 2010 through New Leaders for New Schools.

At Southwest, students, teachers, and parents take pride in our accomplishments, but we also remind each other to maintain the humility and hunger that propelled us from a community college annex serving 82 students in our first year in Richmond, Texas, to one of the most successful public schools in Texas serving 700 students in grades 6-12.



## 1. Assessment Results:

YES Prep Southwest is a public charter school and takes the same state-mandated, criterion-referenced assessment tests as public schools do, the Texas Assessment of Knowledge and Skills (TAKS). The percentage it takes to pass the TAKS tests varies by subject and grade. A composite average over the years for “meeting standard” on the reading exams for 6th through 11th grade were, respectively, 64%, 68%, 70%, 69%, 64%, and 58%. The respective passing standards for math in grades 6 through 11 were 63%, 58%, 60%, 59%, 58% and 55%. To receive a “commended” score on a particular test, students must answer correctly 88-90% of the questions. Schools are assigned academic performance ratings based primarily on TAKS results. The highest distinction from the state is to be labeled Exemplary. The next highest rating is Recognized. More information can be found at <http://www.tea.state.tx.us/student.assessment/taks/>.

Southwest received the highest academic performance rating, Exemplary, from the TEA in 2010 and 2009 and was rated Recognized in 2005, 2006, 2007 and 2008. The gradual improvement and performance of our campus over the years, though, can be traced more specifically through the reading and math scores.

**TAKS Reading/ELA:** The Southwest reading scores have shown dramatic improvement since our 2005-2006 school year. Over that time span there has been an overall increase in the passing rate by 9 percentage points and an increase by 15 percentage points in the commended rates. These gains translate down into our African American, Hispanic and economically disadvantaged subgroups. The special education population results have shown less significant improvement over the years. However, we continue as a school to expand our learning lab and special education support staff in order to meet the needs of our diverse population.

**TAKS Mathematics.** Mathematics achievement results have shown the same upward trend as well since 2005-2006. During that five year span the overall passing rate went up by 15 percentage points and our commended rates rose 23 percentage points. This growth was particularly noticeable in our economically disadvantaged population in which the passing and commended percentage point growth were, respectively, 18 and 26. Moreover, the commended scores of our Hispanic students grew by 32 percentage points.

The growth of these scores over the years can be attributable to the change in school leadership after the 2005-2006 school year and the gradual process of recruiting and supporting high-performing teachers and exiting low-performing ones in subsequent years. In addition, the consistency in our school culture improved as students felt more supported socially and emotionally and thereby performed better in the classroom. Today we have a consistent culture of high expectations and continuous improvement that gets modeled on a day in and day out basis. Of the eight YES Prep schools open in Houston, the Southwest campus in 2009-2010 had the highest overall TAKS passing rates of any of them and of some of the highest performing schools in Texas.

## 2. Using Assessment Results:

Students at YES Prep Southwest take the Texas Assessment of Knowledge and Skills (TAKS) annually in 6th-11th grades, Measures of Academic Progress (MAP) test tri-annually in grades 6th-9th, the PSAT during both sophomore and junior years of high school, the SAT during the junior and senior years, and YES Prep Public Schools District Common Assessments in all core subjects, including Spanish, in all grades 6th-12th.

**To determine rosters in Literacy and Math Enrichment Courses:** At YES Prep-Southwest we do not believe in tracking students based on ability, but instead use hard data to place students in enrichment

classes that supplement their objective deficiencies. In addition to the traditional Math and English courses, enrichment labs are offered in both subjects, and rosters are determined by MAP data as well as the previous year's TAKS data when available.

**To determine focused tutorial groups:** At Southwest we offer tutorials during lunch, our 8th period enrichment/tutorial block, and after school. These flexible time periods allow teachers to create non-conflicting schedules so that a student may attend several subject matter tutorials within the span of a week. Tutorial groups are determined by data from TAKS, AP, or SAT benchmarks, or from objective tracking based on the district Common Assessments.

