#### MEMORANDUM

- TO: Pam Evans Manager, External Funding
- FROM: Carla Stevens Assistant Superintendent, Research and Accountability

### SUBJECT: TITLE I, PART A STUDENT ACHIEVEMENT, 2016–2017

Attached is a copy of the Title I, Part A Student Achievement Report for 2016–2017. This report describes the performance levels for Title 1 students enrolled in Title I schools within Houston Independent School District, as reported by STAAR grades 3–8 and End of Course Exams. The data are aggregated by grade level (STAAR grades 3–8), school, school office, and district.

Key findings include:

- Student performance improved in Title I schools from 2015–2016 to 2016–2017 on STAAR mathematics and science and on STAAR EOC Algebra I exams.
- A total of 61 percent of students in grades 3–8 performed at or above the Approaches Grade Level standard in reading, 68 percent in mathematics, 60 percent in writing, 65 percent in science, and 51 percent in social studies on the 2016–2017 STAAR. The percentage of students meeting the Approaches Grade Level standard remained constant in writing and social studies, decreased by one percentage point in reading, and increased by three percentage points in mathematics, and one percentage point in science from 2015– 2016 to 2016–2017.
- The percentage of students who performed at or above STAAR EOC Approaches Grade Level standard remained stable in U.S. History from 2015–2016 to 2016–2017; increased in Algebra I by four percentage points; and decreased on three exams - Biology by one percentage point, English I by two percentage points, and English II by three percentage points. EOC exams with the highest percentages of students to meet or exceed passing standards were Algebra I (70 percent), Biology (76 percent), and U.S. History (86 percent).
- Grouped by HISD school offices, Northwest Area Title I students in Title I schools achieved the highest percentages of students who met or exceeded the Approaches Grade Level standards in all STAAR EOC subjects tested. North Area Title I schools made the greatest gain from 2015–2016 to 2016–2017, 13 percentage points in Algebra I.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Carla Steren CJS

Attachment

cc: Rene Barajas Grenita Lathan Glenn Reed

# HOUSTON INDEPENDENT SCHOOL DISTRICT

# RESEARCH Educational Program Report

TITLE I, PART A STUDENT ACHIEVEMENT 2016-2017

# HISD Research and Accountability ANALYZING DATA, MEASURING PERFORMANCE.



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# Title I, Part A Student Achievement 2016–2017

# **Executive Summary**

#### **Program Description**

The Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (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 as a means to address equitable access to a high-quality education.

The Houston Independent School District's (HISD's) Title I, Part A school programs are implemented on either a schoolwide or targeted assistance basis. According to the Guidance for the Implementation of Title I, Part A (External Funding, 2016; Texas Education Agency, 2010), a schoolwide program permits a school with 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 improve the educational program of the entire school in order to raise academic achievement for all students. This contrasts with the targeted assistance program, through which Title I, Part A funds are used only to provide supplementary educational services for the 35–39 percent of campus students who are identified as economically disadvantaged (External Funding, 2016). In 2016–2017, the 262 Houston ISD Title I school programs were implemented on a schoolwide basis, with the exception of Condit Elementary, which was a Targeted Assistance campus.

Schoolwide programs with 40–100 percent of students qualifying for free and reduced lunch have autonomy to use their Title I, Part A funds in the manner they choose as long as the programs or interventions engage in reform strategies that increase the amount and quality of student learning and provide a high-quality curriculum for all children, by using the funds to supplement, rather than supplant, the regular educational program. The strategies must be included in a comprehensive plan to help children meet the state's student performance standards.

#### **Purpose of the Evaluation Report**

The purpose of this report is to evaluate academic achievement of student-participants in the 2016–2017 Title I, Part A program in HISD, as measured by the state's standardized tests. This report discusses student performance on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 and End of Course (EOC) Exams. Results are aggregated by grade level, school, school office, and district.

#### **Highlights**

- Student enrollment on Title I campuses increased from 199,896 in 2015–2016 to 200,167 in 2016–2017 and the number of Title I participants increased from 198,792 to 199,107.
- A total of 78,740 Title I students took at least one STAAR 3–8 exam in 2015–2016, as compared to 79,403 Title I students in 2016–2017.
- Writing and social studies performances at the Approaches Grade Level Standard among Title I
  participants from 2015–2016 to 2016–2017 were constant at 60 percent and 51 percent, respectively,
  and there were increases of three percentage points in mathematics and one percentage point in

science. Conversely, in 2015–2016 Title I students performed better than in 2016–2017 in reading (63 percent vs. 61 percent).

