

MEMORANDUM

November 20, 2019

TO: Pam Evans
Manager, External Funding

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019**

The Title I, Part A Student Achievement Report for 2018–2019 describes the academic performance of students enrolled in Title I schools within the Houston Independent School District (HISD). Student performance was measured on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 (English and Spanish combined) and End-of-Course (EOC) assessments. Results presented were aggregated by school year, school office, grade, and campus level.

Key findings include:

- Based on Title I participation status and Average Daily Attendance (ADA) membership status (greater than 0), data obtained from the 2018 Fall PEIMS revealed 190,895 students enrolled in the 253 HISD Title I-funded schools as of October 26, 2018.
- Districtwide, Title I students who took the STAAR 3–8 subject assessments experienced increases in the percentage of students who performed at or above the Approaches Grade Level standard on most academic subjects. Increases ranged between one (Reading and Science) to five (Writing) percentage points. The passing rate on the STAAR Math assessments remained unchanged at 70 percent.
- Districtwide, Title I students who took the STAAR EOC assessments during the spring administration experienced increases in the percentage of students who performed at or above the Approaches Grade Level standard on all subject assessments, with increases ranging from one (Algebra I) to five (English II) percentage points.
- Achieve 180 School Office experienced increases in passing rates on all subjects of the STAAR 3–8 and EOC assessments in 2018–2019. Declines in the achievement gap between Title I students enrolled at Achieve 180 campuses and higher performing campuses were also noted for all subjects on the STAAR 3–8 and EOC assessments.

Should you have any further questions, please contact me in Research and Accountability at 713-556-6700.

 CJS

Attachment

cc: Dr. Grenita Lathan
Yolanda Rodriguez
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Area Superintendents
School Support Officers
Tiffany Green



RESEARCH

Educational Program Report

**TITLE I, PART A STUDENT ACHIEVEMENT
2018-2019**



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Title I, Part A Student Achievement, 2018–2019

Executive Summary

Program Description

The Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on state academic achievement standards and assessments. The program's goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools to address equitable access to a high-quality education.

The Houston Independent School District (HISD) Title I, Part A school programs are implemented on either a school-wide or targeted assistance basis. According to the United State Department of Education (2015), a schoolwide program permits a school with at least 40 percent or more of its students at the poverty level to use funds from Title I, Part A and other federal education program funds and resources to both supplement and improve the educational program of the entire school in order to help students meet their state's academic achievement standards. While schoolwide programs have autonomy in how they use their Title I funds, operated programs or interventions are still required to include reform strategies that increase the amount and quality of student learning and provide a high-quality curriculum for all children.

In contrast, "targeted assistance programs" are offered to students that are identified as most at risk of failing to meet their state's academic achievement standards at Title I schools with a less than 40 percent of its students at the poverty threshold, or that choose not to implement a schoolwide program (USDE, 2015). In the 2018–2019 school year, the majority of HISD Title I school programs (n = 251) were implemented on a schoolwide basis. Most Title I schools (251 of 253) were implemented as schoolwide programs in 2018–2019. Condit and Lovett Elementary schools were the only two HISD Title I campuses implemented on a targeted-assistance basis.

Purpose of the Evaluation Report

The purpose of this report is to describe the academic achievement of students enrolled in Title I HISD schools during 2018–2019, as measured by the state's standardized assessments. This report describes student performance on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 (English and Spanish combined) and End-of-Course (EOC) exams. Results presented were aggregated by school year, district, school office, grade level, and campus.

Highlights

- Unduplicated HISD student enrollment on Title I-funded campuses decreased from 195,868 students enrolled in 255 campuses in 2017–2018 to 190,895 HISD students enrolled in 253 Title-I funded campuses in 2018–2019. Enrollment counts presented included only students coded as either '6' or '7' for Title I status, and students with an Average Daily Attendance membership status greater than zero.
- Districtwide, Title I students who took the STAAR 3–8 subject assessments experienced increases in the percentage of students who performed at or above the Approaches Grade Level standard on the

Reading (64% to 65%), Writing (53% to 58%), Science (64% to 65%), and Social Studies (51% to 54%) assessments from 2017–2018 to 2018–2019. The passing rate on the STAAR Math assessments remained unchanged at 70 percent.

- Both seventh- and eighth-grade students each experienced mean increases in their passing rates in all subject STAAR 3–8 assessments they were tested on between the 2017–2018 and 2018–2019 school years. In contrast, fifth-grade students experienced either no change (Reading, 67%) or declines in passing rates on the STAAR Math (76% to 75%) and Science (65% to 63%) assessments.
- The Achieve 180 School Office was the only school office to experience increases in passing rates when compared to the rates of other school offices in the district. Further, a decrease in the achievement gap between Achieve 180 and the highest performing school office, Northwest School Office, occurred for all STAAR 3–8 assessments, ranging from a decrease of one (Social Studies) to seven (Science) percentage points.
- Districtwide, Title I students who took the STAAR EOC assessments during the spring administration experienced increases in the percentage of students who performed at or above the Approaches Grade Level standard on all subject assessments, with increases ranging from one (Algebra I) to five (English II) percentage points.
- The Achieve 180 School Office and the South School Office experienced increases in passing rates on STAAR EOC assessments. Further, a decrease in the achievement gap between the Achieve 180 School Office and the highest performing school office, West School Office, occurred for all STAAR EOC assessments, ranging from a decrease of one (English II and U.S. History) to eight (Algebra I) percentage points.

Recommendations

1. Continued efforts should be taken to ensure Title I HISD students enrolled in either schoolwide or targeted assistance programs are coded correctly as eligible participants in PEIMS and Chancery.
2. Increases in student performance on all subjects of the STAAR 3–8 and STAAR EOC assessments indicate that the district’s Title-I funds are making a positive impact on students’ achievement at both the primary and secondary levels. Both district and school staff should continue to assess the strategies and resources that are working for their students to include supports that help students and their families outside of the classroom. Ongoing collaboration and support received from the HISD External Funding, Wraparound Services, Curriculum, and Family and Community Engagement departments, forecast improvements in student achievement as the district continues to work hard to close the achievement gap among lower performing campuses, without compromising progress among Title I students attending higher performing schools.
3. Title I students affiliated with the Achieve 180 School Office experienced improvements on the STAAR 3–8 and STAAR EOC assessments. These findings suggest that HISD with the assistance of Title-I funds, in conjunction with supports and services funded under the Achieve 180 initiative, is making academic progress, and that both district- and school-level staff should continue to assess the strategies and resources that were working for their campuses in 2018–2019. This is particularly important for STAAR 3–8 subjects and the STAAR EOC Algebra I, English I, and English II, as the

achievement gap between the highest performing school office and lowest performing school office, is in excess of ten percentage points.

4. To improve academic progress in grade levels and subject areas where Title I students experienced either regression or no progress in academic performance between 2017–2018 and 2018–2019, curriculum specialists and campus-level staff are encouraged to identify and address barriers to knowledge acquisition and application among diverse learners in classrooms, as well as, assess any changes in instructional strategies, resources, and staff that may have impacted the fidelity of implementation in 2018–2019. HISD Elementary Curriculum and Development has already committed to (a) provide curriculum, instruction, and assessment training to effectively implement HISD curriculum and initiatives using research-based best practices, (b) provide both preservice and in-service trainings to support new TEKS for administrators and staff, and (c) continue to collaborate with school offices and other district departments to identify campuses that are successfully closing the achievement gap, and share best practices (Houston Independent School District [HISD], 2019a).

Administrative Response

To ensure alignment with the core initiatives of the district’s strategic direction, the Department of External Funding will continue to work with both district- and campus-level departments to ensure progress in academic achievement among HISD students supported by Title I funds. Based on results of the Spring 2019 STAAR 3–8 and EOC exams, External Funding will continue the implementation of the following practices:

- Closely monitor the use of Title I funds at participating Title I, Part A HISD campuses.
- Guide HISD Title I campuses in the provision of intensive tutorials and intervention programs that address academic deficiencies experienced by students as indicated in the current Title I, Part A Student Achievement Report.
- Continue to fund Reading Specialist, Teacher Development Specialist, and Intervention Teacher positions at Title I campuses. In addition to tutorial and intervention programs, these instructional positions were also designed to provide support and resources that address both the professional development needs of teachers, and academic deficiencies that may be experienced by HISD students enrolled at Title I-funded campuses.

The Department of External Funding will continue to provide support, guidance, and resources to all Title I, Part A campuses to ensure HISD remains in compliance with both state and federal mandates, as well as, assist campuses in maximizing the use of their Title I funds to improve student academic achievement.

Introduction

The Title I, Part A program developed out of the Elementary and Secondary Education Act of 1965 (ESEA) and its reauthorizations, the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA), was designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on challenging state academic achievement standards and assessments. In order to address equitable access to a high-quality education, the program's goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools.

This report displays comparisons of academic achievement among Title I students in grades 3 through 8 on the State of Texas Assessments of Academic Readiness (STAAR) assessments in reading, mathematics, writing, science, and social studies between HISD students enrolled in the 2017–2018 and 2018–2019 school years. This report also shows changes in secondary students' performance on the STAAR End-of-Course (EOC) assessments in Algebra I, Biology, English I, English II, and U.S. History from 2017–2018 to 2018–2019.

Methods

Data Collection and Analysis

- Verification of the HISD Title I school count was accomplished by obtaining both the Campus Information List (CIL) from the HISD Sharepoint site (December 2018) and the 2018–2019 HISD Title I, Part A Campus List provided by the HISD External Funding Department. Verification rendered a count of 253 Title-I funded HISD campuses during the 2018–2019 school year. Lovett Elementary School was the only new Title-I funded school identified in 2018–2019. Most Title I schools (251 of 253) were implemented as schoolwide programs in 2018–2019. Condit and Lovett elementary campuses were the only HISD Title I campuses implemented on a targeted-assistance basis.
- Active student enrollment obtained from the Public Education Information Management System [PEIMS] revealed that 209,772 students enrolled in HISD as of the 2018–2019 Fall PEIMS snapshot date. PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes information on students enrolled in public school on the last Friday of each academic year. A filter based on Title I participation status as coded in PEIMS (6,7) reduced this count to 191,361. Inclusion of only Title I students whose average daily attendance (ADA) membership status was greater than zero further reduced the enrollment count to 190,895 students. Although homeless students are also supported by Title I-funded services (Title I code "9"), the scope of this report is limited to examining the outcomes of students who are serviced by schoolwide (Title I code '6') and targeted-assistance (Title I code '7') programs as defined by the HISD Department of External Funding. Cumulative student enrollment obtained from the HISD Chancery Student Information System (SIS) may have been included in previous reports (data not shown). Chancery is a dynamic platform that is supported to capture both snapshot and cumulative data.
- Frequency analyses were conducted to determine student enrollment based on race and ethnicity demographic characteristics of the Title I student population enrolled in HISD the past two years.
- Academic achievement data for all students were obtained from TEA-ETS State of Texas Assessments of Academic Readiness (STAAR) 3–8 (English and Spanish combined) and STAAR End-of-Course

(EOC) assessments summary report files, as well as the HISD STAAR 3–8 and STAAR EOC databases extracted from Cognos. Statistics obtained from TEA-ETS STAAR summary reports were used to depict academic performance trends and comparisons across HISD Title I campuses for the 2017–2018 and 2018–2019 school years. STAAR databases were used to conduct frequency analyses to compute student performance at the school office and campus levels. **Appendix A** (pp. 17–40), and **Appendix B** (pp. 41–52) include STAAR 3–8 and STAAR EOC student performance results for HISD Title I campuses, respectively. In order to align data with statistics reported in the TEA-ETS summary reports, student information reported in this evaluation includes first administration results for students who took either the English or Spanish version of the STAAR 3–8 assessments for the 2017–2018 and 2018–2019 school years. Results based on the STAAR EOC exams also included both first-time testers and re-testers during the spring administration only.

- During the 2018–2019 school year, students enrolled in Texas public schools had the option to meet the state's end-of-course graduation requirements through qualifying scores on the substitute assessments (ACT, SAT, Advanced Placement, International Baccalaureate, and Texas Success Initiative Assessment; Houston Independent School District [HISD], 2019b). **Appendix C, Table C-1** (pp. 53–54) shows the differences in passing rates on the spring EOC among Title I campuses that had students take a valid substitute assessment.
- Due to re-structuring of campus affiliations with school offices, school office results from 2017–2018 were re-computed to align with the organization for the 2018–2019 school year. As such, differences in passing rates and counts reported in previous reports may be present.
- Aggregate STAAR data described in this report included English and Spanish combined summary results for grades 3–8 and STAAR EOC data for subjects students must pass to earn a high school diploma via the recommended graduation plan from a Texas public or charter school, as required in Texas Education Code (TEC) 39.205.

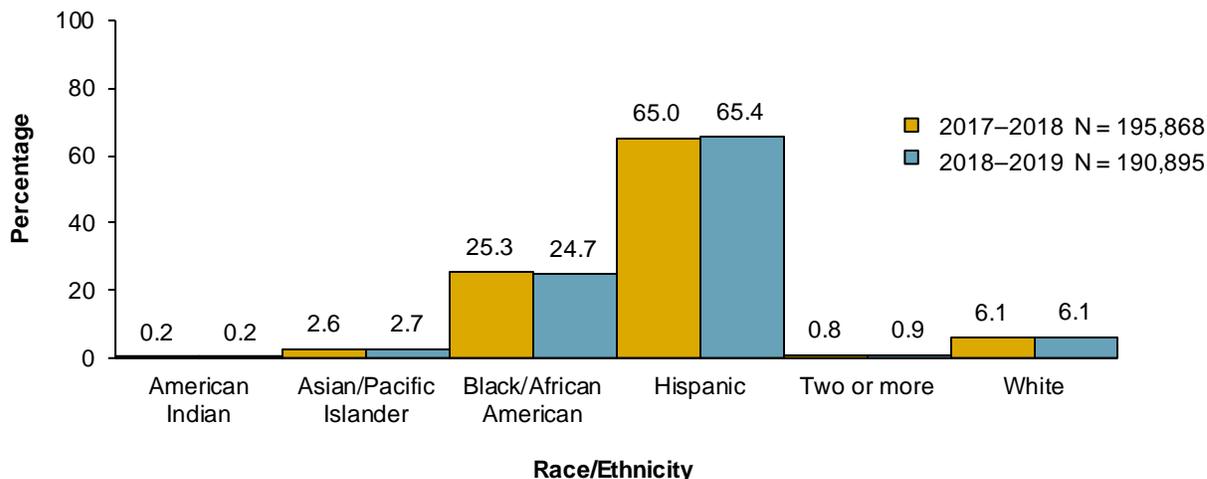
Data Limitations

- PEIMS snapshot data were used to identify students on campuses that were provided Title I services. By relying on PEIMS for student enrollment information, it is possible that not all HISD students who were served under Title I, Part A were included in the analysis of this report.
- Coding errors were noted in Chancery. For example, there were instances where students enrolled at a campus that implemented a schoolwide Title program were flagged as '0' in PEIMS. For data to align with information reported to the Texas Education Agency, the researcher used statistics as coded at the student level by HISD Title I campus staff for submission to the state agency. Therefore, not all students enrolled at schoolwide Title I campuses throughout the school year may have been included in this report.