**To determine professional development for teachers:** The instructional team at Southwest took the summer of 2010 to dive into AP and PSAT/SAT data to determine our students' greatest areas of weakness. The determination that Critical Reading was our weakest data point determined the year's professional development focus on strengthening literacy in all grades and content areas. The data was displayed and explained in professional development sessions before the beginning of the school year so teachers in all subject areas could incorporate and receive feedback on literacy strategies throughout the year. Subsequent professional development hours that are interspersed throughout the year have been devoted to assessing and improving literacy strategies across campus in all grades.

### **3. Communicating Assessment Results:**

Southwest communicates student performance results to parents, students, and community stakeholders throughout the school year.

**Home Access Center, Parent Meetings, Student Reports:** Parents have constant access to his/her student's academic performance through the Home Access Center, our online student data management system through ESchool Plus. This online portal allows parents and students to see an up-to-date grade for each course and a detailed grade for each assignment in the courses. Parents also receive an official grade report, either a progress report or report card, every three weeks. For students who are struggling academically, meetings between parents, teachers, and the students themselves help to determine action steps to ensure academic success. In those meetings, data is used to identify whether the student needs to improve homework, assessments, classwork, participation, or a combination of these domains in order to succeed.

**Student reports, classroom goals, grade level and all school meetings:** The Home Access Center, progress reports, report cards, and student detail reports are just as important for notifying a student of his/her academic progress as it is for the parents. Students have an awareness of their performance throughout the year from these numerous and detailed reports. Students also are made aware of assessment data in the classroom. All classroom goals include at least one goal associated with either the TAKS test, SAT, or district Common Assessment. Teachers include students in setting these goals, and both parties track progress toward the goals using benchmarks and other formative data. The school celebrates school-wide assessment accomplishments and major improvements over previous assessments or years through morning grade-level meetings and all-school assemblies.

**Community at Large via the school's website and TEA website:** Southwest is proud to share our results and improvements via the internet through YES Prep's website and blog "The Answer". Southwest is also able to share our TAKS results and average SAT results with the community at large through the Texas Education Agency's (TEA) website.

### **4. Sharing Lessons Learned:**

**Content Teams and Navigation:** Teacher collaboration has helped maintain and improve the quality of instruction. YES has developed instructional teams known as content teams, which are composed of instructors who teach the same subject and grade level. Content teams meet during a district specified date and time one to two times a month to share resources and best practices, design quality assessments,

and discuss assessment data that will shape instruction for upcoming months. A content specialist, someone with proven results and multiple years of experience within the content area, oversees the content team to ensure teachers utilize the provided time efficiently and effectively. YES's internal website, Navigation, allows teachers to post, share, and search for resources they need between content team meetings.

**Cross Campus Visits:** YES teachers are open to observations from administrators and colleagues. Teachers frequently observe one another to gain instructional strategies they can implement in their own classrooms. In addition to observing colleagues, teachers visit other campuses within the district and high performing schools outside of the district to learn from instructors whose students consistently earn excellent results.

**Site Visits:** At the beginning of the school year, administrative teams develop campus specific goals. Other district administrative teams are invited to visit the campus to give feedback on progress towards these goals. These feedback sessions are known as site visits. During the site visit, visiting administrators observe multiple classrooms and take detailed notes on instruction, school, and staff culture. After the completion of observations, visiting administrators reconvene to discuss strengths and areas of growth as they relate to the campus specific goals. The administrators of the home campus then join the group to hear the compiled information about the observations. After a summary of the observation has been provided, visiting school administrators suggest strategies to support areas of need within the home campus. This consistent feedback from a variety of sources throughout the year strengthens school performance and communication across the district.

**Conferences, summits, etc.:** In addition, since Southwest is a part of the EPIC consortium of high-performing schools, we shared two whole-school best practices which are showcased on EPIC's web site for schools across the United States to utilize. YES Prep teachers also have been invited to conduct sessions and presentations at Teach for America Summits, College Board conferences, National Alliance for Public Charter Schools conferences, and many more. Every year, school directors of each campus also visit other high performing schools in other parts of the United States and meet with their respective leadership teams to share best practices.