- Grouped by 2016–2017 HISD school offices, Title I students in Northwest Area Title I schools achieved the highest percentages of students who met the passing standard in all STAAR 3–8 subjects tested except in social studies.
- From 2015–2016 to 2016–2017, Title I students in East Area Title I schools made the greatest improvement in percentages of students who met or exceeded the passing standard in science and social studies (seven percentage points in each subject); Northeast Area Title I schools made the largest improvement in mathematics (six percentage points); and North Area Title I schools made the greatest improvement in writing (two percentage points).
- Aggregated by grade level, fewer than 70 percent of the students who tested on STAAR 3–8 exams performed at or above the Approaches Grade Level standard for their grade level in 2015–2016 and in 2016–2017, with exceptions of grade 8 reading (71 percent) in 2015–2016 and grade 3 (70 percent) and grade 5 (74 percent) in mathematics in 2016–2017.
- A total of 38,420 Title I students in 2015–2016 took STAAR EOC exams and 39,663 Title I students took STAAR EOC exams 2016–2017.
- The percentages of Title I students to perform at or above the Approaches Grade Level standard on STAAR EOC exams were better in 2015–2016 than in 2016–2017 in Biology (77 percent vs. 76 percent), English I (50 percent vs. 48 percent), and English II (53 percent vs. 50 percent). Title I students performed better in 2016–2017 than in 2015–2016 in Algebra I (70 percent vs. 66 percent), while U.S. History performance remained constant at 86 percent in both years.
- Grouped by 2016–2017 HISD school offices, Northwest Area Title I students in Title I schools achieved the highest percentages of students who met or exceeded the Approaches Grade Level standard in all STAAR EOC subjects tested. Title I students in North Area Title I schools made the greatest gain from 2015–2016 to 2016–2017, 13 percentage points in Algebra I.

#### Recommendations

- 1. Continued efforts should be taken to ensure all Title I students are coded correctly as eligible participants in Chancery.
- 2. The district should review the best practices of the highest performing Title I schools on STAAR 3–8 and STAAR EOC exams and encourage other Title I school administrators to adopt similar practices for comparable students. Consideration should be given across school levels for STAAR EOC performance, with the understanding that middle school students also take the STAAR EOC Algebra I and Biology exams.
- 3. Additional resources and interventions should be used to target reading and English language arts achievement at all grade levels. Identify the practices from the grade levels, schools, and/or school offices which made reading/English language arts gains, particularly schools from the Transformation Offices, and encourage other schools in the district to adopt similar practices for comparable students.
- 4. Reading/English language arts performance levels need to be monitored continuously given that, of all the subjects tested, the students in HISD Title I schools scored the lowest on STAAR Writing, Reading, and Social Studies exams and on STAAR EOC English I and English II exams in 2015–2016 and 2016– 2017.

5. Future analysis of systematic variation in Title I students' economic disadvantage (i.e., living in less sustained poverty versus sustained or persistent poverty) and associated impacts on their achievement outcomes may prove beneficial in more effectively targeting resources to the needs of Title I students, particularly the most-needy.

# Introduction

The Title I, Part A program developed out of the Elementary and Secondary Education Act (ESEA) of 1965 and its reauthorizations, the No Child Left Behind Act (NCLB) of 2001 and the Every Student Succeeds Act (ESSA) of 2015. The Title I, Part A program 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 challenging 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 as a means to address equitable access to a high-quality education.

#### **Supporting Research**

Decades of research dating back to Coleman's study *Equality of Educational Opportunity* (1966) has consistently shown a strong correlation between students' socioeconomic status and academic performance. For this reason, Title I funds are provided to schools in high-poverty environments to enrich their educational programs and raise academic performance. There are many indicators of academic growth and improvement, but students' test results are the most commonly accepted. After NCLB was implemented in 2001, early research done by the U.S. Department of Education (2007) showed that student achievement on state assessments increased in most states between 2002 and 2005 but not at a rate fast enough for all Title I students to reach 100% proficiency by NCLB's 2014–2015 deadline. In fact, the gap between low-income and high-income students widened in recent years (Michelmore and Dynarski, 2017; Porter, 2015; Reardon, 2013); yet, the huge gap between low-income and high-income students widened. This report displays changes in HISD's Title I student performance on state-mandated assessments from 2015–2016 to 2016–2017, summarized at the district, school office, grade (STAAR 3–8), and school levels. This report focuses on HISD's Title I, Part A program and participants; however, numerous factors beyond Title I funds impact the student performance trends presented herein.

#### **Methods**

#### **Data Collection**

Student enrollment and demographic data were obtained using the Public Education Information Management System (PEIMS) statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes student-level information on students enrolled on the last Friday of October each year. Only students who met the average daily attendance criterion of greater than zero for the respective year were included in the analysis. Student academic achievement data were obtained using the State of Texas Assessments of Academic Readiness (STAAR) databases for STAAR 3–8 and STAAR End of Course (EOC).