Results

- Unduplicated HISD student enrollment counts on Title I-funded campuses decreased from 195,868 Title I-funded students enrolled in 255 campuses in 2017–2018 to 190,895 HISD students enrolled in 253 campuses in 2018–2019. Counts are based on active enrollment as of respective October PEIMS snapshots.

Figure 1. Race/Ethnic Demographic Characteristics of HISD Students Enrolled in Title I-funded Schools, 2017–2018 and 2018–2019



Source: HISD PEIMS Student Data Files (2017–2018 and 2018–2019).

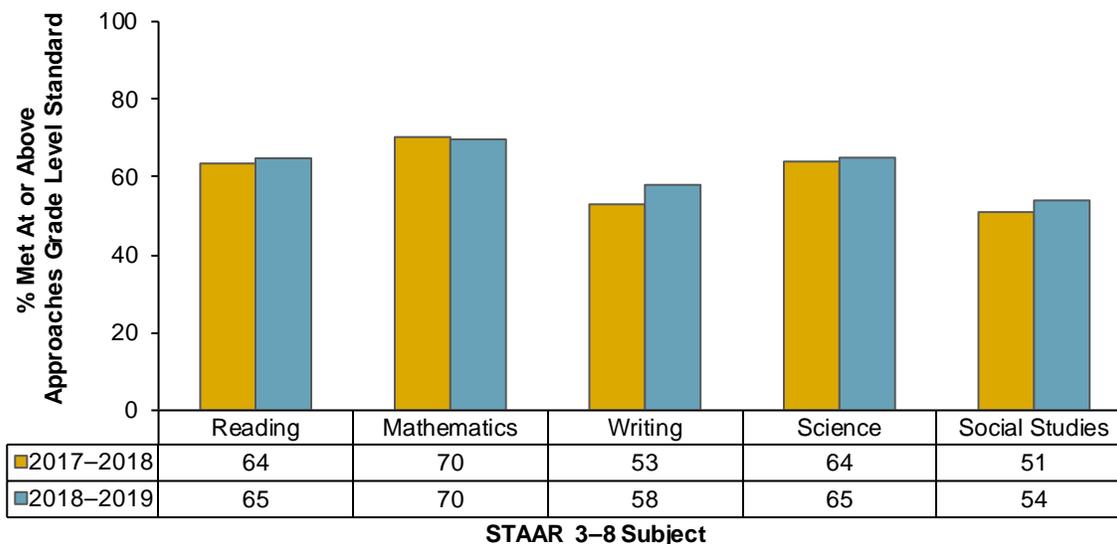
Note: 2017–2018 data has been recalculated based on changes in sources and date of data extraction and may differ from data previously reported. Enrollment counts include students with an ADA membership status greater than '0', and a Title I status of either '6' or '7'.

- Consistent with race/ethnic demographic distributions of HISD Title I students reported in 2017–2018, approximately 90 percent of 2018–2019 Title I participants were identified as Hispanic (65.4%) and African American (24.7%), making up the largest student population enrolled in HISD Title I schools (see **Figure 1**).

STAAR 3–8 Results

- **Figure 2** through **Figure 4** (pp. 7–8) show the mean results regarding the percentage of HISD Title I-funded students who performed at or above the Approaches Grade Level standard on the STAAR 3–8 subject assessments in 2017–2018 and 2018–2019. **Figure 2** shows aggregate results for grades 3 through 8 by STAAR 3–8 assessment subject. **Figure 3** and **Figure 4** show performance results disaggregated by STAAR 3–8 assessment subject and grade level. Appendix A, **Tables A-1 to A-3** (pp. 17–40), show results on the STAAR 3–8 assessments by Title I campus, school office, and district.
- Title I students experienced increases in academic achievement on most of the STAAR 3–8 subject tests from 2017–2018 to 2018–2019. The only exception occurred among students who took the STAAR Mathematics assessments, where the mean results remained unchanged between the 2017–2018 and 2018–2019 school years, at 70 percent (**Figure 2**).
- The largest increase in academic performance occurred on the STAAR Writing assessments, where the mean results increased by five percentage points (from 53% to 58%, **Figure 2**).
- The smallest increase in student performance occurred among students who took the STAAR Reading and Science assessments. These students' academic performance improved by one percentage point on each test from the previous school year (from 64% to 65%, **Figure 2**).

Figure 2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments by Subject, 2017–2018 and 2018–2019

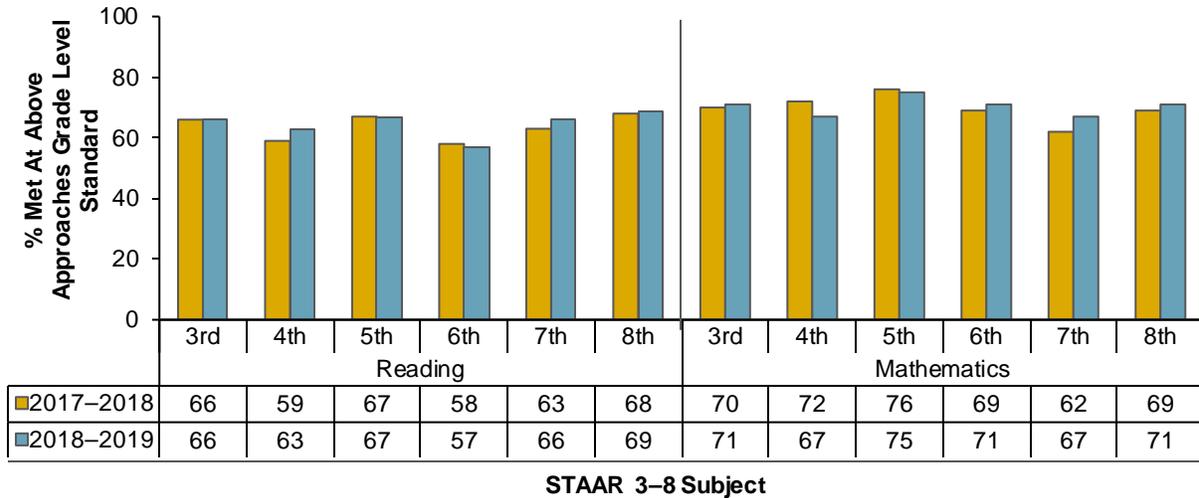


Source: HISD STAAR 3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish Combined.

Note: All results reflect the most recent district summary data available as of June 2018 and June 2019 for respective school years. 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates may also contribute to differences in data included in previous reports. 1st administration results are used.

- Results shown in Figure 3 (p. 8) indicate the passing rates among Title I-funded students ranged between 57 percent (grade 6) to 69 percent (grade 8) in 2018–2019 on the STAAR 3–8 Reading assessments.
- Increases in student performance on the STAAR 3–8 Reading assessments occurred for students enrolled in grades 4, 7, and 8. These increases ranged from one percentage point (grade 8) to four percentage points (grade 4; Figure 3).
- The academic performance on the STAAR 3–8 Reading assessment among Title-I funded students enrolled in grades 3 and 5 remained unchanged (66% and 67%, respectively) between 2017–2018 and 2018–2019. Sixth-grade students experienced a one percentage-point decrease (from 58% to 57%) from 2017–2018 to 2018–2019 (Figure 3).
- Results shown in Figure 3 also show that the percentages of Title I students who performed at or above the Approaches Grade Level standard on the STAAR Mathematics assessments ranged from 67 percent (grades 4 and 7) to 75 percent (grade 5) in 2018–2019.
- The percentage of students who passed the STAAR Mathematics assessments increased among students enrolled in grades 3, 6, 7, and 8 from 2017–2018 to 2018–2019. Increases ranged from one percentage point (grade 3) to five percentage points (grade 7; Figure 3).

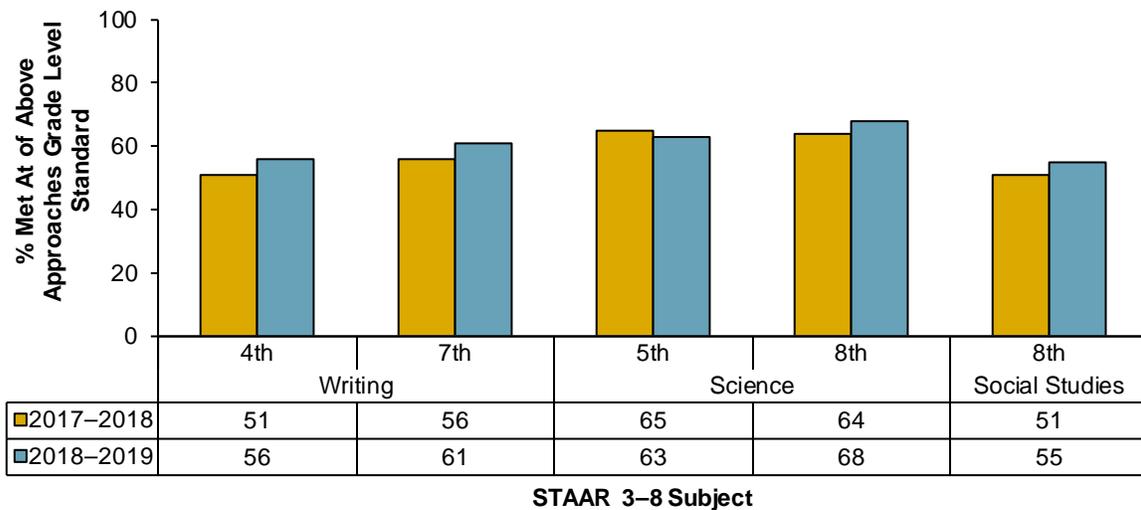
Figure 3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments in Reading and Mathematics by Grade Level, 2017–2018 and 2018–2019



Source: TEA-ETS STAAR 3–8 Summary Reports (April and June 2018; April and June 2019); English and Spanish combined.
 Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports. 1st administration results are used.

- Results shown in Figure 4 indicate that the percentage of fourth- and seventh-grade Title I students who performed at or above the Approaches Grade Level standard on the STAAR Writing assessments increased each by five percentage points from 2017–2018 to 2018–2019.

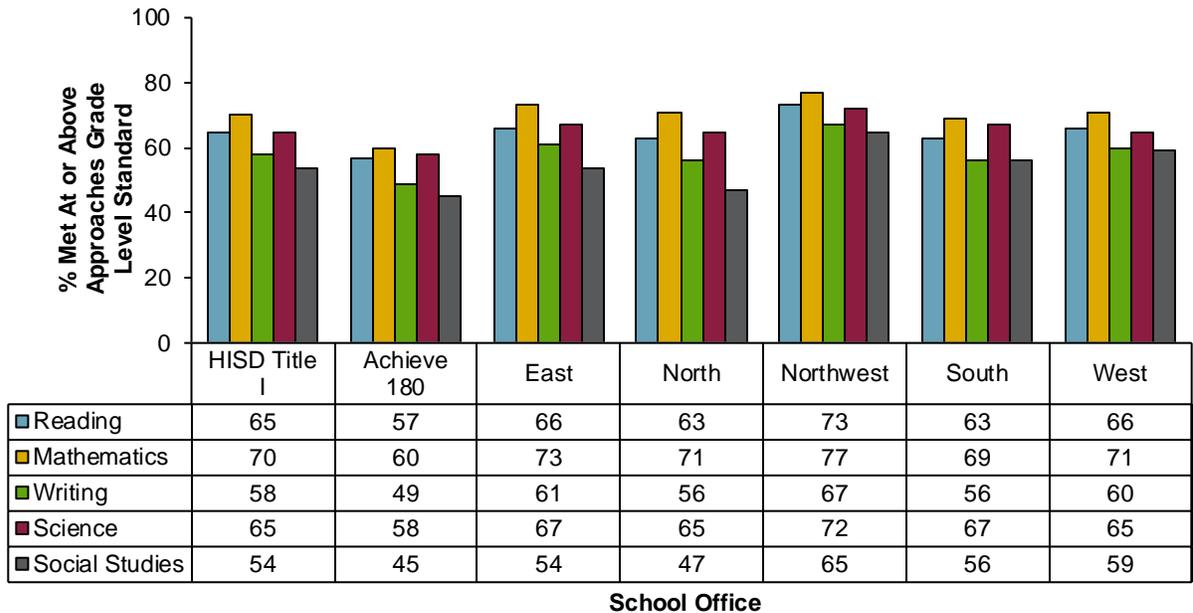
Figure 4. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments in Writing, Science, and Social Studies by Grade Level, 2017–2018 and 2018–2019



Source: TEA-ETS STAAR 3–8 Summary Reports (April and June 2018; April and June 2019). English and Spanish combined.
 Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports. 1st administration results are used.

- Regarding students who took the STAAR Science assessments, the mean passing rate among fifth grade students decreased by two percentage points from 2017–2018 to 2018–2019. In contrast, the percentage of eighth-grade students who passed the STAAR Science assessment increased from 64 percent (2017–2018) to 68 percent (2018–2019; Figure 4, p. 8)
- The percent of eighth graders who performed at or above the Approaches Grade Level standard on the STAAR Social Studies assessment increased by three percentage points (from 51% to 54%; Figure 4).
- **Figure 5** shows the mean performance results regarding the percentage of HISD students enrolled in Title I-funded schools who performed at or above the STAAR Approaches Grade Level standard by assessment subject and school office affiliation during 2018–2019.
- Grouped by HISD school office in 2018–2019, Figure 5 shows that higher percentages of students enrolled in the Northwest School Office passed each respective STAAR 3–8 subject assessment, compared to their peers enrolled at campuses of other HISD school offices. In contrast, the Achieve 180 School Office had the lowest proportions of students who performed at or above the Approaches Grade Level standard on all STAAR Grades 3–8 assessments.