## 1. Curriculum:

District common assessments drive instruction and ensure rigorous curricula at Southwest. Incorporating Pre-AP and AP standards, state expectations, and district standards guarantees that students are prepared for success in college.

Teachers utilize common assessments, long-term plans, and diagnostic data to plan units. Teachers also identify the essential knowledge and skills students need to master; design rigorous assessments by objective; and push students to think critically through unit essential questions, objective tracking, and various formative and summative assessments. Differentiation and brain-based learning techniques allow teachers to challenge students at an appropriate level. Daily instruction is centered on concrete, measurable objectives for student achievement. Teachers use a variety of student-centered strategies to engage students and accommodate diverse learning styles.

**English/Reading.** Middle school English teachers teach an integrated 90 to 110 minute block of English, with some students receiving an additional 55 minutes of a literacy intervention or English tutorial course. As students advance, they are challenged to write analytical essays based on texts such as *To Kill a Mockingbird* (8th grade), *Romeo and Juliet* (9th), and *Catcher in the Rye* (10th). AP offerings after 10th grade include AP English Literature (11th) and AP English Language (12th).

**Mathematics.** The program is designed to ensure that every student is successful in math. It emphasizes logic and the writing of definitions and proofs; teachers value the metacognitive process over the correct solution to a problem. Students learn the importance of being able to communicate their thoughts, defend their answer, and challenge each other in the process. After 110 minutes of daily math instruction in 6th and 7th grade (55 minutes of which is differentiated instruction based on flexible grouping), students are placed in either an 8th grade math class or Algebra I. Subsequent course sequence: Geometry, Algebra II, Pre-Calculus, and then AP Calculus.

**Science.** Teachers strive to develop inquiry skills and critical thinking skills in science classes. Students communicate their knowledge using mathematical concepts and scientific language; understand the process of trial and error in conducting experiments; and examine how important risk-taking and failure are for innovation. Students frequently reflect on their learning in journals and lab reflections for real world application. Course sequence: Biology (9th), Chemistry (10th), Physics(11th), and AP level coursework in AP Biology, AP Physics, and/or a science elective.

**Social Studies.** The program provides students with a fundamental understanding of history and challenges them to use learned concepts and to observe the importance of those concepts in current domestic and international affairs. Through layered curriculum projects, debates, Socratic seminars, research projects, simulated scenarios, and other instructional strategies, students think critically about the impact of key historical periods and the potential future application of lessons learned. Course sequence: World History (6th), Texas History (7th), American History (8th), World Geography (9th), World History (10th), US History (11th), and Government/Economics (12th).

**Foreign Language.** Students begin with Spanish or French in 8th grade. All students are given a Spanish placement exam and many native Spanish speakers place out of the Spanish I course because of their demonstrated proficiency. Spanish I, II, and III are the prerequisites for the AP Spanish Language and AP Spanish Literature courses. This being the first year of the French program, only French I is offered, but subsequent courses in French will be provided.

**Technology and Fine Arts.** Students in middle school take four electives per year – Computer Science, Physical Education, Health, and Art. In the lower level technology courses students learn the basics of Microsoft Office. In high school, students enroll in Desktop Publishing and Web Mastery. Fine arts

course offerings introduce middle school students to basic art, theater, and dance techniques, leading to more advanced courses such as Dance II, Theater II, Art II, and Speech in high school.

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

The English language arts curriculum at YES consists of objective-based teacher-created units that are created in Content Teams, or collaborative groups of teachers of the same course and grade from across the YES system. The Content Teams meet once per grading term (every six weeks) to plan and to create or revise the Common Assessments, or exams that are directly aligned to YES's rigorous, vertically-aligned standards that scaffold instruction toward AP and college-level coursework. The Content Teams are led by a lead teacher who facilitates the collaboration and acts as a vertical alignment liaison with the other Course Leaders.