HISD's Title I, Part A student eligibility-participation count as coded in PEIMS (6, 7, 8, 9, A) did not match the number expected based on the definition for student participation provided by External Funding personnel. Title I, Part A student participation was defined by External Funding personnel as all students enrolled on HISD Schoolwide Title I, Part A program campuses (Title I Code "6") and students on the district's Title I, Part A Targeted-Assistance campus (Condit Elementary) who were identified as Title Ieligible (Title I Code "7") in the October PEIMS snapshot resubmission files. PEIMS student-level Title I coding for schoolwide Title I campuses did not show all students as eligible-participants. Therefore, External Funding personnel recommended the inclusion of all students on those campuses as Title I participants regardless of their Title I code in PEIMS. The accuracy of Condit Elementary School's student-level coding for Title I eligibility-participation was confirmed by External Funding personnel. Calculations were aggregated, analyzed, and reported according to the assigned 2016–2017 school offices, following reorganization of the 2015–2016 school offices.

STAAR and STAAR EOC grade level tested and performance results of Title I students were extracted from the relevant test databases. The extraction dates are listed under each figure and table. Note that the results in this report are based on the data available on the date cited and may differ from other data reported. STAAR data include first administration results and STAAR EOC data include first-time testers and retesters from the spring administration for the five subjects students must pass to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.205. All 2015–2016 and 2016-2017 students included in the PEIMS snapshots who had an average daily attendance rate of greater than zero, were Title I participants, and tested in English (or Spanish for STAAR 3-8) on regular, Linguistically Accommodated (L), and Accommodated (A) STAAR test versions were included. In contrast to the original 2015–2016 STAAR and STAAR EOC data, Linguistically Accommodated (L) and Accommodated (A) test results were included in the 2016–2017 STAAR and STAAR EOC data. Therefore, 2015–2016 STAAR and STAAR EOC results were recalculated for comparisons to the 2016–2017 results. Consequently, the 2015–2016 results provided in the Title I, Part A, Student Achievement Report 2015– 2016 report differ from the 2015–2016 results in this report. For this report, all 2015–2016 students included in the 2015–2016 PEIMS snapshots who had an average daily attendance rate of greater than zero, were Title I participants, and tested in English (or STAAR 3-8 Spanish) on the regular, Linguistically Accommodated (L), and Accommodated (A) STAAR test versions were included.

A new amendment to Title 19, Part II of the Texas Administrative Code (TAC) Chapter §101.3041 halted the phase-in process for STAAR and STAAR EOC performance standards and established the 2016 progression, final recommended, and advanced standards with STAAR and STAAR EOC performance categories (Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level) for implementation beginning in 2016–2017. The new categories do not represent any changes to the underlying definitions of the performance standards. Therefore, in this report, the 2015–2016 and 2016–2017 STAAR and STAAR EOC Phase-in Level II/2016 Student Standard results (percent Approaches Grade Level) for Title I students are reported using the new performance categories. Students who took their first STAAR EOC exam prior to December 2015 will continue to be held to the phase-in 1 standard.

In the 2016–2017 school year, there were 262 Title I, Part A campuses as compared to 258 Title I, Part A campuses in the 2015–2016 school year. New schools with Title I status in 2016–2017 are listed in **Table 1**. The 262 campuses in 2016–2017 consisted of 160 elementary schools including early childhood centers, 52 middle schools, and 50 high schools.

Table 1: New Schools with Title I Status, 2016–2017
Mark White Elementary
Victory Prep K-8 Academy
Victory Prep Academy South High School
Victory Prep Academy North High School
Sources: HISD External Funding, 2016–2017

All Title I schools were designated as schoolwide campuses, with

All Title I schools were designated as schoolwide campuses, with the exception of Condit Elementary which was a Targeted Assistance campus. The Title I, Part A campus designation is defined by the number of Title I students enrolled at the school. If 35–39 percent of the student population qualifies as Title I, the campus is eligible for Title I, Part A Target Assistance funding. If 40–100 percent of the student population

qualifies as Title I, the campus is eligible for Title I, Part A Schoolwide funding. All schools receiving either Schoolwide or Targeted Assistance Title I, Part A funds were included in the report.

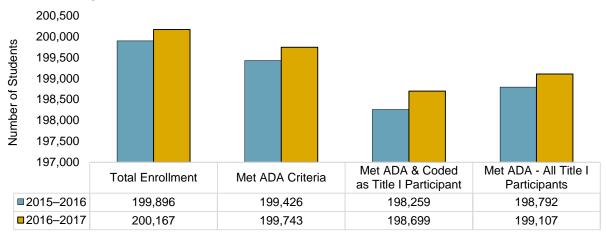
#### **Data Limitations**

- PEIMS was used to identify students on campuses that provided Title I services, but by relying on PEIMS for student enrollment information, it is possible that students served by Title I, Part A who enrolled after the fall snapshot were not included in the analysis.
- More than 400 students on Title I campuses with schoolwide Title I programs in 2015–2016 and in 2016–2017 were not coded appropriately on Title I campuses. Once confirmed with personnel in External Funding, all students on schoolwide Title I campuses were included in the analysis.
- Due to some inconsistencies in students' grade levels documented in the 2016–2017 PEIMS and STAAR databases, the grade level appropriate for the test taken was retrieved from each student's PEIMS or STAAR records where discrepancies existed.
- A norm-referenced assessment was not administered districtwide for the 2016–2017 year and could not be included in this report.