Figure 5. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR Grades 3–8 Assessments by Subject and School Office, 2018–2019



Source: HISD STAAR3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish combined.
 Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports. 1st administration results are used.

- **Table 1** (p. 10) shows achievement gap comparisons between the highest and lowest performing school offices for the 2017–2018 and 2018–2019 school years on the STAAR 3–8 assessments. The

highest performing school office for the past two years was the Northwest School Office. In contrast, the lowest performing school office for the past two years was the Achieve 180 School Office.

STAAR 3–8 Assessments Subjects	2017–2018			2018–2019			Changes in Achievement Gap
	Achieve 180 School Office Passing Rates %	Northwest School Office Passing Rates %	Percentage-point difference	Achieve 180 School Office Passing Rates %	Northwest School Office Passing Rates %	Percentage-point difference	
Reading	53	72	19	57	73	16	-3
Math	54	76	22	60	77	17	-5
Writing	41	61	20	49	67	18	-2
Science	51	72	21	58	72	14	-7
Social Studies	36	57	21	45	65	20	-1

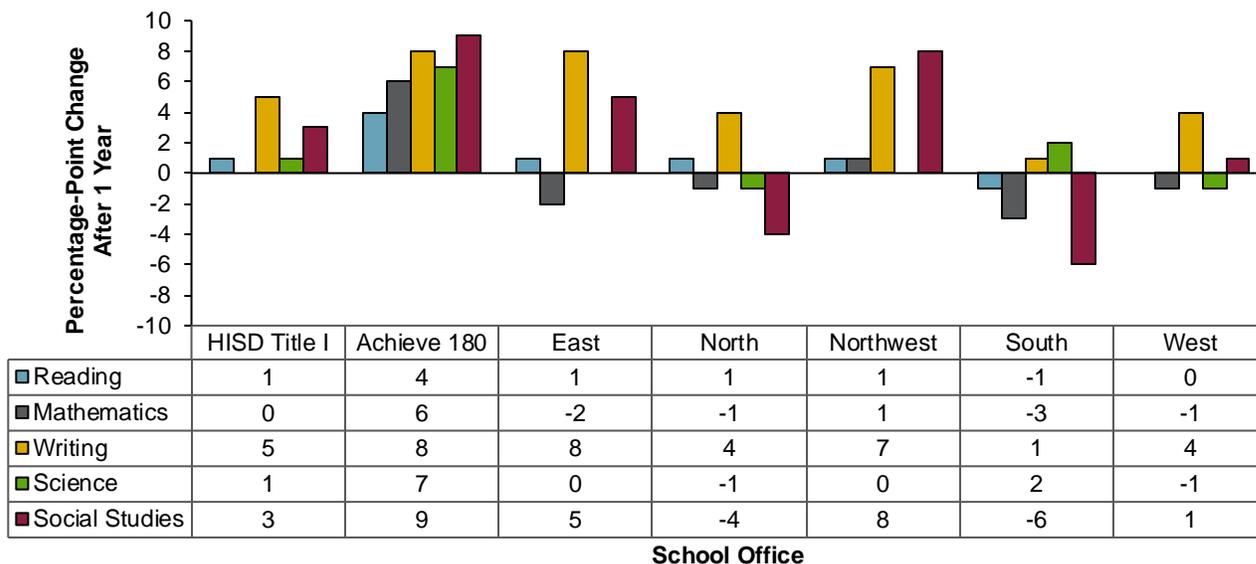
Source: HISD STAAR 3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish combined.

Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports. 1st administration results are used.

- Table 1 shows that although Title I students affiliated with the Achieve 180 School Office had lower passing rates than their Northwest School Office peers between 2017–2018 and 2018–2019, student performance increased in each STAAR 3–8 subject area among these students. Northwest School Office peers also typically experienced increases in performance on the STAAR 3–8 assessments. The only exception was on the STAAR Science assessments, where student performance remained unchanged for the past two years.
- Results in Table 1 also show a decrease in the achievement gap between Achievement 180 and Northwest school offices for all STAAR 3–8 subject assessments. The largest decrease at seven percentage points occurred on the STAAR Science assessment. The smallest decrease in the achievement gap occurred on the STAAR Social Studies assessment (Table 1).
- **Figure 6** (p. 11) shows percentage-point changes experienced by school offices between the 2017–2018 and 2018–2019 school years on the STAAR grades 3–8 subject assessments. Results indicate that at the district level, Title I HISD students experienced increases in academic performance on the following subjects: Reading, Writing, Science, and Social Studies.
- Gains in academic performance on the STAAR Writing assessments were observed to occur among all school offices. Figure 6 also indicates that declines in academic performance were observed more frequently among school offices on the STAAR Mathematics assessment.
- Title I-funded students enrolled in the Achieve 180 School Office campuses were the only student group that experienced increases in academic performance on all STAAR 3–8 subject areas. Percentage-point gains ranged between four percentage points (Reading) and nine percentage points (Social Studies; Figure 6).

- Students enrolled in the North and South school office Title I schools experienced the most regression in academic performance across STAAR 3–8 subject areas (Figure 6).

Figure 6. Percent Changes among HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments by Subject and School Office, 2017–2018 to 2018–2019



Source: HISD STAAR3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish combined.

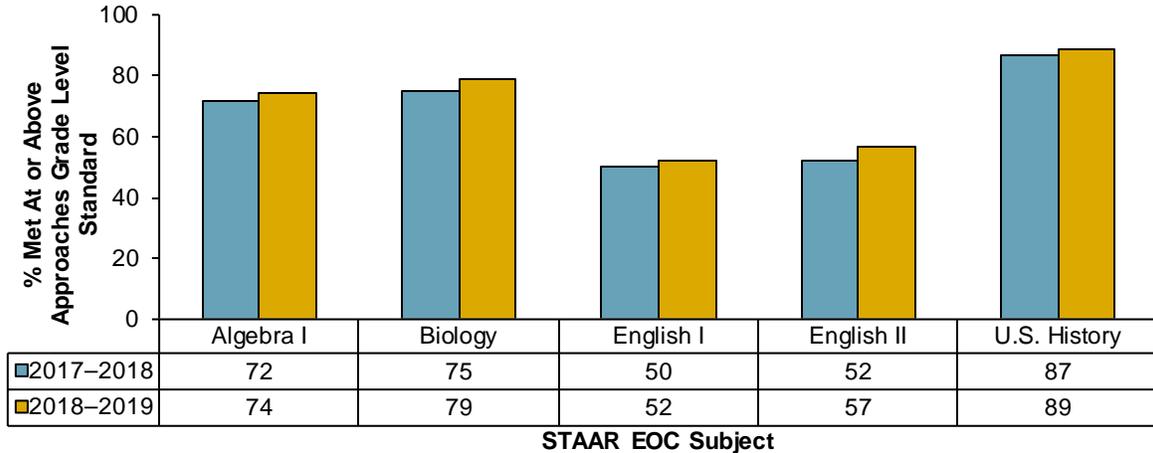
Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports.

STAAR End-of-Course Results

- **Figures 7** through **Figure 9** (pp. 12–13) show the mean results regarding the percentage of Title-I funded HISD students who performed at or above the STAAR Approaches Grade Level standard by EOC assessment subject in 2017–2018 and 2018–2019. Figure 7 shows aggregate passing rates on the STAAR EOC subjects tests. **Figure 8** and Figure 9 show performance results disaggregated by STAAR assessment subject and school office. **Appendix B, Tables B-1 to B-3** (pp. 41–52) show results on the STAAR EOC assessments by Title I campus, school office, and district.
- The percentages of HISD Title I students who performed at or above the Approaches Grade Level standard on the STAAR EOC assessments increased in each subject category from the 2017–2018 to 2018–2019 school year. The largest increase, five percentage points, occurred among students who took the English II assessment (from 52% to 57%). The other subject areas experienced increases in achievement on the STAAR EOC assessments by one to three percentage points.
- The inclusion of valid substitute assessments results for students impacted the passing rates by respective STAAR assessments, with student passing rate increases ranging between one and ten percentage points (see Appendix C, Table C-1, pp. 53–54). The largest increases in passing rates among students for each respective STAAR EOC subject assessment occurred among the following Title I campuses: Sam Houston Math, Science, and Technology Center High School (Houston MSTC HS), and Waltrip High School increased by four percentage-points for Spring 2019 Algebra I EOC; Washington High School increased by ten percentage points for the Spring 2019 English I EOC; and

Texas Connections Academy at Houston (TACH), Chavez High School, and Scarborough High School increase by one percentage point for the Spring 2019 English II EOC.

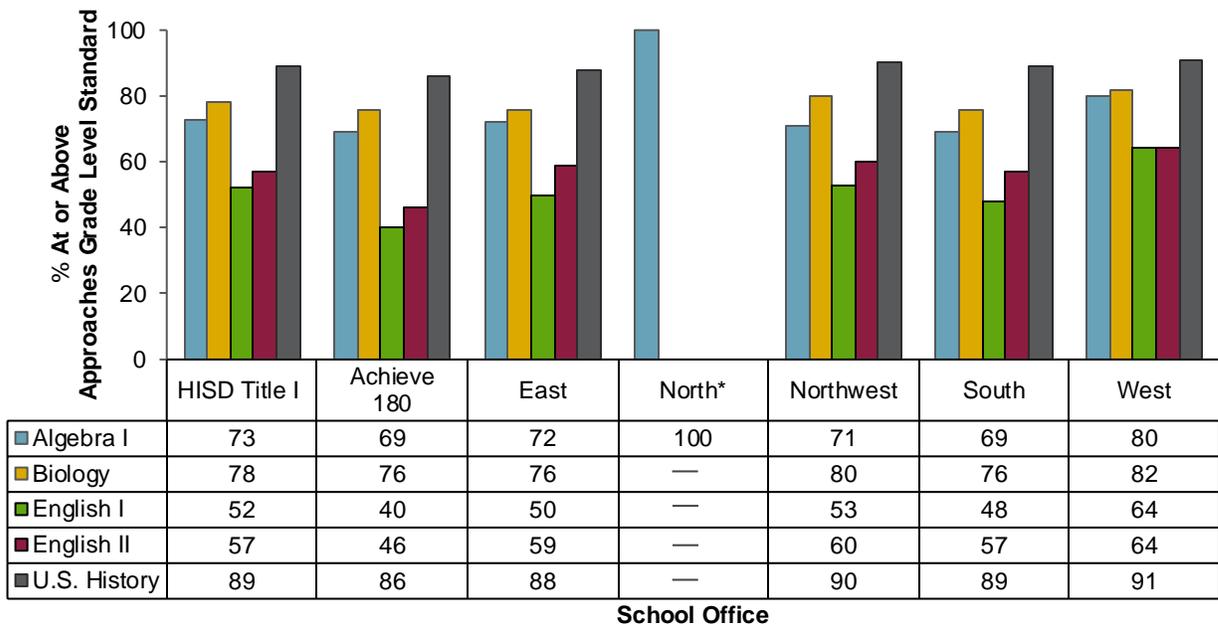
Figure 7. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR EOC Assessments by Subject, 2017–2018 and 2018–2019



Source: HISD STAAR EOC Cognos Student Data Files (August 7, 2018 and June 13, 2019). Spring Administration only.

Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports.

Figure 8. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR EOC Assessments by Subject and School Office, 2018–2019



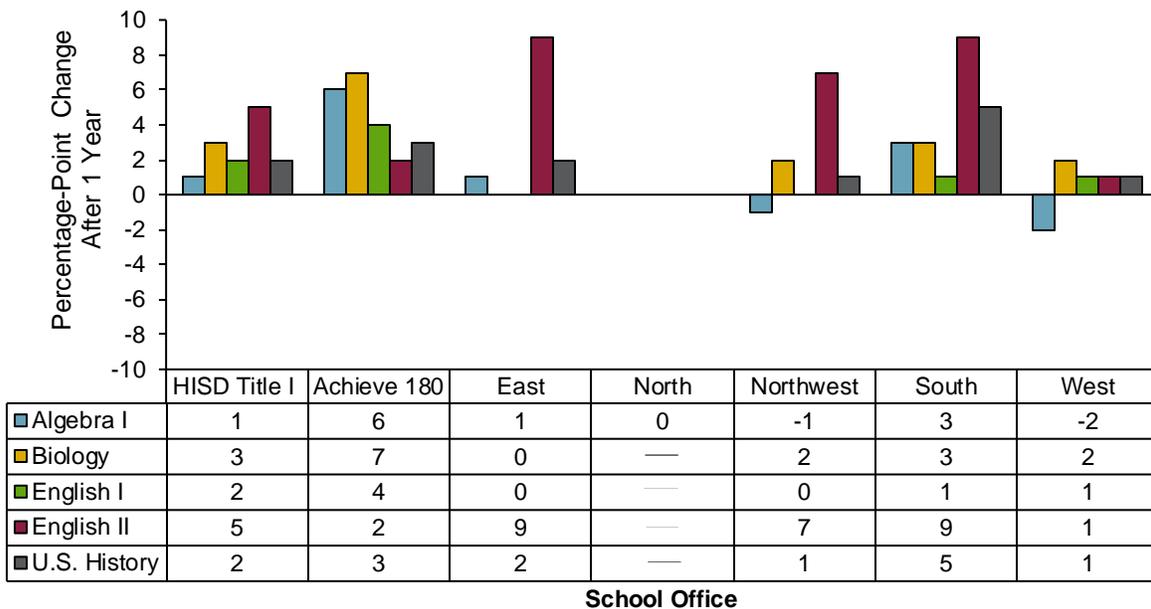
Source: HISD STAAREOC Cognos Student Data Files (August 7, 2018 and June 13, 2019). Spring Administration only.

Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports.

* The North School Office only has elementary and middle schools. Algebra I results reflect advanced middle school students taking high school level course.

- Grouped by HISD school offices in 2018–2019, Figure 8 shows that higher percentages of students enrolled in campuses of the West School Office outperformed other school offices on the STAAR EOC Biology (82%), English I (64%), English II (64%) and U.S. History (91%) STAAR EOC exams. The West School Office also had the highest passing rate on Algebra I (80%) for school offices that included high school student testers.
- Figure 9** shows percentage-point changes in Title I students' performance on respective subject assessments by school office from 2017–2018 to the 2018–2019 school year. Results indicate that at the district level, Title I HISD students experienced increases on each of the STAAR EOC assessments from the previous school year.