In addition to the Common Assessments, students also periodically take TAKS benchmark tests to measure their progress on mastery of state standards, as well as the MAP test, a nationally normed test that measures holistic reading skills and content objectives.

On campus, the Literacy Specialist and English teachers analyze the data from the various tests as well as student performance in class. Students who are reading below grade level are enrolled in a Literacy Lab course in place of an elective. In Literacy Lab, students receive specialized reading and writing instruction according to their needs, including decoding or comprehension skills or basic language skills for students who are non-native speakers.

Within our highest need grade-levels, sixth and seventh grade, Literacy Teams consisting of the English teacher, Literacy Specialist, and Special Education teachers meet frequently to collaborate and to discuss student performance in the core English class as well as Literacy Lab.

English teachers also receive frequent coaching, observation, and feedback from the Instructional Leadership Team in order to improve instruction for their readers. In addition, several professional development opportunities at the district and campus level are provided in order to support teachers in integrating literacy and differentiation strategies into their classes to support learners at all levels.

## **3. Mathematics:**

Over the past several years, the mathematics program at YES Southwest has become the model for excellent mathematics within the YES Prep system. Beginning in the 6th grade and continuing through the high school program, ending in AP Calculus BC, all students are provided with a rigorous mathematical experience that challenges the most talented students while supporting those who are experiencing difficulty. For the middle school students, this includes the Math Enrichment program, in which students are grouped by ability level. High performing students have an opportunity to "stretch" their understanding of mathematics, while students who struggle with mathematics receive additional instruction from their mathematics teacher. After 7th grade, students will either enroll in Algebra I or 8th grade Mathematics. Both courses emphasize problem solving, mathematical reasoning, analytical thinking, as well as written and verbal communication. Once students enter high school, their Geometry, Algebra II, PreCalculus, and AP Calculus teachers create differentiated learning opportunities designed to meet the needs of the individual students. The goal of the Southwest mathematics program is to ensure that all students leave YES prepared for the rigors of college-level mathematics. This is a particularly relevant goal, as many of our students will choose to major in mathematics, science, and engineering-related fields.

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

The YES mission states the following: "YES Prep Public Schools exist to increase the number of low-income Houstonians who graduate from a four-year college prepared to compete in the global marketplace and committed to improving disadvantaged communities."

Southwest's unique, integrated 6th-12th grade model has allowed the school to build a vertically aligned curriculum in social studies. While other history curricula push students to simply memorize large amounts of content, we believe students should learn about history through multiple perspectives. Starting in 6th grade, teachers expose students to primary sources such as newspaper articles, diary entries, and political cartoons that relate to a historical time period or present day topic. In order to support students with analysis, history teachers emphasize analytical skills that include, but are not limited to, explaining cause and effect relationships, identifying bias in texts and images, and determining an author's point of view.

One way students demonstrate their mastery of such skills is through the writing of an analytical essay in response to a DBQ, or Document-Based Question. Regardless of the degree our students pursue in college, analytical writing skills will be a critical part of their success. History classes begin teaching analytical writing skills in 6th grade. In all history classes, students write full length essays in response to a DBQ. A DBQ is composed of a number of primary sources and a writing prompt that asks students to make a claim about history. Students must use the primary sources to support their claim in response to the prompt. Their essay must include a thesis statement and analysis of primary sources. The skills students gain from making and defending a claim based on their analysis of resources are necessary prerequisites for any college student and graduate. Our students begin practicing these skills from the minute they walk into a social studies classroom.

In addition to the emphasis on writing skills, history classes frequently conduct Socratic Seminars that foster student discussion. Socratic Seminars typically take place at the end of the unit to assess student comprehension and analysis through debate and discussion. Students must use their current knowledge to argue a point of view on a historical topic. We want to ensure that our students are equipped with the writing and verbal skills necessary to excel beyond their time at YES. The skills taught in our history courses lay the foundations for a life of critical and reflective thinking.