## Results

- The total student enrollment in Title I schools in 2016–2017 was 200,167, an increase of 271 students or less than a one percent growth from the 199,896 students in 2015–2016 (**Figure 1**).
- Title I student participation increased by 315 students from 198,792 in 2015–2016 to 199,107 in 2016–2017 (Figure 1).

#### Figure 1: Title I Schools: Students Enrolled, Students Who Met the Average Daily Attendance (ADA) Criterion, Students Coded as Title I Participant Who Met ADA, and All Title I Participants Who Met ADA, 2015–2016 and 2016–2017

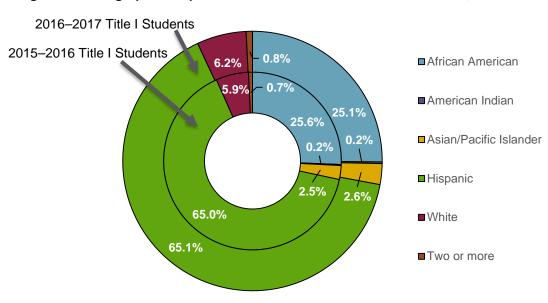


Sources: PEIMS Fall 2015 and PEIMS Fall 2016; HISD External Funding, 2016–2017

Of the students enrolled in Title I schools in 2016–2017, 199,743 students met the average daily attendance (ADA) criterion of greater than zero, 317 more students than in 2015–2016 (n=199,426). In 2016–2017, 99.5 percent of the students who met the ADA criterion on Title I campuses were also

coded as Title I participants (n=198,699); comparable to 99.4 percent in 2015-2016 (n=198,259) (Figure 1, p. 7).

- Based on HISD's External Funding definition for Title I eligible-participant students, the difference between the number of all Title I participants in 2015–2016 (n=198,792) and in 2016–2017 (n=199,107) and the number of students identified/coded in PEIMS as ADA and Title I eligible participants on Title I campuses with schoolwide programs was 533 students in 2015–2016 and 408 students in 2016–2017, due to campus-level coding (Figure I).
- The proportions of 2015–2016 (inner circle) and 2016–2017 (outer circle) Title I participants are presented by race/ethnicity (**Figure 2**), showing comparable proportions across the years.



#### Figure 2: Demographic Proportions of Title I Students in Title I Schools, 2015–2016 and 2016–2017

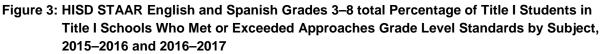
Source: Sources: PEIMS Fall 2015 and PEIMS Fall 2016; HISD External Funding, 2016–2017

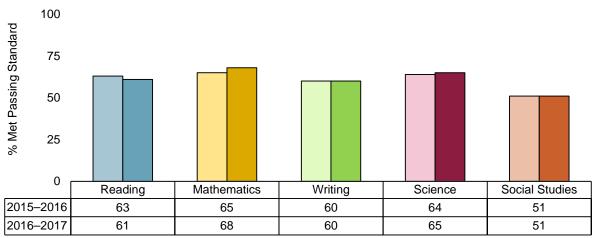
Consistent with demographic proportions of all HISD students in 2015–2016 and 2016–2017, more than 60 percent of 2015–2016 and 2016–2017 Title I participants were Hispanic, roughly 25 percent were African American, nearly three percent were Asian/Pacific Islander, about one percent were two or more races, and less than one percent were American Indian. Yet, while about 62 percent of all HISD students were Hispanic and eight percent were white, approximately 65 percent of Title I participants were Hispanic and six percent were white in both years (Figure 2).

#### **STAAR 3-8 Results**

- Except for a two percentage-point decline in reading, student performance improved or remained the same in Title I schools from 2015–2016 to 2016–2017. In 2016–2017, 61 percent of students in grades 3–8 met or exceeded the Approaches Grade Level standard in reading, 68 percent in mathematics, 60 percent in writing, 65 percent in science, and 51 percent in social studies on STAAR exams.
- A total of 78,740 grades 3–8 Title I students took 217,133 State of Texas Assessment of Academic Readiness (STAAR) assessments in 2015–2016 and 79,403 grades 3–8 Title I students took 281,761 STAAR assessments in 2016–2017.

 HISD Title I student achievement on STAAR 3–8 exams across Title I campuses in 2016–2017 was better than in 2015–2016 in mathematics (68 vs. 65 percent) and science (65 vs. 64 percent) for the proportions of students who performed at or above the passing standard (Approaches Grade Level) (Figure 3).