Figure 9. Percentage-Point Changes Among HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR EOC Assessments by Subject and School Office, 2017–2018 to 2018–2019



Source: HISD STAAREOC Cognos Student Data Files (August 7, 2018 and June 13, 2019); Spring administration only.
 Note: 2017–2018 data has been recalculated based on changes in population targeted for analyses, and may differ from data previously reported. Estimates and updates in student information may also contribute to differences in data included in previous reports.

- Except for the North School Office that does not include high school students, gains in academic performance on the STAAR EOC English I and English II assessments were observed across all school offices. Observations of the data indicate declines in academic performance on the STAAR Algebra I EOC exam. Specifically, Title I students affiliated with the Northwest School Office and West School Office each experienced a decline on the STAAR EOC Algebra I exam (1 and 2 percentage points, respectively; Figure 9.)
- Students enrolled in the Achieve 180 and South school offices experienced gains in all subjects on the STAAR EOC assessments (Figure 9).

- The largest gain was nine percentage points which occurred on the STAAR English II EOC exam among students enrolled in the East (from 50% to 59% percent) and South School Office (from 48% to 57%, see Appendix B, Table B-2, pp. 45–48).
- **Table 2** shows achievement gap comparisons between the highest and lowest performing school offices for the 2017–2018 and 2018–2019 school years on the STAAR EOC exams. The highest performing school office for the past two years with high school student results included was the West School Office. In contrast, the lowest performing school office for the past two years was the Achieve 180 School Office. Additionally, the South School Office experienced the same passing rates as Achieve 180 campuses on the STAAR EOC Algebra I and Biology exams (please see Appendix B, Table B-1, pp. 41–44).

STAAR 3–8 Assessments Subjects	2017–2018			2018–2019			Changes in Achievement Gap
	Achieve 180 School Office Passing Rates %	West School Office Passing Rates %	Percentage-point difference	Achieve 180 School Office Passing Rates %	West School Office Passing Rates %	Percentage-point difference	
Algebra I	63	82*	19	69	80*	11	-8
Biology	69	80	11	76	82	6	-5
English I	36	63	27	40	64	24	-3
English II	44	63	19	46	64	18	-1
U.S. History	83	89	6	86	91	5	-1

Source: TEA-ETS STAAR Cognos Student Data Files (June 2018 and June 2019), Spring administration only.

Note: All results reflect the most recent student level data available as of June 2018 and June 2019 for respective school years. Estimates may also contribute to differences in data included in previous reports.

*Although the North School Office had the highest passing rate for Algebra I, it was only for advanced middle school students. The West School Office had the highest passing rates when high school students were included.

- Table 2 shows that although Title I students affiliated with the Achieve 180 School Office had lower passing rates than the highest performing school office in both 2017–2018 and 2018–2019, their academic performance increased in each STAAR EOC subject area. Increases in performance on the STAAR EOC assessments were also noted for the West School Office with the only exception for Algebra I assessments.
- Results in Table 2 show a decrease in the achievement gap between Achieve 180 and the West School Office for all STAAR EOC subject assessments. The largest decrease at eight percentage points occurred on the STAAR Algebra I assessment.

Discussion

Although Title I funds are intended to improve the relationship between student economic status and academic achievement, Title I funds, alone, cannot improve student achievement. Funding needs to support academic interventions and initiatives proven to be effective using empirically-based data. Since the goal of the Title I program is to provide equitable academic opportunities for schools serving high percentages of students living in poverty, this report must be used in conjunction with other reports that detail the interventions being used. The purpose of the report is to examine student performance at schools receiving Title I funds and highlight areas needing additional support.

Overall, the Houston Independent School District has made progress in improving the academic outcomes of its students on both the STAAR 3–8 and EOC assessments. Except for mean passing rates on the STAAR 3–8 math assessments, Title I students' performance, on average experienced increases between the 2017–2018 and 2018–2019 school years. Progress in students' achievement is an indicator that both district-level professionals and departments, school administrators, and staff have made improvements in both the selection and implementation of instructional practices, as well as the provision of supplemental aides to support student learning and professional development among HISD staff. This was particularly important for the areas of Writing and Social Studies as Title I student performance for these subjects has been chronically lower than their performance in other STAAR 3–8 areas (HISD, 2019a). These findings support the HISD Board of Education's Goal progress measure 1.2 which states that for '...the percent of [grades 4 and 7] students meeting the grade level standard [in writing] shall increase at least three percentage points in annually from [between spring 2018 and spring 2020] (Houston Independent School District [HISD], 2018). Title I HISD students were able to exceed these expectations on both the STAAR writing and English II assessment by five percentage-points each. Improvements in the passing rates among Title I students who had valid substitute assessments (ACT, SAT, Advanced Placement, International Baccalaureate, and Texas Success Initiative Assessment) correlated with the number of substitute assessments included for each campus. These findings suggest that HISD is making strides preparing its students for postsecondary opportunities that will allow them to live independently and gain competitive employment.

With respect to school offices, gains in performance were observed to occur across all STAAR 3–8 and EOC subjects between the 2017–2018 and 2018–2019 school years for students enrolled at campuses affiliated with the Achieve 180 School Office. This correlated with a decrease in the achievement gap on the STAAR 3–8 and STAAR EOC between the Achieve 180 School Office and higher performing school offices. Results included in this study indicate declines in the achievement gap in the passing rates on the STAAR 3–8 and STAAR EOC assessments. This evidence suggests that the district's Title-I funds, in conjunction with supports and services funded under the Achieve 180 initiative, are making a positive impact on students' achievement at both the primary and secondary levels. Both district and school staff should continue to assess the strategies and resources that are working for their students to include supports that help students and their families outside of the classroom. Ongoing collaboration and support received by the Achieve 180 School Office from the HISD External Funding, Wraparound Services, Curriculum, and Family and Community Engagement departments, forecast improvements in student achievements as the district continues to work hard to close the achievement gap among lower performing campuses.

However, foundational skills start at the elementary level. Results from this study indicate that fifth-grade Title I students experienced either no change or declines in their academic performance (see Figures 3 and

4). Both campus and district staff are encouraged to address any barriers to knowledge acquisition among diverse learners in elementary classrooms. Furthermore, to improve academic progress in grade levels that experienced either regression or no progress in academic performance last year, curriculum specialists and campus-level staff are encouraged to assess any changes in instructional strategies, resources, and staff that may have impacted the fidelity of implementation in 2018–2019. HISD Elementary Curriculum and Development has already committed to addressing the needs of these students by (a) providing curriculum, instruction, and assessment training to effectively implement HISD curriculum and initiatives using research-based best practices, (b) providing both preservice and in-service trainings to support new TEKS for administrators and staff, and (c) continuing to collaborate with school offices and other district departments to identify campuses that are successfully closing the achievement gap, and share best practices (HISD, 2019a).

District and school personnel should also continue engaging in collaborative efforts to identify and address the instructional needs and supports of their students both in classroom and at home, as well as professional development needs of teachers and administrators to facilitate gains in instructional areas, as well as assist with other instructional priorities. Deficits and lack of progress noted among some school offices in subject areas such as Math, Reading, and Science (see Figures 6 and 9) indicate that school-level staff may need assistance in balancing instructional priorities for positive gains to be made in each subject area tested. Both elementary and secondary curriculum specialists, campus-level administrators and staff are encouraged to continue assessing their instructional priorities, resources, and supports for their respective grade levels in order to improve Title I students' readiness for the demands they will experience as they prepare for high school and post-secondary opportunities.

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TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
A180 Office Total	12,751	53	12,312	57	4	12,300	54	11,807	60	6
Attucks MS	471	42	476	41	-1	446	41	430	48	7
Blackshear ES	186	49	167	60	11	186	61	167	67	6
Bonham ES	430	61	385	64	3	430	68	386	69	1
Bruce ES	242	52	237	53	1	241	63	238	59	-4
Cullen MS	439	45	354	43	-2	402	40	321	48	8
Deady MS	698	46	645	49	3	648	52	599	55	3
Dogan ES	258	52	235	54	2	258	51	235	52	1
Foerster ES	309	43	291	47	4	311	51	291	55	4
Fondren ES	152	46	131	54	8	152	63	131	69	6
Forest Brook MS	833	41	812	46	5	801	55	763	63	8
Gregory-Lincoln PK-8	511	59	509	69	10	491	56	474	62	6
Henry MS	811	44	785	48	4	797	46	761	56	10
High School Ahead Acad MS	178	28	132	31	3	178	20	136	18	-2
Highland Heights ES	252	38	226	43	5	252	45	225	47	2
Hilliard ES	267	43	240	48	5	268	50	240	54	4
Holland MS	643	46	658	53	7	590	46	627	61	15
Lawson MS	1,077	52	1,180	53	1	1,013	60	1,125	63	3
Looscan ES	174	41	161	55	14	174	51	161	63	12
Mading ES	217	57	175	64	7	217	63	175	75	12
Montgomery ES	287	54	243	59	5	287	69	244	73	4
Pugh ES	161	70	169	67	-3	161	65	169	73	8
Stevens ES	324	58	301	58	0	324	64	303	62	-2
Sugar Grove MS	672	38	669	36	-2	648	35	654	41	6
TCAH	2,044	83	2,345	83	0	1,930	68	2,199	70	2
Wesley ES	148	39	134	46	7	148	41	135	45	4
Williams MS	488	44	469	48	4	469	42	435	52	10
Woodson ES	479	39	183	44	5	478	45	183	57	12

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Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019										
Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
East Office Total	11,339	65	11,257	66	1	10,930	75	10,825	73	-2
BCM Biotech Academy at Rusk	382	74	472	76	2	331	74	408	79	5
Bonner ES	397	59	366	58	-1	397	70	366	70	0
Briscoe ES	163	64	125	62	-2	163	72	125	61	-11
Burnet ES	243	67	229	68	1	243	84	229	75	-9
Cage ES	234	82	236	80	-2	234	82	237	79	-3
Carrillo ES	270	80	257	75	-5	270	85	257	77	-8
Chrysalis MS	261	97	278	95	-2	238	97	255	98	1
Crespo ES	399	71	364	74	3	399	82	364	84	2
Davila ES	178	66	168	78	12	178	79	168	83	4
DeZavala ES	267	70	243	74	4	268	84	243	87	3
Edison MS	636	52	633	51	-1	591	64	613	62	-2
Franklin ES	183	58	205	60	2	183	64	205	60	-4
Gallegos ES	182	63	169	54	-9	182	70	169	62	-8
Harris, JR ES	230	58	214	63	5	230	73	214	66	-7
Harris, RP ES	254	55	257	55	0	253	56	257	51	-5
Henderson, JP ES	367	67	389	62	-5	367	72	390	69	-3
Lantrip ES	326	77	326	71	-6	325	81	326	74	-7
Lewis ES	499	64	477	62	-2	499	72	478	69	-3
Navarro MS	686	47	694	48	1	661	60	631	61	1
Oates ES	141	62	140	61	-1	141	72	140	68	-4
Ortiz MS	1,028	50	1,058	57	7	965	65	998	68	3
Park Place ES	445	82	428	78	-6	445	92	428	87	-5
Patterson ES	422	78	420	74	-4	422	87	420	83	-4
Pleasantville ES	113	72	131	79	7	113	73	131	72	-1
Port Houston ES	134	61	129	60	-1	134	57	129	62	5
Robinson ES	243	54	218	54	-1	243	66	218	64	-2
Rucker ES	241	52	223	51	-1	241	60	223	61	1
Sanchez ES	252	75	265	81	6	252	86	265	88	2

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TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
Southmayd ES	295	70	285	71	1	295	88	285	81	-7
Stevenson MS	1,362	74	1,423	75	1	1,161	81	1,218	79	-2
Tijerina ES	173	54	156	70	16	173	72	156	81	9
Whittier ES	246	57	213	67	10	246	72	213	74	2
Young Scholars	87	61	66	61	0	87	68	66	62	-6
North Office Total	13,585	62	13,302	63	1	13,295	72	12,995	71	-1
Atherton ES	271	77	272	79	2	271	77	272	79	2
Barrick ES	321	55	311	56	1	321	68	311	74	6
Berry ES	359	63	355	66	3	360	79	356	79	0
Burbank ES	403	81	418	87	6	403	93	418	92	-1
Burbank MS	1,407	74	1,473	74	0	1,246	83	1,318	84	1
Burrus ES	234	64	193	69	5	234	71	193	68	-3
Codwell ES	217	55	187	50	-5	217	57	187	59	2
Cook ES	288	51	288	65	14	288	55	286	60	5
Coop ES	350	63	354	64	1	350	65	356	72	7
De Chaumes ES	380	84	360	84	0	380	90	360	88	-2
Durkee ES	304	68	310	59	-9	304	73	310	72	-1
Eliot ES	230	66	243	74	8	230	85	243	79	-6
Elmore ES	340	55	324	47	-9	339	64	323	60	-4
Fleming MS	507	45	470	44	-1	485	57	450	53	-4
Fonville MS	825	47	782	52	5	776	59	702	64	5
Garcia ES	299	53	286	51	-2	299	66	286	64	-2
Henderson, NQ ES	125	38	136	50	12	125	70	136	63	-7
Herrera ES	377	75	405	76	1	377	83	406	79	-4
Isaacs ES	141	54	144	49	-5	141	74	144	53	-21
Janowski ES	264	69	241	70	1	264	79	241	76	-3
Kashmere Gardens ES	164	59	168	71	12	164	68	168	72	4
Kennedy ES	321	69	303	63	-6	321	77	303	66	-11
Key MS	623	42	653	45	3	589	42	627	52	10