## **5. Instructional Methods:**

Southwest believes that every child, if given equal access, can excel academically. The school serves an economically disadvantaged population, and the majority of incoming students are at least one grade level behind. Nevertheless, Southwest guarantees that every graduating senior will be accepted to a four-year college. Therefore, teachers must constantly differentiate and offer one-on-one instruction, extension, and remediation to students.

We employ the following instructional methods (only briefly described) to ensure that all students meet their educational goals:

**Math Lab:** Students in 6th, 7th, and 8th grades attend a Math Lab each day where they receive differentiated practice and instruction in math concepts. Math teachers ensure that they challenge the highest students by creating work that pushes critical thinking and at times exposes them to concepts beyond their own grade level. Struggling students receive extra instruction and practice with math concepts they are currently covering in math class.

**Literacy Lab:** Using MAP and TAKS data, Southwest places students in a Literacy Lab instead of an elective if they are reading below grade level. In Literacy Lab, students receive specialized reading and writing instruction according to their needs, including decoding or comprehension skills and basic language skills for students who are non-native speakers.

**Literature Circles:** Students frequently participate in literature circles, where they are taught reading skills through leveled texts. This approach allows students to learn the same concepts while reading a book that matches their current reading level. Teacher talk time is minimal and students within each literature circle are given roles, so the groups run efficiently based on student leadership. Literature circles encourage students to discuss books as they relate to teacher-selected literary and real-life concepts. This is a truly student-centered, differentiated alternative to traditional teacher-guided book investigations.

**A “Just Right” Book:** Students self-select books on their reading and interest level and are coached to improve their reading level and use reading strategies. Students carry this book with them at all times, so they have a text on hand to read if they have a break in between classes or after school.

**Tutorials for Content Areas:** YES teachers give tutorials during lunch or after school to help students who need additional support. Based on testing data, teachers offer both required tutorials for the highest-need students as well as optional tutorials for those who desire additional feedback or support.

**Daily Differentiation:** Southwest during the 2009-2010 school year had teachers partake in Professional Learning Communities (PLCs) that focused on daily differentiation in the classroom. Veteran teachers read and discussed articles that presented ways teachers could differentiate instruction on a daily basis. Teachers would then observe their colleagues to see this differentiation in practice.

## **6. Professional Development:**

YES Prep Southwest approaches professional development with the mindset that there are two types of people in schools: teachers and people who help teachers do their jobs. With an instructional team consisting of two Deans of Instruction, an Instructional Support Specialist, a Literacy Specialist, the District Senior Director of Academics and the School Director, our teachers are provided with extensive professional development and instructional support needed to meet and exceed our campus academic goals. To ensure quality instruction and student achievement, as measured by these goals, the following structures for professional development have been put in place:

**Professional Learning Communities:** Our school year begins with a concentrated focus on one instructional paradigm that can be applied to all content areas and built upon in professional learning communities (PLCs) over the course of the year. Professional Learning Communities, composed of teachers who teach varied content and grade levels, serve as an opportunity for philosophical and practical discussion around effective pedagogy. This year, our professional learning sessions were grounded in the text, *Teaching With the Brain in Mind* by Eric Jensen. This text focuses on ways in which educators can boost student achievement by identifying effective teaching strategies that address the social, emotional and physiological structure of the body and mind. Our focus on these research developments in neuroscience has helped our teachers to find ways to invest and engage middle school and high school teenagers in the joy of learning. With peer observations being a major component of this structure, teachers are able to not only discuss, but are also able to see teaching with the brain in mind in action.

**Professional Learning Models (PLMs):** Professional Learning Models are district-wide differentiated professional development workshops that offer teachers a variety of sessions based on their instructional needs and interests. Teachers attend three PLM sessions, twice per year. Some session topics include, Questioning Strategies, Fierce Conversations, The Ideal YES Classroom, Teach Like A Champion, Differentiation and Special Populations. Strategies learned in these sessions are implemented and supported by campus Deans on each respective campus.

**Instructional Excellence Rubric (IER):** The Instructional Excellence Rubric is a tool used to provide positive and constructive feedback to teachers about their lesson planning and delivery. Teachers meet with their Deans of Instruction and Instructional Support Specialist on an ongoing basis to set growth goals based on the IER and to discuss observation feedback, both quantitative and qualitative.