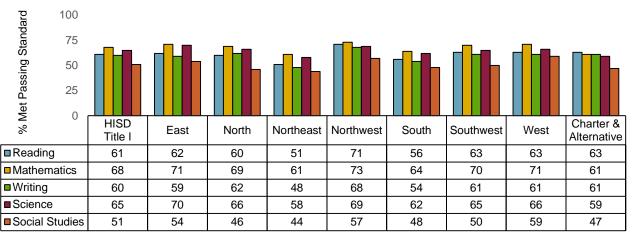




Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

• Grouped by the 2016–2017 HISD school offices, Title I students in Northwest Area Title I schools achieved the highest percentages of Title I students who met or exceeded the passing standard in all subjects tested, except in science and social studies. This included 71 percent in reading, 73 percent in mathematics, and 68 percent in writing (**Figure 4; Appendix A**, pp. 18–29).

#### Figure 4: HISD Title I Students' STAAR English and Spanish Grades 3–8 Total Percentage of Students Who Met or Exceeded Approaches Grade Level Standards by Subject and School Office, 2016–2017

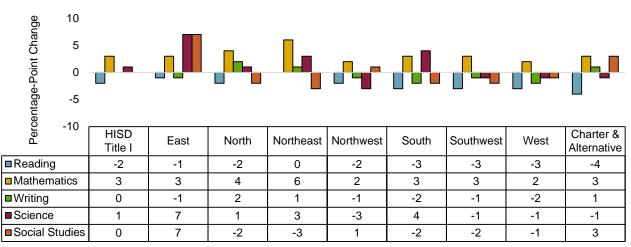


Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

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- Title I students in West Area Title I schools had the highest percentage meeting the passing standard in social studies with 59 percent, two percentage points more than their counterparts in Northwest Areas schools. Title I students in East Area Title I schools achieved the highest passing rate in science with 70 percent (Figure 4, p. 9; Appendix A, pp. 18–29).
- Title I students in Northeast Area Title I schools achieved the lowest percentages of students who met or exceeded the passing standard in all subjects tested. This included 51 percent in reading, 61 percent in mathematics, 48 percent in writing, 58 in science, and 44 percent in social studies (Figure 4; Appendix A).
- Grouped by HISD school offices in 2016–2017, Title I students in East Area Title I schools made the greatest improvement from 2015–2016 to 2016–2017 in percentages of students who met or exceeded the passing standard in science and social studies (seven percentage points in each subject) (Figure 5; Appendix A).

#### Figure 5: HISD Title I Students' STAAR English and Spanish Grades 3–8 Change in Total Percentage of Students Who Met or Exceeded Approaches Grade Level Standards by Subject and School Office, 2015–2016 to 2016–2017

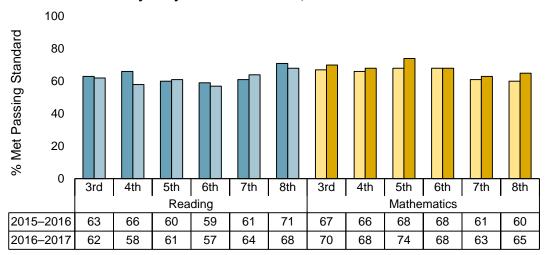


Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

- Title I students in Northeast Area Title I schools made the largest improvement in mathematics (six percentage points) (Figure 5; Appendix A).
- Title I students in North Area Title I schools made the largest improvement in writing (two percentage points) (Figure 5; Appendix A).
- In reading, across HISD school offices, changes in the percentage of Title I students in Title I schools who met or exceeded the passing standard ranged from no change (Northeast) to a drop of four percentage points (Charter & Alternative Area schools) (Figure 5; Appendix A).
- Title I student performance by grade level showed the percentages of students who met or exceeded STAAR Reading passing standards ranged from 59 percent (grade 6) to 71 percent (grade 8) in 2015–2016. In 2016–2017, Title I students' passing percentages in reading ranged from 57 percent (grade 6) to 68 percent (grade 8) (**Figure 6**, p. 11).

Increases in the percentages of Title I students who met STAAR Reading passing standards at grade 5 (one percentage point) and grade 7 (three percentage points) were achieved, while decreases occurred at grade 3 (one percentage point), grade 6 (two percentage points), and grade 8 (three percentage points) in conjunction with a more substantial decrease at grade 4 (eight percentage points) from 2015–2016 to 2016–2017 (Figure 6).