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TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019										
Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
Lyons ES	458	86	444	81	-5	458	90	444	85	-5
Marshall ES	531	52	475	50	-2	531	56	475	56	0
Martinez, R ES	256	63	249	60	-3	256	68	249	65	-3
McGowen ES	214	41	185	58	17	214	62	185	68	6
McReynolds MS	582	51	553	46	-5	557	71	524	66	-5
Moreno ES	383	78	401	80	2	383	91	401	89	-2
Northline ES	279	53	243	48	-5	279	73	243	64	-9
Osborne ES	176	72	158	47	-25	176	74	159	59	-15
Paige ES	212	59	204	58	-1	212	65	204	77	12
Ross ES	157	61	162	54	-7	157	64	162	55	-9
Scarborough ES	310	67	315	66	-1	310	80	315	70	-10
Scroggins ES	264	73	243	68	-5	264	80	244	76	-4
Shadydale ES	447	72	446	69	-3	447	86	446	79	-7
Shearn ES	298	53	283	59	6	299	60	283	63	3
Sherman ES	268	57	265	59	2	268	64	265	62	-2
Northwest Office Total	9,966	72	9,948	73	1	9,466	76	9,410	77	1
Arabic Immersion	0	---	69	86	---	0	---	69	86	---
Benbrook ES	292	67	286	77	10	292	76	286	77	1
Black MS	1,073	70	1211	70	0	1,006	82	1,123	79	-3
Browning ES	212	67	199	69	2	212	86	199	81	-5
Clifton MS	715	54	685	54	0	680	61	642	61	0
Crockett ES	255	82	267	84	2	255	87	267	81	-6
Durham ES	226	72	219	71	-1	226	71	218	67	-4
Field ES	200	93	202	93	0	202	94	202	96	2
Garden Oaks	396	74	422	73	-1	382	74	418	74	0
Hamilton MS	1,349	81	1240	78	-3	1,192	78	1,043	80	1
Helms ES	182	77	182	78	1	182	75	182	83	8
Hogg MS	850	75	947	77	2	774	73	863	80	7
Jefferson ES	174	71	178	71	0	174	79	178	81	2

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Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
Ketelsen ES	248	77	235	73	-4	248	88	235	85	-3
Leland YMCPA	287	81	283	76	-5	255	83	254	88	4
Love ES	183	61	156	71	10	183	72	156	72	0
Marshall MS	808	54	748	62	8	764	69	720	77	8
Martinez, C ES	212	55	183	49	-6	212	63	184	51	-12
Rice School PK-8	803	83	805	84	1	753	80	751	79	-1
Roosevelt ES	313	80	300	79	-1	313	83	299	80	-3
Sinclair ES	267	78	253	82	4	267	78	253	78	0
Smith ES	372	55	398	51	-4	372	59	397	51	-8
Wainwright ES	243	57	210	55	-2	243	69	210	63	-6
YWCPA	306	97	270	95	-2	279	86	261	96	10
South Office Total	10,626	63	10,232	63	-1	10,415	72	10,038	69	-3
Alcott ES	131	52	119	57	5	131	69	119	71	2
Almeda ES	388	61	393	64	2	390	75	393	76	1
Bastian ES	301	54	273	59	5	301	61	273	58	-3
Baylor College MS	755	86	699	81	-5	675	87	604	80	-7
Brookline ES	415	73	388	81	7	415	87	388	87	0
Cornelius ES	416	75	410	80	5	416	76	410	83	7
DeAnda ES	302	79	293	88	9	302	87	293	92	5
Foster ES	154	66	171	71	5	154	67	171	70	3
Frost ES	269	67	251	73	6	269	75	251	72	-3
Garden Villas ES	392	63	359	63	0	392	77	359	71	-6
Golfcrest ES	282	69	309	58	-11	282	74	309	67	-7
Gregg ES	268	66	231	62	-4	269	77	231	74	-3
Grissom ES	244	58	223	57	-2	245	69	222	73	4
Hartman MS	1,275	63	1,230	62	-1	1,180	68	1,148	69	1
Hartsfield ES	154	50	160	48	-2	154	54	162	52	-2
Hines-Caldwell ES	359	74	343	74	0	360	87	343	78	-9
Hobby ES	350	61	374	54	-7	351	74	374	62	-12

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Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
Kelso ES	217	52	213	52	0	217	66	213	66	0
Law ES	361	56	321	58	2	362	67	322	58	-9
Lockhart ES	289	60	270	63	3	289	72	270	68	-4
Mitchell ES	158	53	141	55	2	158	59	141	59	0
Peck ES	218	67	224	63	-4	218	78	224	76	-2
Petersen ES	226	62	205	67	5	225	76	206	70	-6
Reagan Ed Ctr PK-8	739	56	708	58	2	723	62	708	67	5
Reynolds ES	223	49	194	52	3	223	54	195	55	1
Seguin ES	271	55	277	53	-2	270	63	277	60	-3
Thomas MS	537	43	589	38	-5	511	50	568	47	-3
Thompson ES	163	74	144	74	0	163	70	144	74	4
Whidby ES	265	55	254	50	-5	265	77	254	59	-18
Windsor Village ES	366	73	315	75	2	367	85	315	83	-2
Young ES	138	51	151	46	-5	138	65	151	52	-13
West Office Total	23,554	66	23,666	66	0	22,690	72	22,836	71	-1
Anderson ES	374	59	356	60	1	374	68	356	63	-5
Ashford ES	267	51	223	53	2	267	57	223	56	-1
Askew ES	392	64	422	63	-1	392	65	423	63	-2
Bell ES	343	63	322	58	-5	343	82	322	74	-8
Benavidez ES	421	50	439	57	7	421	64	440	63	-1
Braeburn ES	352	58	301	60	2	352	74	301	76	2
Briar Meadow	344	85	337	85	0	300	88	296	85	-3
Condit ES	4	*	105	65	---	4	*	105	59	---
Cunningham ES	313	66	311	68	2	313	71	311	62	-9
Daily ES	360	79	351	77	-2	361	84	351	77	-7
Elrod ES	337	61	345	76	15	337	73	345	80	7
Emerson ES	378	63	383	60	-3	378	69	383	64	-5
Energized ES	837	54	806	62	8	838	72	806	80	8
Energized MS	413	81	517	72	-9	388	91	482	90	-1

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
E-STEM Central MS	355	40	328	39	-1	354	65	306	58	-7
E-STEM West MS	198	91	203	97	6	152	95	161	94	-1
Fondren MS	963	54	993	51	-3	927	65	956	61	-5
Gross ES	289	56	306	54	-2	289	62	308	60	-2
Herod ES	383	80	379	77	-3	383	81	379	79	-2
Inspired Acad	268	51	253	38	-13	268	56	253	28	-28
Las Americas MS	232	2	284	0	-2	233	3	287	2	-1
Long Acad	689	43	661	43	0	669	49	629	57	8
Longfellow ES	402	65	342	64	-1	402	62	341	69	7
Lovett ES	3	*	118	70	---	3	*	118	81	---
MacGregor ES	275	65	266	69	4	275	62	266	70	8
McNamara ES	370	61	396	58	-3	369	70	396	68	-2
Memorial ES	145	82	142	89	7	145	82	142	88	6
Meyerland MS	1,588	80	1,538	79	-1	1,444	81	1,471	78	-3
Milne ES	259	49	253	49	0	260	60	253	51	-9
Neff ES	551	59	557	63	4	552	70	556	72	2
Parker ES	400	85	406	82	-3	400	91	406	88	-3
Pershing MS	1,673	80	1723	76	-4	1,561	80	1625	80	0
Pilgrim Acad	699	62	685	63	1	684	80	668	79	-1
Piney Point ES	534	57	552	60	3	534	69	552	67	-2
Red ES	263	85	250	78	-7	264	87	250	81	-6
Revere MS	1,253	57	1199	57	0	1,196	58	1,138	60	2
Rodriguez ES	409	68	436	64	-4	409	81	436	78	-3
School at St. George ES	355	83	341	85	2	355	85	341	88	3
Shadowbriar ES	212	63	222	63	0	212	69	222	59	-10
Sharpstown Intl	488	87	506	87	0	323	94	355	95	1
Sutton ES	506	69	526	68	-1	506	79	525	74	-5
Tanglewood MS	824	77	813	78	1	775	77	763	80	3
Tinsley ES	433	55	411	55	0	433	67	411	70	3

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Reading and Math Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Reading					Mathematics				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	81,821	64	80,720	65	1	79,096	70	77,914	70	0
Valley West ES	409	64	419	64	0	409	75	419	66	-9
Walnut Bend ES	353	62	338	53	-9	353	68	338	66	-2
Welch MS	697	48	639	55	7	659	52	587	65	13
West Briar MS	1,068	80	1,113	79	-1	971	84	1,008	80	-4
Wharton Dual Lang.	249	83	255	80	-3	227	90	231	85	-5
White, E ES	369	69	359	69	0	370	86	359	78	-8
White, M ES	255	69	236	69	0	256	70	236	72	2

Source: HISD STAAR 3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish Combined.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

1st administration only.

**Appendix A
STAAR 3–8 Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019										
Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
A180 Office Total	4,275	41	4,033	49	8	4,418	51	4,327	58	7
Attucks MS	156	26	139	45	19	134	25	170	41	16
Blackshear ES	62	29	61	43	14	59	44	42	79	35
Bonham ES	133	59	122	57	-2	156	44	112	38	-6
Bruce ES	78	41	75	36	-5	80	43	85	49	6
Cullen MS	153	41	116	27	-14	150	46	128	45	-1
Deady MS	251	35	228	44	9	233	53	238	50	-3
Dogan ES	96	32	74	50	18	85	54	86	74	20
Foerster ES	111	32	106	31	-1	92	38	100	47	9
Fondren ES	45	31	43	40	9	65	43	41	56	13
Forest Brook MS	255	33	264	42	9	276	64	273	70	6
Gregory-Lincoln PK-8	168	45	165	56	11	175	56	156	60	4
Henry MS	310	34	230	41	7	263	50	289	57	7
High School Ahead Acad MS	70	20	56	36	16	75	25	66	18	-7
Highland Heights ES	87	26	66	38	12	78	26	81	43	17
Hilliard ES	80	19	89	28	9	95	31	71	54	23
Holland MS	234	44	224	48	4	192	38	212	62	24
Lawson MS	358	47	390	51	4	358	44	367	58	14
Looscan ES	64	20	56	32	12	57	54	53	42	-12
Mading ES	71	31	59	54	23	78	62	53	68	6
Montgomery ES	88	48	80	35	-13	105	60	88	51	-9
Pugh ES	55	55	58	62	7	45	80	55	80	0
Stevens ES	96	31	123	41	10	106	62	85	47	-15
Sugar Grove MS	219	31	208	38	7	238	46	224	42	-4
TCAH	671	70	740	76	6	859	71	981	75	4
Wesley ES	51	20	47	43	23	44	27	47	53	26
Williams MS	179	35	148	40	5	149	28	168	49	21
Woodson ES	134	29	66	41	12	171	30	56	38	8

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
East Office Total	3,898	53	3,658	61	8	3,628	67	3,697	67	0
BCM Biotech Academy at Rusk	163	63	124	69	6	97	70	181	77	7
Bonner ES	122	52	127	47	-5	144	71	124	63	-8
Briscoe ES	47	45	47	57	12	64	70	42	74	4
Burnet ES	78	37	83	60	23	79	72	73	71	-1
Cage ES	80	68	79	63	-5	76	72	84	86	14
Carrillo ES	85	82	89	78	-4	93	80	84	71	-9
Chrysalis MS	86	92	88	98	6	83	99	84	100	1
Crespo ES	147	61	107	68	7	125	81	129	74	-7
Davila ES	60	57	64	59	2	56	79	54	72	-7
DeZavala ES	94	70	74	85	15	99	66	92	66	0
Edison MS	226	31	199	58	27	201	56	215	55	-1
Franklin ES	69	36	70	44	8	48	71	67	57	-14
Gallegos ES	52	56	62	53	-3	67	70	50	56	-14
Harris, JR ES	81	26	70	44	18	72	71	74	76	5
Harris, RP ES	73	33	85	45	12	87	37	71	51	14
Henderson, JP ES	129	71	118	63	-8	123	76	132	58	-18
Lantrip ES	110	58	123	56	-2	98	85	107	65	-20
Lewis ES	164	39	167	48	9	166	59	160	51	-8
Navarro MS	253	36	194	47	11	249	41	249	57	16
Oates ES	51	47	46	48	1	42	76	45	60	-16
Ortiz MS	357	40	326	55	15	325	58	330	61	3
Park Place ES	162	86	146	73	-13	137	85	160	84	-1
Patterson ES	140	76	135	76	0	145	78	128	70	-8
Pleasantville ES	43	63	46	67	4	29	83	39	51	-32
Port Houston ES	42	29	46	46	17	44	39	40	45	6
Robinson ES	82	26	79	46	20	85	41	78	38	-3
Rucker ES	72	36	79	42	6	85	54	77	58	4

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Sanchez ES	92	48	96	71	23	69	86	103	84	-2
Southmayd ES	101	46	91	42	-4	105	66	92	77	11
Stevenson MS	455	71	465	79	8	368	80	366	81	1
Tijerina ES	64	30	40	53	23	64	63	68	63	0
Whittier ES	85	55	65	55	0	81	44	77	57	13
Young Scholars	33	64	28	46	-18	22	55	22	36	-19
North Office Total	4,561	52	4,485	56	4	4,400	66	4,331	65	-1
Atherton ES	88	78	93	83	5	88	82	83	75	-7
Barrick ES	97	48	109	60	12	105	59	93	52	-7
Berry ES	120	51	121	47	-4	112	50	114	58	8
Burbank ES	115	79	146	78	-1	120	76	119	94	18
Burbank MS	462	64	497	69	5	489	89	468	86	-3
Burrus ES	79	57	73	56	-1	75	64	69	83	19
Codwell ES	65	40	67	48	8	89	48	58	50	2
Cook ES	88	33	98	40	7	89	39	77	62	23
Coop ES	110	62	117	64	2	123	60	108	58	-2
De Chaumes ES	105	79	144	78	-1	135	83	104	79	-4
Durkee ES	113	63	99	58	-5	92	57	106	56	-1
Eliot ES	78	63	71	68	5	76	82	82	68	-14
Elmore ES	117	37	102	46	9	123	56	115	47	-9
Fleming MS	185	49	158	34	-15	150	60	151	55	-5
Fonville MS	299	36	230	53	17	287	63	300	71	8
Garcia ES	104	28	106	42	14	87	71	87	71	0
Henderson, NQ ES	39	28	53	26	-2	34	74	33	82	8
Herrera ES	128	73	127	73	0	130	78	133	70	-8
Isaacs ES	52	42	45	29	-13	47	53	54	41	-12
Janowski ES	86	55	81	65	10	84	57	84	67	10
Kashmere Gardens ES	44	45	57	54	9	61	70	45	62	-8
Kennedy ES	115	50	100	60	10	102	71	103	48	-23