## **7. School Leadership:**

The leadership structure at Southwest is organized to ensure that communication of policies, programs, and instruction remains focused on campus goals and the mission of preparing students for success in college. For instructional support, our deans of instruction and instructional support specialist (ISS), alongside the school director, are responsible for providing evaluative feedback to our teachers. This instructional team meets weekly to discuss staff of concern, to norm feedback with our observation rubric, and to address any other issues to help improve the instructional rigor at Southwest. On the cultural side, our grade level chairs (GLCs) meet weekly on Fridays with the deans of students to discuss any major school culture-related issues for the week. The GLCs then take this information to their teams, holding

weekly meetings to discuss academic and behavioral students of concern. Logistical campus information is disseminated through weekly staff notes so that grade level meetings can focus 70-80% of their time on students of concern. On Thursdays, the campus administrative team, comprised of the school director, deans of students, deans of instruction, ISS, operations manager, and director of college counseling also meet to discuss strategic issues as well as logistical campus issues coming up on the horizon for the next week. A logical flow of information ensures that campus teams are on the same page consistently. In addition, the school director holds weekly and biweekly one-on-one check-ins with the deans of students, deans of instruction, operations manager, athletic director, student support counselors, and college counselors. In these check-ins, positive and constructive feedback is provided, and logistical information is discussed.

Grade level chairs also all have the first period of the day off so that they can deal with any immediate or lingering discipline issues. All grade level teams also have a consistent planning period off so that they have a daily standing meeting time as a team and the opportunity to meet with parents/students as needed. Grade level chairs handle first-order discipline issues such as students committing minor classroom infractions. The deans of students are there to ensure consistency in implementation of these steps and to support the GLCs in parent meetings and leading the grade level teams. Since implementing this overall structure, accountability for student behavior has increased, and consistency with implementing disciplinary consequences has been strong as well. This structure and level of support for teachers and students allow for a quality education at YES Prep Southwest for all students.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Met Standard	96	95			
Commended	31	39			
Number of students tested	52	66			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	96	94			
Commended	39	33			
Number of students tested	28	36			
<b>2. African American Students</b>					
Met Standard	95	94			
Commended	36	36			
Number of students tested	22	33			
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	97			
Commended	27	43			
Number of students tested	30	30			
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 10th grade in 07-08, 06-07 and 05-06.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TAKS

Edition/Publication Year: Varies Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
<b>SCHOOL SCORES</b>					
Met Standard	100	98			
Commended	13	17			
Number of students tested	52	65			
Percent of total students tested	100	98			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100			
Commended	4	11			
Number of students tested	28	36			
<b>2. African American Students</b>					
Met Standard	100	100			
Commended	23	22			
Number of students tested	22	32			
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	97			
Commended	7	13			
Number of students tested	30	30			
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 10th grade in 05-06, 06-07 or 07-08. YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: TAKS

Edition/Publication Year: Varies Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr				
<b>SCHOOL SCORES</b>					
Met Standard	100				
Commended	58				
Number of students tested	50				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100				
Commended	57				
Number of students tested	28				
<b>2. African American Students</b>					
Met Standard	100				
Commended	55				
Number of students tested	20				
<b>3. Hispanic or Latino Students</b>					
Met Standard	100				
Commended	63				
Number of students tested	27				
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 11th grade in 08-09, 07-08, 06-07 and 05-06.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: TAKS