#### Figure 6: HISD Title I Students' STAAR English and Spanish Grades 3–8 Total Percentage of Students Who Met or Exceeded Approaches Grade Level Standards for Reading and Mathematics by Subject and Grade level, 2015–2016 and 2016–2017



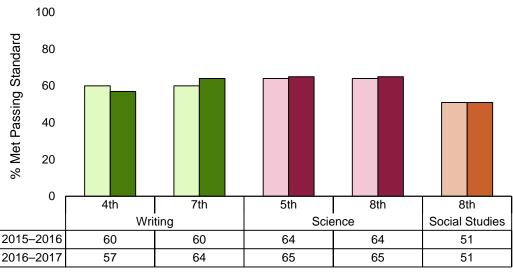
Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016

Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

- By grade level, the percentages of Title I students who met or exceeded STAAR Mathematics passing standards ranged from 60 percent (grade 8) to 68 percent (grades 5 and 6) in 2015–2016. In 2016–2017, Title I students' mathematics performance ranged from 63 percent (grade 7) to 74 percent (grade 5) (Figure 6).
- The percentage of Title I students who met STAAR Mathematics passing standards either remained constant (grade 6) or increased at grades 3, 4, and 7 with growth of two percentage points (grade 4 and grade 7) and three percentage points (grade 3), while more growth was achieved at grades 5 and 8 (six percentage points and five percentage points, respectively) (Figure 6).
- From 2015–2016 to 2016–2017, when aggregated across grade 4 and grade 7 the percentage of Title I students who met STAAR Writing passing standards remained consistent (Figure 3, p. 9).
- Disaggregated by grade level for each year, 60 percent of Title I students in 2015–2016 met or exceeded STAAR Writing passing standards in grade 4 and in grade 7. In 2016–2017, the percentage of Title I students who met STAAR Writing passing standards decreased in grade 4 by three percentage points and increased in grade 7 by four percentage points over the two years tracked (**Figure 7**, p. 12).
- The percentage of Title I students who met or exceeded STAAR Science passing standards increased one percentage point from 2015–2016 to 2016–2017 when aggregated across grade levels (Figure 3). The gain from 2015–2016 to 2016–2017 was reflected at each grade when results were disaggregated by grade level for each year, increasing from 64 percent to 65 percent of Title I students in grade 5 and in grade 8 meeting STAAR Science passing standards (Figure 7).

• The percentage of grade 8 Title I students who met or exceeded STAAR Social Studies passing standards remained constant at 51 percent from 2015–2016 to 2016–2017 (Figure 3, p. 9; Figure 7).





Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

#### **STAAR End-of-Course Results**

 In 2015–2016, 38,420 Title I students took 69,911 STAAR EOC assessments and in 2016–2017, 39,663 Title I students took 72,231 STAAR EOC assessments.

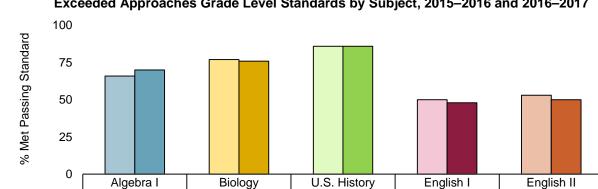


Figure 8: HISD STAAR EOC Total Percentage of Title I Students in Title I Schools Who Met or Exceeded Approaches Grade Level Standards by Subject, 2015–2016 and 2016–2017

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

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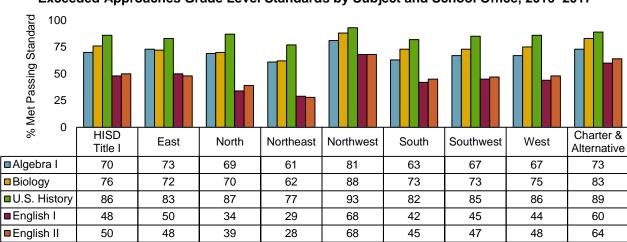
2015-2016

2016-2017

53

50

- HISD Title I student achievement on STAAR EOC exams across Title I campuses in 2016–2017 was better than in 2015–2016 in Algebra I (70 percent vs. 66 percent) for the proportions of students who performed at or above the passing standard (Approaches Grade Level) (**Figure 8**, p. 12; **Appendix B**, pp. 30–34).
- The percentage of students who met or exceeded the passing standard on EOC exams remained the same in U.S. History (86 percent) from 2015–2016 to 2016–2017, but decreased in Biology (one percentage point), English I (two percentage points), and English II (three percentage points) (Figure 8; Appendix B).
- As in the previous two years, English I and English II exams had the lowest percentages of students meeting or exceeding the passing standard (Figure 8; Appendix B).
- Grouped by HISD school offices in 2016–2017, Title I students in Northwest Area Title I schools achieved the highest percentages of students who met or exceeded the passing standard in all STAAR EOC subjects tested. This included 81 percent in Algebra I, 88 percent in Biology, 93 percent in U.S. History, and 68 percent each in English I and English II (Figure 9; Appendix B).