**Appendix A
STAAR 3–8 Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Key MS	226	30	220	33	3	187	47	219	54	7
Lyons ES	153	84	149	80	-4	148	83	144	76	-7
Marshall ES	178	33	163	40	7	174	36	160	68	32
Martinez, R ES	91	49	79	39	-10	76	66	91	52	-14
McGowen ES	63	30	67	42	12	68	59	49	67	8
McReynolds MS	210	40	181	52	12	179	54	189	48	-6
Moreno ES	138	64	132	77	13	116	85	131	82	-3
Northline ES	102	44	81	35	-9	86	43	95	38	-5
Osborne ES	57	74	62	40	-34	55	73	49	61	-12
Paige ES	75	45	68	60	15	63	56	60	77	21
Ross ES	45	27	57	44	17	49	73	44	48	-25
Scarborough ES	110	45	107	50	5	92	78	102	55	-23
Scroggins ES	97	64	72	76	12	88	75	96	61	-14
Shadydale ES	141	58	157	52	-6	138	80	137	64	-16
Shearn ES	97	42	108	56	14	99	46	92	47	1
Sherman ES	89	52	88	51	-1	84	61	87	55	-6
Northwest Office Total	3,292	61	3,389	67	7	3,138	72	3,075	72	0
Arabic Immersion	0	---	0	---	---	0	---	0	---	---
Benbrook ES	99	55	101	69	14	96	84	96	83	-1
Black MS	357	62	399	68	6	278	65	300	70	5
Browning ES	63	59	60	75	16	73	75	62	34	-41
Clifton MS	219	39	234	42	3	238	55	217	53	-2
Crockett ES	91	55	88	73	18	80	89	93	86	-3
Durham ES	69	61	82	51	-10	75	75	68	71	-4
Field ES	61	80	76	88	8	61	89	56	89	0
Garden Oaks	136	60	148	61	1	114	75	128	73	-2
Hamilton MS	437	75	456	79	4	446	84	412	81	-3
Helms ES	68	79	57	68	-11	55	65	62	68	3
Hogg MS	291	70	315	71	1	238	80	286	79	-1

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Jefferson ES	65	37	56	70	33	50	64	59	73	9
Ketelsen ES	83	72	83	73	1	79	77	78	74	-3
Leland YMCPA	106	73	93	55	-18	62	55	70	94	39
Love ES	56	50	61	77	27	61	57	53	43	-14
Marshall MS	283	44	236	67	23	281	60	268	62	2
Martinez, C ES	59	25	62	50	25	78	69	58	52	-17
Rice School PK-8	271	75	256	80	5	277	80	278	83	3
Roosevelt ES	105	51	108	69	18	102	85	106	80	-5
Sinclair ES	92	61	85	65	4	80	58	82	73	15
Smith ES	111	32	156	45	13	112	43	109	51	8
Wainwright ES	79	33	88	32	-1	78	64	54	33	-31
YWCPA	91	91	89	100	9	124	88	80	91	3
South Office Total	3,516	55	3,441	56	1	3,460	64	3,309	67	2
Alcott ES	47	19	44	41	22	38	55	43	58	3
Almeda ES	124	48	125	54	6	136	61	121	69	8
Bastian ES	95	25	92	17	-8	101	72	86	64	-8
Baylor College MS	252	89	222	90	1	202	82	230	90	8
Brookline ES	150	59	119	69	10	141	64	149	83	19
Cornelius ES	142	65	137	72	7	138	80	127	80	0
DeAnda ES	109	83	102	86	3	94	84	99	89	5
Foster ES	53	42	52	56	14	43	72	55	73	1
Frost ES	82	67	85	60	-7	84	70	88	66	-4
Garden Villas ES	132	47	117	62	15	128	87	125	79	-8
Golfcrest ES	87	63	106	56	-7	90	76	94	71	-5
Gregg ES	77	60	89	57	-3	94	54	76	71	17
Grissom ES	85	34	69	48	14	81	54	78	58	2
Hartman MS	438	64	390	64	0	412	62	379	66	4
Hartsfield ES	41	34	62	39	5	53	58	43	58	0
Hines-Caldwell ES	128	77	114	68	-9	116	79	127	78	-1

**Appendix A
STAAR 3–8 Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Hobby ES	117	56	127	45	-11	108	56	118	47	-9
Kelso ES	70	46	69	45	-1	79	58	66	56	-2
Law ES	126	40	109	48	8	123	59	100	57	-2
Lockhart ES	88	48	104	52	4	101	65	80	75	10
Mitchell ES	55	31	50	38	7	46	78	41	68	-10
Peck ES	69	52	79	48	-4	68	68	65	37	-31
Petersen ES	65	51	72	49	-2	87	43	67	54	11
Reagan Ed Ctr PK-8	255	43	232	57	14	227	60	239	62	2
Reynolds ES	69	29	73	41	12	82	49	63	70	21
Seguin ES	87	38	95	41	3	97	49	90	40	-9
Thomas MS	173	40	198	27	-13	181	51	188	44	-7
Thompson ES	53	72	49	69	-3	55	64	44	57	-7
Whidby ES	100	38	91	31	-7	72	65	84	55	-10
Windsor Village ES	108	74	109	73	-1	134	77	101	81	4
Young ES	39	33	59	34	1	49	67	43	65	-2
West Office Total	7,878	56	7,823	60	4	7,645	66	7,771	65	-1
Anderson ES	116	55	130	44	-11	117	50	104	57	7
Ashford ES	74	31	82	54	23	90	67	66	48	-19
Askew ES	133	50	136	58	8	123	56	136	45	-11
Bell ES	120	43	111	55	12	117	63	102	47	-16
Benavidez ES	141	59	147	48	-11	130	46	135	58	12
Braeburn ES	122	52	101	60	8	112	74	119	66	-8
Briar Meadow	109	73	119	79	6	114	84	110	85	1
Condit ES	2	*	30	43	3	0	---	36	61	---
Cunningham ES	116	42	103	52	10	90	46	107	46	0
Daily ES	113	66	119	68	2	124	76	119	58	-18
Elrod ES	118	41	114	79	38	100	64	122	55	-9
Emerson ES	122	45	118	48	3	115	65	131	55	-11
Energized ES	278	43	271	53	10	281	70	260	63	-7

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Energized MS	134	69	152	82	13	114	68	128	72	4
E-STEM Central MS	127	39	113	29	-10	80	54	99	45	-9
E-STEM West MS	52	98	78	90	-8	59	81	59	98	17
Fondren MS	319	45	305	50	5	300	56	317	58	3
Gross ES	90	48	100	41	-7	104	58	100	46	-12
Herod ES	133	74	128	75	1	128	83	135	77	-6
Inspired Acad	78	22	79	24	2	100	53	124	34	-19
Las Americas MS	79	1	88	0	-1	106	3	129	0	-3
Long Acad	227	30	220	34	4	270	41	238	45	4
Longfellow ES	141	50	113	74	24	133	65	116	58	-7
Lovett ES	0	---	32	59	7	0	0	39	69	-4
MacGregor ES	96	70	81	54	-16	84	67	91	73	6
McNamara ES	121	55	133	50	-5	123	69	123	74	5
Memorial ES	47	74	42	74	0	42	62	48	79	17
Meyerland MS	513	74	521	77	3	562	77	558	76	-1
Milne ES	90	17	76	41	24	78	62	83	34	-28
Neff ES	172	42	195	51	9	178	72	169	58	-14
Parker ES	138	69	135	76	7	131	85	137	70	-15
Pershing MS	584	76	544	73	-3	538	72	581	81	9
Pilgrim Acad	231	58	222	65	7	222	84	236	77	-7
Piney Point ES	200	44	180	48	4	157	56	183	43	-13
Red ES	84	81	81	75	-6	87	83	73	85	2
Revere MS	397	50	424	53	3	391	51	329	67	16
Rodriguez ES	127	65	163	63	-2	120	83	124	66	-17
School at St. George ES	112	70	121	67	-3	116	74	107	73	-1
Shadowbriar ES	71	46	69	42	-4	77	65	68	57	-8
Sharpstown Intl	156	81	173	89	8	164	89	153	95	6
Sutton ES	177	54	178	65	11	166	72	169	63	-9
Tanglewood MS	271	71	281	73	2	259	71	263	76	5

Appendix A
STAAR 3–8 Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table A-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Writing and Science Assessments by School Office and Campus, 2017–2018 and 2018–2019

Campus Name	Writing					Science				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	27,421	53	26,829	58	5	26,689	64	26,510	65	1
Tinsley ES	143	41	140	38	-3	145	57	124	62	5
Valley West ES	141	56	142	46	-10	118	62	132	62	0
Walnut Bend ES	125	39	113	39	0	117	62	119	59	-3
Welch MS	267	36	192	50	14	236	48	238	55	7
West Briar MS	379	79	340	75	-4	356	81	368	85	4
Wharton Dual Lang.	77	74	80	86	12	84	85	84	80	-5
White, E ES	117	63	129	64	1	121	74	105	77	3
White, M ES	98	57	79	56	-1	66	74	75	68	-6

Source: HISD STAAR 3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish Combined.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

1st administration only.

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
A180 Office Total	2,818	36	2,847	45	9
Attucks MS	162	19	172	31	12
Blackshear ES	0	---	0	---	---
Bonham ES	0	---	0	---	---
Bruce ES	0	---	0	---	---
Cullen MS	152	28	128	59	31
Deady MS	233	59	237	35	-24
Dogan ES	0	---	0	---	---
Foerster ES	0	---	0	---	---
Fondren ES	0	---	0	---	---
Forest Brook MS	278	39	271	42	3
Gregory-Lincoln PK-8	87	49	78	50	1
Henry MS	260	30	287	35	5
High School Ahead Acad MS	73	4	67	9	5
Highland Heights ES	0	---	0	---	---
Hilliard ES	0	---	0	---	---
Holland MS	195	32	212	56	24
Lawson MS	357	27	365	36	9
Looscan ES	0	---	0	---	---
Mading ES	0	---	0	---	---
Montgomery ES	0	---	0	---	---
Pugh ES	0	---	0	---	---
Stevens ES	0	---	0	---	---
Sugar Grove MS	242	32	217	33	1
TCAH	539	52	648	65	13
Wesley ES	0	---	0	---	---
Williams MS	149	34	165	35	1

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Woodson ES	91	11	0	---	---
East Office Total	1,345	49	1,470	54	5
BCM Biotech Academy at Rusk	49	80	126	61	-19
Bonner ES	0	---	0	---	---
Briscoe ES	0	---	0	---	---
Burnet ES	0	---	0	---	---
Cage ES	0	---	0	---	---
Carrillo ES	0	---	0	---	---
Chrysalis MS	83	98	84	96	-2
Crespo ES	0	---	0	---	---
Davila ES	0	---	0	---	---
DeZavala ES	0	---	0	---	---
Edison MS	201	41	213	43	2
Franklin ES	0	---	0	---	---
Gallegos ES	0	---	0	---	---
Harris, JR ES	0	---	0	---	---
Harris, RP ES	0	---	0	---	---
Henderson, JP ES	0	---	0	---	---
Lantrip ES	0	---	0	---	---
Lewis ES	0	---	0	---	---
Navarro MS	246	23	249	34	11
Oates ES	0	---	0	---	---
Ortiz MS	322	40	325	45	5
Park Place ES	0	---	0	---	---
Patterson ES	0	---	0	---	---
Pleasantville ES	0	---	0	---	---
Port Houston ES	0	---	0	---	---

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STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Robinson ES	0	---	0	---	---
Rucker ES	0	---	0	---	---
Sanchez ES	0	---	0	---	---
Southmayd ES	0	---	0	---	---
Stevenson MS	432	61	464	66	5
Tijerina ES	0	---	0	---	---
Whittier ES	0	---	0	---	---
Young Scholars	12	50	9	33	-17
North Office Total	1,292	51	1,327	47	-4
Atherton ES	0	---	0	---	---
Barrick ES	0	---	0	---	---
Berry ES	0	---	0	---	---
Burbank ES	0	---	0	---	---
Burbank MS	489	75	474	68	-7
Burrus ES	0	---	0	---	---
Codwell ES	0	---	0	---	---
Cook ES	0	---	0	---	---
Coop ES	0	---	0	---	---
De Chaumes ES	0	---	0	---	---
Durkee ES	0	---	0	---	---
Eliot ES	0	---	0	---	---
Elmore ES	0	---	0	---	---
Fleming MS	150	40	151	46	6
Fonville MS	289	33	296	33	0
Garcia ES	0	---	0	---	---
Henderson, NQ ES	0	---	0	---	---
Herrera ES	0	---	0	---	---

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STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Isaacs ES	0	---	0	---	---
Janowski ES	0	---	0	---	---
Kashmere Gardens ES	0	---	0	---	---
Kennedy ES	0	---	0	---	---
Key MS	187	10	216	29	19
Lyons ES	0	---	0	---	---
Marshall ES	0	---	0	---	---
Martinez, R ES	0	---	0	---	---
McGowen ES	0	---	0	---	---
McReynolds MS	177	64	190	41	-23
Moreno ES	0	---	0	---	---
Northline ES	0	---	0	---	---
Osborne ES	0	---	0	---	---
Paige ES	0	---	0	---	---
Ross ES	0	---	0	---	---
Scarborough ES	0	---	0	---	---
Scroggins ES	0	---	0	---	---
Shadydale ES	0	---	0	---	---
Shearn ES	0	---	0	---	---
Sherman ES	0	---	0	---	---
Northwest Office Total	1,927	57	1,903	65	8
Arabic Immersion	0	---	0	---	---
Benbrook ES	0	---	0	---	---
Black MS	331	60	353	69	9
Browning ES	0	---	0	---	---
Clifton MS	238	27	218	41	14
Crockett ES	0	---	0	---	---

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Durham ES	0	---	0	---	---
Field ES	0	---	0	---	---
Garden Oaks	30	70	39	49	-21
Hamilton MS	445	63	412	64	1
Helms ES	0	---	0	---	---
Hogg MS	240	66	283	72	6
Jefferson ES	0	---	0	---	---
Ketelsen ES	0	---	0	---	---
Leland YMCPA	84	42	99	63	21
Love ES	0	---	0	---	---
Marshall MS	280	50	268	63	13
Martinez, C ES	0	---	0	---	---
Rice School PK-8	155	72	151	76	4
Roosevelt ES	0	---	0	---	---
Sinclair ES	0	---	0	---	---
Smith ES	0	---	0	---	---
Wainwright ES	0	---	0	---	---
YWCPA	124	80	80	89	9
South Office Total	906	62	941	56	-6
Alcott ES	0	---	0	---	---
Almeda ES	0	---	0	---	---
Bastian ES	0	---	0	---	---
Baylor College MS	202	86	230	77	-9
Brookline ES	0	---	0	---	---
Cornelius ES	0	---	0	---	---
DeAnda ES	0	---	0	---	---
Foster ES	0	---	0	---	---