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar				
<b>SCHOOL SCORES</b>					
Met Standard	100				
Commended	42				
Number of students tested	50				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100				
Commended	46				
Number of students tested	28				
<b>2. African American Students</b>					
Met Standard	100				
Commended	50				
Number of students tested	20				
<b>3. Hispanic or Latino Students</b>					
Met Standard	100				
Commended	41				
Number of students tested	27				
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 10th grade in 05-06, 06-07, 07-08 or 08-09. YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	95	93	95	93	81
Commended	48	63	50	49	40
Number of students tested	122	122	115	71	53
Percent of total students tested	91	96	97	92	96
Number of students alternatively assessed	11	5	2	6	2
Percent of students alternatively assessed	8	4	2	8	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	95	93	94	94	76
Commended	50	61	48	48	33
Number of students tested	103	92	82	48	33
<b>2. African American Students</b>					
Met Standard	86	82	96	88	83
Commended	38	53	46	44	47
Number of students tested	21	34	48	34	36
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	96	94	97	80
Commended	49	67	52	53	27
Number of students tested	97	85	64	32	15
<b>4. Special Education Students</b>					
Met Standard			89		
Commended			11		
Number of students tested			9		
<b>5. English Language Learner Students</b>					
Met Standard	95				
Commended	47				
Number of students tested	55				
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: TAKS Reading

Edition/Publication Year: Varies each year Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard	90	97	96	97	89
Commended	33	46	53	56	36
Number of students tested	123	121	112	71	53
Percent of total students tested	92	95	95	93	96
Number of students alternatively assessed	11	6	5	5	2
Percent of students alternatively assessed	8	5	4	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met standard	89	96	95	98	85
Commended	36	44	46	54	21
Number of students tested	104	91	80	48	33
<b>2. African American Students</b>					
Met standard	81	97	98	94	92
Commended	38	48	53	53	42
Number of students tested	21	33	47	34	36
<b>3. Hispanic or Latino Students</b>					
Met standard	92	96	95	100	80
Commended	32	44	50	63	27
Number of students tested	98	85	62	32	15
<b>4. Special Education Students</b>					
Met standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met standard	85				
Commended	27				
Number of students tested	55				
<b>6.</b>					
Met standard					
Commended					
Number of students tested					
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	97	89	80	84
Commended	61	50	27	22	22
Number of students tested	128	120	95	60	76
Percent of total students tested	98	99	97	97	100
Number of students alternatively assessed	1	0	3	2	
Percent of students alternatively assessed	1	0	3	3	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	98	88	78	83
Commended	65	51	23	19	25
Number of students tested	82	88	60	32	40
<b>2. African American Students</b>					
Met Standard	100	93	86	85	82
Commended	46	50	19	28	21
Number of students tested	35	42	37	39	39
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	99	92	68	85
Commended	67	51	29	11	23
Number of students tested	89	74	49	19	26
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	100				
Commended	62				
Number of students tested	34				
<b>6. White</b>					
Met Standard					90
Commended					30
Number of students tested					10
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	97	94	84	87
Commended	38	43	32	8	16
Number of students tested	128	119	96	61	76
Percent of total students tested	98	98	98	98	100
Number of students alternatively assessed	1	1	2	1	
Percent of students alternatively assessed	1	1	2	2	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	98	95	78	85
Commended	33	43	33	6	13
Number of students tested	82	87	61	32	40
<b>2. African American Students</b>					
Met Standard	94	98	92	85	79
Commended	40	48	26	8	13
Number of students tested	35	42	38	40	39
<b>3. Hispanic or Latino Students</b>					
Met Standard	99	97	94	79	96
Commended	37	39	31	11	15
Number of students tested	89	74	49	19	26
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	94				
Commended	18				
Number of students tested	34				
<b>6. White</b>					
Met Standard					90
Commended					20
Number of students tested					10
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Met Standard	97	90	85	81	
Commended	46	39	13	14	
Number of students tested	114	104	60	69	
Percent of total students tested	100	99	94	97	
Number of students alternatively assessed		1	3	1	
Percent of students alternatively assessed		1	5	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	96	91	84	79	
Commended	49	38	16	12	
Number of students tested	83	66	31	33	
<b>2. African American Students</b>					
Met Standard	98	84	78	82	
Commended	43	37	14	12	
Number of students tested	40	38	37	34	
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	93	95	79	
Commended	50	38	14	14	
Number of students tested	70	60	21	29	
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	95				
Commended	47				
Number of students tested	19				
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 8th grade in 05-06. YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Apr	
<b>SCHOOL SCORES</b>					
Met Standard	99	98	95	96	
Commended	54	63	47	51	
Number of students tested	114	106	64	69	
Percent of total students tested	100	99	97	99	
Number of students alternatively assessed		1	2	1	
Percent of students alternatively assessed		1	3	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	99	94	97	
Commended	58	70	48	39	
Number of students tested	83	67	33	33	
<b>2. African American Students</b>					
Met Standard	98	100	95	94	
Commended	45	61	51	53	
Number of students tested	40	38	41	34	
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	97	95	97	
Commended	59	61	33	45	
Number of students tested	70	62	21	29	
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	100				
Commended	53				
Number of students tested	19				
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 8th grade in 05-06. YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Met Standard	98	94	83		
Commended	60	44	38		
Number of students tested	90	70	76		
Percent of total students tested	99	100	99		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	99	92	85		
Commended	60	44	32		
Number of students tested	68	39	41		
<b>2. African American Students</b>					
Met Standard	96	89	76		
Commended	50	41	29		
Number of students tested	28	27	38		
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	98	89		
Commended	65	47	46		
Number of students tested	65	43	35		
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 9th grade in 06-07 and 05-06.					