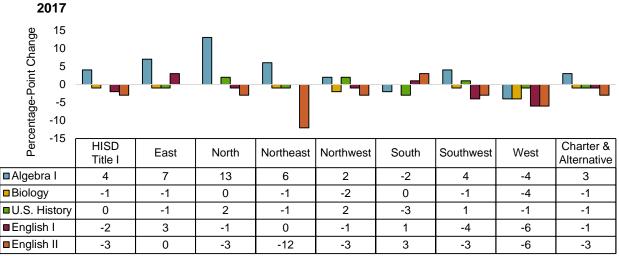
#### Figure 9: HISD STAAR EOC Total Percentage of Title I Students in Title I Schools Who Met or Exceeded Approaches Grade Level Standards by Subject and School Office, 2016–2017

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

- Grouped by the 2016–2017 HISD school offices, Title I students in North Area Title I schools made the greatest improvement in the percentage of students who met or exceeded the passing standard in Algebra I (13 percentage points) from 2015–2016 to 2016–2017 when compared to the percentages achieved in other school offices (Figure 10, p. 14; Appendix B).
- On the Biology EOC exam, though all other school offices showed declines, North and South Area Title
  I schools remained constant in the percentages of students who met or exceeded the passing standard
  from 2015–2016 to 2016–2017 (Figure 10; Appendix B).
- North and Northwest Area Title I schools made the greatest improvement of the school offices in the percentages of students who met or exceeded the passing standard in U.S. History (each by two percentage points) between 2015–2016 and 2016–2017 (Figure 10; Appendix B).

• Title I students in East Area Title I schools made the largest improvement in English I and Title I students in South Area Title I schools achieved the greatest gain in English II (each by three percentage points) when compared to the percentages achieved in other school offices (Figure 10; Appendix B).

# Figure 10: HISD Title I STAAR EOC Change in Total Percentage of Students Who Met or Exceeded Approaches Grade Level Standard by Subject and School Office, 2015–2016 to 2016–



Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

- The Northeast Area Title I schools had the largest decline (12 percentage points in English II), followed by the declines in West Area Title I schools (six percentage points in English I and English II) (Figure 10; Appendix B, pp. 30–34).
- In 2016–2017, four Title I high schools scored between 95–100 percent of students who met the passing standard (Approaches Grade Level) on the five subjects: Challenge Early College, DeBakey High School for Health Professions, East Early College, and Eastwood Academy. In addition, one-hundred percent of students at two Title I middle schools met or exceeded the passing standard in all three subjects tested on a middle school campus (Algebra I, Biology, and English I): Energized for Excellence Middle School and Energized for STEM Middle School West (Appendix B). These findings are fairly comparable to 2015–2016 results when six Title I high schools had between 95–100 percent of students who met or exceeded the passing standard (Approaches Grade Level) on each of the five subjects tested: Challenge Early College, DeBakey High School for Health Professions, East Early College, Eastwood Academy, Houston Academy for International Studies, and North Houston Early College. In addition, 100 percent of students at one Title I middle school, Energized for Excellence Academy, met or exceeded the passing standard on each of the three subjects tested on a middle school school school for Excellence Academy, I, Biology, and English I) (Appendix B.)
- **Table 2** (p. 15) displays the number of schools with 100 percent of students who took the exam performing at or above the STAAR EOC passing standard (Approaches Grade Level) in each subject and school level. Algebra I was the subject with the highest proportion of schools having a 100 percent passing rate. The number of Title I middle and high schools with students taking the Algebra I exam was about equal, but, a far greater percentage of the middle schools (75 percent) than high schools (11 percent) had all Algebra I testers pass the exam (Appendix B).

The STAAR EOC Biology and English I exams in 2016–2017 were administered primarily at high schools, and at fewer than 10 middle schools as well. A 100 percent passing rate was achieved by nearly 90 percent of the Title I middle school campuses in Biology and by about 100 percent of campuses in English I. For Title I high schools, 13 percent of campuses had 100 percent of Biology students passing and only two percent had 100 percent of students passing in English I (Table 2; Appendix B).

	Appr	ber of T oaches I, 2016–	Grac	le Le											
		Algebra	I		Biology	,		English	I	E	Inglish II		U.	S. Histo	ry
	-	nber of hools		-	nber of hools		-	nber of hools		-	nber of hools	%		nber of hools	
	Ν	100%	%	Ν	100%	%	Ν	100%	%	Ν	100%		Ν	100%	%
Title I Total	95	41	43	55	14	25	51	3	6	50	1	2	49	8	16
*Middle Schools	48	36	75	9	8	89	2	2	100		N/A			N/A	
*High Schools	47	5	11	46	6	13	48	1	2	50	1	2	49	8	16

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; PEIMS Fall 2015 and 2016 Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. \*If a school had less than five students take an EOC in the subject area, the number tested and results were not included.

• English II and U.S. History exams were administered only on high school Title I campuses, with 100 percent passing rates achieved by two percent and 16 percent, respectively, of the campuses on these exams in 2016–2017 (Table 2; Appendix B, pp. 30–34).