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Frost ES	0	---	0	---	---
Garden Villas ES	0	---	0	---	---
Golfcrest ES	0	---	0	---	---
Gregg ES	0	---	0	---	---
Grissom ES	0	---	0	---	---
Hartman MS	429	60	405	49	-11
Hartsfield ES	0	---	0	---	---
Hines-Caldwell ES	0	---	0	---	---
Hobby ES	0	---	0	---	---
Kelso ES	0	---	0	---	---
Law ES	0	---	0	---	---
Lockhart ES	0	---	0	---	---
Mitchell ES	0	---	0	---	---
Peck ES	0	---	0	---	---
Petersen ES	0	---	0	---	---
Reagan Ed Ctr PK-8	95	49	121	56	7
Reynolds ES	0	---	0	---	---
Seguin ES	0	---	0	---	---
Thomas MS	180	47	185	46	-1
Thompson ES	0	---	0	---	---
Whidby ES	0	---	0	---	---
Windsor Village ES	0	---	0	---	---
Young ES	0	---	0	---	---
West Office Total	3,651	58	3,649	59	1
Anderson ES	0	---	0	---	---
Ashford ES	0	---	0	---	---
Askew ES	0	---	0	---	---

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Bell ES	0	---	0	---	---
Benavidez ES	0	---	0	---	---
Braeburn ES	0	---	0	---	---
Briar Meadow	45	100	41	95	-5
Condit ES	0	---	0	---	---
Cunningham ES	0	---	0	---	---
Daily ES	0	---	0	---	---
Elrod ES	0	---	0	---	---
Emerson ES	0	---	0	---	---
Energized ES	0	---	0	---	---
Energized MS	114	67	128	70	3
E-STEM Central MS	80	39	99	36	-3
E-STEM West MS	59	81	59	93	12
Fondren MS	297	33	318	28	-5
Gross ES	0	---	0	---	---
Herod ES	0	---	0	---	---
Inspired Acad	71	77	90	57	-20
Las Americas MS	73	0	90	0	0
Long Acad	269	29	237	34	5
Longfellow ES	0	---	0	---	---
Lovett ES	0	---	0	---	---
MacGregor ES	0	---	0	---	---
McNamara ES	0	---	0	---	---
Memorial ES	0	---	0	---	---
Meyerland MS	537	63	509	61	-2
Milne ES	0	---	0	---	---
Neff ES	0	---	0	---	---

Appendix A
STAAR 3–8 Results

Table A-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3–8 Social Studies by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	Social Studies				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,939	51	12,137	54	3
Parker ES	0	---	0	---	---
Pershing MS	551	63	571	69	6
Pilgrim Acad.	99	62	95	63	1
Piney Point ES	0	---	0	---	---
Red ES	0	---	0	---	---
Revere MS	422	54	370	57	3
Rodriguez ES	0	---	0	---	---
School at St. George ES	0	---	0	---	---
Shadowbriar ES	0	---	0	---	---
Sharpstown Intl	164	80	153	86	6
Sutton ES	0	---	0	---	---
Tanglewood MS	258	64	262	59	-5
Tinsley ES	0	---	0	---	---
Valley West ES	0	---	0	---	---
Walnut Bend ES	0	---	0	---	---
Welch MS	235	45	235	49	4
West Briar MS	355	86	368	85	-1
Wharton Dual Lang.	22	73	24	88	15
White, E ES	0	---	0	---	---
White, M ES	0	---	0	---	---

Source: HISD STAAR 3–8 Cognos Student Data Files (August 7, 2018 and June 13, 2019); English and Spanish Combined.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

1st administration only.

Appendix B
STAAR EOC Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC Algebra I and Biology by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	Algebra I					Biology				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	15,175	72	13,971	73	1	14,873	75	14,190	78	3
A180 Office Total	3,600	63	3,284	69	6	3,262	69	3,065	76	7
Attucks MS	25	100	46	98	-2	30	100	30	100	0
Cullen MS	31	100	29	97	-3	0	---	0	---	---
Deady MS	48	100	49	94	-6	0	---	0	---	---
Forest Brook MS	25	100	45	100	0	0	---	0	---	---
Gregory-Lincoln PK-8	20	85	36	100	15	0	---	0	---	---
Henry MS	21	95	22	100	5	0	---	0	---	---
High School Ahead Acad MS	0	---	0	---	---	0	---	0	---	---
Holland MS	50	98	31	100	2	0	---	0	---	---
Kashmere HS	239	60	193	72	12	204	67	187	74	7
Lawson MS	60	93	51	100	7	0	---	0	---	---
Liberty HS	53	66	36	72	6	59	69	53	85	16
Madison HS	457	56	456	71	15	459	64	475	74	10
North Forest HS	302	47	290	70	23	324	66	299	77	11
Sharpstown HS	558	58	475	61	3	584	59	516	62	3
Sugar Grove MS	24	96	13	100	4	0	---	0	---	---
TCAH	719	68	645	64	-4	644	91	604	91	0
Washington HS	184	57	203	61	4	184	67	207	78	11
Wheatley HS	251	63	205	65	2	278	59	223	65	6
Williams MS	20	85	31	97	12	0	---	0	---	---
Worthing HS	269	68	191	76	8	259	57	218	77	20
Yates HS	244	55	237	56	1	237	67	253	70	3
East Office Total	2,693	71	2,469	72	1	2,734	76	2,615	76	0
Austin HS	455	71	406	62	-9	467	75	412	77	2
BCM Biotech Academy at Rusk	50	96	64	100	4	0	---	0	---	---
Chavez HS	712	59	614	52	-7	815	73	693	68	-5
Chrysalis MS	23	100	23	100	0	0	---	0	---	---

**Appendix B
STAAR EOC Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC Algebra I and Biology by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	Algebra I					Biology				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	15,175	72	13,971	73	1	14,873	75	14,190	78	3
East EC HS	65	100	44	100	0	111	100	103	100	0
Eastwood Acad HS	61	100	55	98	-2	115	100	111	99	-1
Edison MS	48	100	21	100	0	0	---	0	---	---
Furr HS	280	56	238	82	26	316	61	306	63	2
HSLJ	81	94	86	100	6	112	100	137	99	-1
Middle College HS - Fraga	25	80	25	76	-4	22	82	28	46	-36
Milby HS	536	61	503	65	4	632	69	648	74	5
Mount Carmel Acad HS	69	99	68	84	-15	81	100	78	95	-5
Navarro MS	24	100	61	100	0	0	---	0	---	---
Ortiz MS	64	97	59	100	3	0	---	0	---	---
Stevenson MS	200	100	202	100	0	63	100	99	100	0
Young Scholars	0	---	0	---	---	0	---	0	---	---
North Office Total	298	100	314	100	0	0	---	0	---	---
Burbank MS	162	100	158	99	-1	0	---	0	---	---
Fleming MS	20	100	21	100	0	0	---	0	---	---
Fonville MS	56	100	80	100	0	0	---	0	---	---
Key MS	32	97	27	100	3	0	---	0	---	---
McReynolds MS	28	100	28	100	0	0	---	0	---	---
Northwest Office Total	3,161	72	3,042	71	-1	3,437	78	3,475	80	2
Black MS	66	100	88	100	0	53	100	54	100	0
Challenge EC HS	62	100	63	98	-2	119	100	116	99	-1
Clifton MS	36	100	43	95	-5	0	---	0	---	---
DeBakey HS	35	100	40	100	0	228	100	238	100	0
Garden Oaks	14	100	3	*	---	0	---	0	---	---
HAIS HS	69	97	76	92	-5	125	100	134	98	-2
Hamilton MS	158	99	197	98	-1	0	---	0	---	---
Heights HS	479	64	476	72	8	630	83	633	84	1
Hogg MS	76	100	87	98	-2	0	---	0	---	---

**Appendix B
STAAR EOC Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC Algebra I and Biology by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	Algebra I					Biology				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	15,175	72	13,971	73	1	14,873	75	14,190	78	3
Houston MSTC HS	784	52	706	49	-3	832	61	827	64	3
Leland YMCPA	70	93	67	87	-6	77	97	71	96	-1
Marshall MS	45	100	26	100	0	0	---	0	---	---
North Houston EC HS	50	98	69	99	1	124	99	135	99	0
Northside HS	363	66	346	64	-2	404	70	406	80	10
Rice School PK-8	51	100	53	100	0	0	---	0	---	---
Scarborough HS	183	72	169	56	-16	216	68	194	55	-13
Waltrip HS	548	70	462	63	-7	581	78	588	80	2
YWCPA	72	99	71	99	0	48	100	79	100	0
South Office Total	1,847	66	1,538	69	3	1,697	73	1,586	76	3
Baylor College MS	82	100	96	100	0	0	---	0	---	---
Energy Inst HS	154	89	150	85	-4	193	96	207	96	0
Hartman MS	92	100	85	100	0	19	100	33	100	0
Jones HS	84	94	59	92	-2	91	97	71	93	-4
Reagan Ed Ctr PK-8	17	94	0	---	---	0	---	0	---	---
South EC HS	110	83	66	94	11	132	94	101	99	5
Sterling HS	500	47	418	50	3	514	56	464	66	10
Thomas MS	25	100	24	92	-8	0	---	0	---	---
Westbury HS	783	59	685	64	5	748	72	710	72	0
West Office Total	3,576	82	3,279	80	-2	3,743	80	3,449	82	2
Bellaire HS	613	81	514	82	1	839	88	723	86	-2
Briar Meadow	45	100	41	100	0	0	---	0	---	---
Energized MS	23	96	31	100	4	0	---	0	---	---
E-STEM Central HS	43	95	58	98	3	67	91	70	80	-11
E-STEM Central MS	1	*	22	---	---	0	---	0	---	---
E-STEM West HS	89	72	71	76	4	101	73	89	70	-3
E-STEM West MS	47	100	42	100	0	45	100	23	100	0
Fondren MS	34	100	29	100	0	0	---	0	---	---

Appendix B
STAAR EOC Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-1. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC Algebra I and Biology by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	Algebra I					Biology				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	15,175	72	13,971	73	1	14,873	75	14,190	78	3
Inspired Acad	0	---	0	---	---	0	---	0	---	---
Lamar HS	537	80	523	80	---	779	89	738	89	0
Las Americas MS	0	---	0	---	---	0	---	0	---	---
Long Acad	71	93	63	97	4	65	98	47	98	0
Meyerland MS	141	100	70	100	0	0	---	0	---	---
Middle College HS - Gulfton	34	56	29	72	16	21	71	29	62	-9
Pershing MS	109	100	99	100	0	51	100	45	100	0
Pilgrim Acad	15	100	17	100	0	0	---	0	---	---
Revere MS	61	98	60	100	2	33	100	41	98	-2
Sharpstown Intl	268	98	181	99	1	166	96	184	98	2
Tanglewood MS	48	100	51	100	0	0	---	0	---	---
Welch MS	40	100	50	100	0	0	---	0	---	---
West Briar MS	100	100	105	100	0	0	---	0	---	---
Westside HS	499	86	587	79	-7	726	90	764	91	1
Wharton Dual Lang.	22	95	24	100	5	0	---	0	---	---
Wisdom HS	736	59	612	52	-7	850	47	696	53	6

Source: HISD STAAR EOC Cognos Student Data Files (August 7, 2018 and June 13, 2019); Spring Administration only.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

Appendix B
STAAR EOC Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC English I and English II by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	English I					English II				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	17,819	50	16,508	52	2	16,650	52	16,192	57	5
A180 Office Total	4,226	36	3,914	40	4	3,889	44	3,777	46	2
Attucks MS	0	---	0	---	---	0	---	0	---	---
Cullen MS	0	---	0	---	---	0	---	0	---	---
Deady MS	0	---	0	---	---	0	---	0	---	---
Forest Brook MS	0	---	0	---	---	0	---	0	---	---
Gregory-Lincoln PK-8	0	---	0	---	---	0	---	0	---	---
Henry MS	0	---	0	---	---	0	---	0	---	---
High School Ahead Acad MS	0	---	0	---	---	0	---	0	---	---
Holland MS	0	---	0	---	---	0	---	0	---	---
Kashmere HS	351	26	297	34	8	263	30	274	41	11
Lawson MS	0	---	0	---	---	0	---	0	---	---
Liberty HS	77	9	85	13	4	89	13	101	26	13
Madison HS	686	30	714	38	8	606	41	589	43	2
North Forest HS	456	34	431	34	0	361	37	364	38	1
Sharpstown HS	546	32	577	34	2	590	33	576	31	-2
Sugar Grove MS	0	---	0	---	---	0	---	0	---	---
TCAH	710	75	641	77	2	757	77	768	77	0
Washington HS	296	25	252	29	4	304	31	253	39	8
Wheatley HS	362	29	273	29	0	302	38	291	35	-3
Williams MS	0	---	0	---	---	0	---	0	---	---
Worthing HS	384	22	296	34	12	307	37	261	39	2
Yates HS	358	28	348	32	4	310	38	300	39	1
East Office Total	3,280	50	3,169	50	0	3,195	50	2,946	59	9
Austin HS	614	36	640	35	-1	634	42	557	43	1
BCM Biotech Academy at Rusk	0	---	0	---	---	0	---	0	---	---
Chavez HS	1,036	45	929	44	-1	1,059	42	946	53	11
Chrysalis MS	0	---	0	---	---	0	---	0	---	---

**Appendix B
STAAR EOC Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC English I and English II by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	English I					English II				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	17,819	50	16,508	52	2	16,650	52	16,192	57	5
East EC HS	118	100	113	96	-4	135	99	110	100	1
Eastwood Acad HS	116	98	111	95	-3	100	98	115	98	0
Edison MS	0	---	0	---	---	0	---	0	---	---
Furr HS	409	37	365	39	2	393	38	347	46	8
HSLJ	122	89	137	97	8	140	85	109	95	10
Middle College HS - Fraga	33	42	37	41	-1	48	50	35	63	13
Milby HS	741	51	750	52	1	581	50	639	62	12
Mount Carmel Acad HS	91	80	87	76	-4	105		88	91	91
Navarro MS	0	---	0	---	---	0	---	0	---	---
Ortiz MS	0	---	0	---	---	0	---	0	---	---
Stevenson MS	0	---	0	---	---	0	---	0	---	---
Young Scholars	0	---	0	---	---	0	---	0	---	---
North Office Total	0	---	0	---	---	0	---	0	---	---
Burbank MS	0	---	0	---	---	0	---	0	---	---
Fleming MS	0	---	0	---	---	0	---	0	---	---
Fonville MS	0	---	0	---	---	0	---	0	---	---
Key MS	0	---	0	---	---	0	---	0	---	---
McReynolds MS	0	---	0	---	---	0	---	0	---	---
Northwest Office Total	4,342	53	3,803	53	0	3,826	53	3,843	60	7
Black MS	0	---	0	---	---	0	---	0	---	---
Challenge EC HS	124	98	116	99	1	114	100	137	100	0
Clifton MS	0	---	0	---	---	0	---	0	---	---
DeBaKey HS	252	100	248	100	0	212	100	218	100	0
Garden Oaks	0	---	0	---	---	0	---	0	---	---
H AIS HS	137	100	135	98	-2	113	97	135	97	0
Hamilton MS	0	---	0	---	---	0	---	0	---	---
Heights HS	774	62	733	68	6	718	64	696	72	8
Hogg MS	0	---	0	---	---	0	---	0	---	---