11TX12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: TAKS

Edition/Publication Year: Varies

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb		
<b>SCHOOL SCORES</b>					
Met Standard	100	96	100		
Commended	43	16	41		
Number of students tested	99	70	76		
Percent of total students tested	100	100	99		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	95	100		
Commended	37	15	34		
Number of students tested	68	39	41		
<b>2. African American Students</b>					
Met Standard	100	93	100		
Commended	59	26	47		
Number of students tested	29	27	38		
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	98	100		
Commended	34	9	37		
Number of students tested	65	43	35		
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> We did not have 9th grade in 05-06 and 06-07. YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	94	89	85	83
Commended	52	49	35	29	29
Number of students tested	564	482	346	200	129
Percent of total students tested	97	99	97	95	98
Number of students alternatively assessed	12	6	9	9	2
Percent of students alternatively assessed	2	1	3	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	94	89	85	79
Commended	55	48	33	29	29
Number of students tested	392	321	214	113	73
<b>2. African American Students</b>					
Met Standard	96	89	85	85	83
Commended	45	44	28	28	33
Number of students tested	166	174	160	107	75
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	97	92	84	83
Commended	56	52	39	29	24
Number of students tested	378	292	169	80	41
<b>4. Special Education Students</b>					
Met Standard	78	52	67		
Commended	11	0	6		
Number of students tested	18	21	18		
<b>5. English Language Learner Students</b>					
Met Standard	96				
Commended	52				
Number of students tested	114				
<b>6. White</b>					
Met Standard	100	100	92		91
Commended	38	42	58		27
Number of students tested	13	12	12		11
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	97	97	96	93	88
Commended	39	41	43	40	24
Number of students tested	566	481	348	201	129
Percent of total students tested	98	98	97	96	98
Number of students alternatively assessed	12	8	10	8	2
Percent of students alternatively assessed	2	2	3	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	97	96	92	85
Commended	38	42	40	36	16
Number of students tested	393	320	215	113	73
<b>2. African American Students</b>					
Met Standard	96	98	96	91	85
Commended	43	42	45	36	27
Number of students tested	167	172	164	108	75
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	97	96	94	90
Commended	37	38	40	44	20
Number of students tested	379	294	167	80	41
<b>4. Special Education Students</b>					
Met Standard	78	75	88		
Commended	6	5	6		
Number of students tested	18	20	17		
<b>5. English Language Learner Students</b>					
Met Standard	91				
Commended	28				
Number of students tested	114				
<b>6. White</b>					
Met Standard	100	100	100		91
Commended	46	64	67		18
Number of students tested	13	11	12		11
<b>NOTES:</b> YES Prep as a district did not have a formal LEP program before 09-10.					

11TX12