Appendix B
STAAR EOC Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC English I and English II by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	English I					English II				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	17,819	50	16,508	52	2	16,650	52	16,192	57	5
Houston MSTC HS	1,259	29	1,001	24	-5	1,068	33	1,027	34	1
Leland YMCPA	65	80	61	85	5	50	96	57	95	-1
Marshall MS	0	---	0	---	---	0	---	0	---	---
North Houston EC HS	127	94	136	98	4	115	96	115	97	1
Northside HS	558	40	537	49	9	525	42	505	50	8
Rice School PK-8	0	---	0	---	---	0	---	0	---	---
Scarborough HS	276	43	250	30	-13	264	36	250	43	7
Waltrip HS	714	53	507	38	-15	592	44	665	58	14
YWCPA	56	96	79	96	0	55	98	38	100	2
South Office Total	2,027	47	1,810	48	1	1,774	48	1,800	57	9
Baylor College MS	0	---	0	---	---	0	---	0	---	---
Energy Inst HS	212	81	218	82	1	176	82	197	86	4
Hartman MS	0	---	0	---	---	0	---	0	---	---
Jones HS	123	60	90	62	2	128	73	103	78	5
Reagan Ed Ctr PK-8	0	---	0	---	---	0	---	0	---	---
South EC HS	147	81	108	86	5	122	80	129	84	4
Sterling HS	653	28	598	30	2	502	29	545	45	16
Thomas MS	0	---	1	*	---	0	---	0	---	---
Westbury HS	892	45	795	45	0	846	43	826	51	8
West Office Total	3,944	63	3,812	64	1	3,951	63	3,826	64	1
Bellaire HS	973	74	925	72	-2	974	71	962	72	1
Briar Meadow	0	---	0	---	---	0	---	0	---	---
Energized MS	0	---	0	---	---	0	---	0	---	---
E-STEM Central HS	72	68	83	70	2	59	76	79	77	1
E-STEM Central MS	0	---	0	---	---	0	---	0	---	---
E-STEM West HS	111	50	107	56	6	80	85	65	55	-30
E-STEM West MS	19	100	24	92	-8	0	---	0	---	---
Fondren MS	0	---	0	---	---	0	---	0	---	---

**Appendix B
STAAR EOC Results**

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table B-2. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC English I and English II by School Office and Campus, Spring Administration 2018 and 2019										
Campus Name	English I					English II				
	2018		2019		1 Year Change	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.		# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	17,819	50	16,508	52	2	16,650	52	16,192	57	5
Inspired Acad	0	---	0	---	---	0	---	0	---	---
Lamar HS	932	73	844	75	2	957	73	855	74	1
Las Americas MS	0	---	0	---	---	0	---	0	---	---
Long Acad	68	93	50	92	-1	48	94	59	92	-2
Meyerland MS	0	---	0	---	---	0	---	0	---	---
Middle College HS - Gulfton	34	41	49	39	-2	55	27	67	51	24
Pershing MS	0	---	0	---	---	0	---	0	---	---
Pilgrim Acad	0	---	0	---	---	0	---	0	---	---
Revere MS	0	---	0	---	---	0	---	0	---	---
Sharpstown Intl	171	83	191	89	6	149	55	147	92	37
Tanglewood MS	0	---	0	---	---	0	---	0	---	---
Welch MS	0	---	0	---	---	0	---	0	---	---
West Briar MS	0	---	0	---	---	0	---	0	---	---
Westside HS	810	69	844	72	3	761	75	792	71	-4
Wharton Dual Lang.	0	---	0	---	---	0	---	0	---	---
Wisdom HS	754	24	695	25	1	868	26	800	27	1

Source: HISD STAAR EOC Cognos Student Data Files (August 7, 2018 and June 13, 2019); Spring Administration only.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

**Appendix B
STAAR EOC Results**

Table B-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC U.S. History Assessment by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	US History				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,655	87	11,804	89	2
A180 Office Total	2,510	83	2,646	86	3
Attucks MS	0	---	0	---	---
Cullen MS	0	---	0	---	---
Deady MS	0	---	0	---	---
Forest Brook MS	0	---	0	---	---
Gregory-Lincoln PK-8	0	---	0	---	---
Henry MS	0	---	0	---	---
High School Ahead Acad MS	0	---	0	---	---
Holland MS	0	---	0	---	---
Kashmere HS	158	82	160	79	-3
Lawson MS	0	---	0	---	---
Liberty HS	45	47	46	74	27
Madison HS	403	85	380	85	0
North Forest HS	211	69	232	80	11
Sharpstown HS	334	82	429	83	1
Sugar Grove MS	0	---	0	---	---
TCAH	665	95	681	96	1
Washington HS	179	71	186	83	12
Wheatley HS	193	77	193	80	3
Williams MS	0	---	0	---	---
Worthing HS	149	80	161	87	7
Yates HS	173	82	178	87	5
East Office Total	2,141	86	2,212	88	2
Austin HS	427	85	397	84	-1
BCM Biotech Academy at Rusk	0	---	0	---	---
Chavez HS	733	81	754	83	2

Appendix B
STAAR EOC Results

Table B-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC U.S. History Assessment by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	US History				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,655	87	11,804	89	2
Chrysalis MS	0	---	0	---	---
East EC HS	121	100	127	100	0
Eastwood Acad HS	104	100	103	100	0
Edison MS	0	---	0	---	---
Furr HS	235	85	234	85	0
HSLJ	89	99	122	100	1
Middle College HS - Fraga	22	64	9	89	25
Milby HS	320	86	387	90	4
Mount Carmel Acad HS	90	98	79	99	1
Navarro MS	0	---	0	---	---
Ortiz MS	0	---	0	---	---
Stevenson MS	0	---	0	---	---
Young Scholars	0	---	0	---	---
North Office Total	0	---	0	---	---
Burbank MS	0	---	0	---	---
Fleming MS	0	---	0	---	---
Fonville MS	0	---	0	---	---
Key MS	0	---	0	---	---
McReynolds MS	0	---	0	---	---
Northwest Office Total	2,656	89	2,737	90	1
Black MS	0	---	0	---	---
Challenge EC HS	103	100	104	100	0
Clifton MS	0	---	0	---	---
DeBakey HS	191	100	171	100	0
Garden Oaks	0	---	0	---	---
HAIHS HS	113	99	105	98	-1
Hamilton MS	0	---	0	---	---

Appendix B
STAAR EOC Results

Table B-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC U.S. History Assessment by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	US History				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,655	87	11,804	89	2
Heights HS	588	93	544	94	1
Hogg MS	0	---	0	---	---
Houston MSTC HS	664	84	641	82	-2
Leland YMCPA	45	98	47	98	0
Marshall MS	0	---	0		---
North Houston EC HS	113	100	115	100	0
Northside HS	358	82	356	89	7
Rice School PK-8	0	---	0	---	---
Scarborough HS	183	77	167	83	6
Waltrip HS	262	83	444	87	4
YWCPA	36	10	43	100	90
South Office Total	1,221	84	1,188	89	5
Baylor College MS	0	---	0	---	---
Energy Inst HS	187	99	164	99	0
Hartman MS	0	---	0	---	---
Jones HS	119	96	92	98	2
Reagan Ed Ctr PK-8	0	---	0	---	---
South EC HS	70	93	104	96	3
Sterling HS	292	73	314	85	12
Thomas MS	0	---	0	---	---
Westbury HS	553	80	514	85	5
West Office Total	3,127	89	3,021	91	1
Bellaire HS	776	88	821	93	5
Briar Meadow	0	---	0	---	---
Energized MS	0	---	0	---	---
E-STEM Central HS	40	100	111	98	-2
E-STEM Central MS	0	---	0	---	---

Appendix B
STAAR EOC Results

Table B-3. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC U.S. History Assessment by School Office and Campus, Spring Administration 2018 and 2019					
Campus Name	US History				
	2018		2019		1 Year Change
	# Tested	% App.	# Tested	% App.	
HISD Title I, Part A Schools	11,655	87	11,804	89	2
E-STEM West HS	50	100	0	---	---
E-STEM West MS	0	---	0	---	---
Fondren MS	0	---	0	---	---
Inspired Acad	0	---	0	---	---
Lamar HS	832	93	732	94	1
Las Americas MS	0	---	0	---	---
Long Acad	50	100	41	100	0
Meyerland MS	0	---	0	---	---
Middle College HS - Gulfton	38	94	48	94	0
Pershing MS	0	---	0	---	---
Pilgrim Acad	0	---	0	---	---
Revere MS	0	---	0	---	---
Sharpstown Intl	165	99	134	100	1
Tanglewood MS	0	---	0	---	---
Welch MS	0	---	0	---	---
West Briar MS	0	---	0	---	---
Westside HS	693	94	637	94	0
Wharton Dual Lang.	0	---	0	---	---
Wisdom HS	483	71	497	72	1

Source: HISD STAAR EOC Cognos Student Data Files (August 7, 2018 and June 13, 2019); Spring Administration only.

Note: *if fewer than five students tested.

--- if no data available.

Due rounding; percentage may not equal 100 and 1 year change may vary by +/- 1.

Appendix C
STAAR EOC and Substitute Combined Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table C-1. Percentage of HISD Students Enrolled in Title I Schools who Met Standards on the Combined STAAR EOC and Substitute Assessments by School Office and Campus, 2018–2019

Campus Name	Algebra I		Biology		English I		English II		U.S. History	
	2019		2019		2019		2019		2019	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Achieve 180 School Office										
Kashmere HS	193	72	187	74	297	34	274	41	160	79
With Subst. Assess.	---	---	---	---	302	35	---	---	---	---
Madison HS	456	71	475	74	714	38	589	43	380	85
With Subst. Assess.	---	---	---	---	719	38	---	---	---	---
North Forest HS	290	70	299	77	431	34	364	38	232	80
With Subst. Assess.	---	---	---	---	436	35	---	---	---	---
TCAH	645	64	604	91	641	77	768	77	681	96
With Subst. Assess.	---	---	---	---	648	78	769	78	---	---
Washington HS	203	61	207	78	252	29	253	39	186	83
With Subst. Assess.	---	---	---	---	298	39	---	---	---	---
Wheatley HS	205	65	223	65	273	29	291	35	193	80
With Subst. Assess.	207	65	---	---	305	36	---	---	---	---
Worthing HS	191	76	218	77	296	34	261	39	161	87
With Subst. Assess.	---	---	---	---	318	38	---	---	---	---
Yates HS	237	56	253	70	348	32	300	39	178	87
With Subst. Assess.	243	57	---	---	370	36	---	---	---	---
East School Office										
Chavez HS	614	52	693	68	929	44	946	53	754	83
With Subst. Assess.	620	53	---	---	944	45	949	54	---	---
Northwest School Office										
Garden Oaks	3	*	---	---	---	---	---	---	---	---
With Subst. Assess.	5	100	---	---	---	---	---	---	---	---
HAIS HS	76	92	134	98	135	98	135	97	105	98
With Subst. Assess.	---	---	---	---	---	---	138	97	---	---
Heights HS	476	72	633	84	733	68	696	72	544	94
With Subst. Assess.	477	72	---	---	761	69	---	---	---	---
Houston MSTC HS	706	49	827	64	1,001	24	1,027	34	641	82
With Subst. Assess.	768	53	---	---	1,136	33	---	---	---	---

Appendix C
STAAR EOC and Substitute Combined Results

TITLE I, PART A STUDENT ACHIEVEMENT, 2018–2019

Table C-1. Percentage of HISD Students Enrolled in Title I Schools who Met Standards on the Combined STAAR EOC and Substitute Assessments by School Office and Campus, 2018–2019										
Campus Name	Algebra I		Biology		English I		English II		U.S. History	
	2019		2019		2019		2019		2019	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Northside HS	346	64	406	80	537	49	505	50	356	89
With Subst. Assess.	---	---	---	---	549	50	---	---	---	---
Rice School PK-8	53	100	0	---	0	---	0	---	0	---
With Subst. Assess.	54	100	---	---	---	---	---	---	---	---
Scarborough HS	169	56	194	55	250	30	250	43	167	83
With Subst. Assess.	---	---	---	---	251	31	252	44		
Waltrip HS	462	63	588	80	507	38	665	58	444	87
With Subst. Assess.	518	67	---	---	705	55	666	58	---	---
South School Office										
Energy Inst HS	150	85	207	96	218	82	197	86	164	99
With Subst. Assess.	---	---	---	---	221	82	---	---	---	---
Jones HS	59	92	71	93	90	62	103	78	92	98
With Subst. Assess.	---	---	---	---	92	63	106	78	---	---
Sterling HS	418	50	464	66	598	30	545	45	314	85
With Subst. Assess.	441	53	---	---	646	35	546	45	---	---
Westbury HS	685	64	710	72	795	45	826	51	514	85
With Subst. Assess.	686	64	---	---	798	46	---	---	---	---
West School Office										
Sharpstown Intl.	181	99	184	98	191	89	147	92	134	100
With Subst. Assess.	---	---	---	---	192	89	---	---	---	---
Westside HS	587	79	764	91	844	72	792	71	637	94
With Subst. Assess.	---	---	---	---	861	73	795	71	---	---

Source: HISD STAAR EOC Cognos Student Data Files (June 3, 2019); Spring Administration only.

Note: In 2018-2019, 23 Title I-funded HISD schools submitted 708 valid substitute assessments that met the conditions of the Spring 2019 EOC graduation requirements for the following subject areas: Algebra I (n = 160), English I (n = 603), and English II (n = 17).

* if fewer than five students tested.

--- if no data available.