# **Discussion**

Title I funds, alone, cannot improve student achievement. However, Title I funds are intended to improve the relationship between student economic status and academic achievement by supporting academic interventions and initiatives proven to be effective. Since the goal of the Title I, Part A program is to provide equitable academic opportunities for academically struggling students in schools serving a high percentage of students living in poverty, this report should be used in conjunction with other reports that detail and evaluate the interventions being used at Title I schools with Title I students. The purpose of the report is to examine student performance of Title I students at Title I schools that received Title I funds and to highlight areas that may need additional support, based on notably low test performance among Title I students.

Based on the results of this report, Title I elementary and middle school administrators should consider applying additional resources toward supplemental interventions to better prepare Title I students for STAAR 3–8 Reading, Writing, and Social Studies exams. Of the STAAR subjects, the lowest percentages of students to perform at or above the Approaches Grade Level standard over the past two years (51 percent each year) were on social studies, writing (60 percent each year), and reading (63 percent in 2015–2016 and 61 percent in 2016–2017) exams. However, heightened interventions are needed in all subjects tested on STAAR exams because, generally, fewer than 70 percent of Title I students performed at or above the passing standard for their grade level in 2015–2016 or in 2016–2017, with three exceptions: grade 8 reading in 2015–2016 (71 percent), and grade 3 and grade 5 mathematics in 2016–2017 (70

percent and 74 percent, respectively). This finding was also apparent at the school office level with passing rates that reached at least 70 percent of Title I students who tested in 2016–2017 only in East Area schools in mathematics (71 percent) and science (70 percent), Northwest Area schools in reading (71 percent) and mathematics (73 percent), Southwest Area schools in mathematics (70 percent), and West Area schools in mathematics (71 percent).

Progress toward improved Title I student performance on STAAR 3–8 exams from 2015–2016 to 2016–2017 was made at the district level in mathematics (three percentage points) and science (one percentage point). Gains at the school office level were observed in mathematics across all eight school areas with gains of two to six percentage points; in writing in three school areas (North, Northeast, and Charter & Alternative) with gains of one or two percentage points; in science in four school areas (East, North, Northeast, and South) with gains of one to seven percentage points; in social studies in three school areas (East, North, Northeast, and Charter & Alternative) also with gains of one to seven percentage points. No progress in Title I students' passing rates on STAAR Reading was made at the school office level from 2015–2016 to 2016–2017. Decreases of one to four percentage points occurred in seven out of the eight school areas, with the passing rate remaining constant in the Northeast Area.

Title I students achieved a four percentage point increase in the percentage of students who scored at or above Approaches Grade Level standards on Algebra I STAAR End of Course (EOC) exams from 2015–2016 to 2016–2017 districtwide. Though Title I students' passing rates reached or exceeded 70 percent on Algebra I (70 percent), Biology (76 percent), and U.S. History (86 percent) exams, additional Title I resources should be directed toward better preparing middle and high school Title I students for all STAAR End of Course (EOC) exams. However, particular attention should be paid to interventions implemented to support improvements in Title I high school student performance on English I and English II exams. On these language arts exams, Title I students achieved lower percentages of Title I students meeting Approaches Grade Level standards than on the other EOC exams in 2015–2016 (50 and 53 percent, respectively) and in 2016–2017 (48 and 50 percent, respectively) with passing rates lower than in 2015–2016 to 2016–2017, while Title I students' performance remained stable on U.S. History exams.

Gains at the school office level were observed in Algebra I in six of the eight school areas (East, North, Northeast, Northwest, Southwest, and Charter & Alternative) with gains of two to thirteen percentage points; in U.S. History in three school areas (North, Northwest, and Southwest) with gains of one or two percentage points; in English I in two school areas (East and South) with gains of one to three percentage points; and in English II in one school area (South) with a gain of three percentage points. Declines in Title I students' passing rates on STAAR EOC Biology were made at the school office level from 2015–2016 to 2016–2017, with decreases of one to four percentage points occurring in six out of the eight school areas and the passing rate remained constant in North and South Area Title I schools.

Results of this report indicate a need to review the best practices of the highest performing Title I students on STAAR 3–8 and STAAR EOC exams (and other high stakes measures) and encourage Title I school administrators to adopt similar practices for comparable students. Additional Title I resources should be targeted toward reading and English language arts achievement at all grades. Reading/English language arts performance needs to be monitored continuously given that Title I students in HISD Title I schools scored lowest on STAAR Writing, Reading, and Social Studies exams and on STAAR EOC English I and English II exams in 2015–2016 and 2016–2017. Future analysis of systematic variation in Title I students' economic disadvantage status (i.e., living in less sustained poverty versus sustained or persistent poverty) and associated impacts on their achievement outcomes may prove beneficial in more effectively targeting resources to the needs of Title I students, particularly the most-needy (Michelmore and Dynarski, 2017).

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Table A-1: STAAR 3–8 Results - Percent Met Satisfactory Standard by HISD School Office and Title I Campus for Reading, Mathematics, and Writing, 2015–2016 and 2016–2017

			Reading				Mat	hematic					Vriting		
School	N Te	ested	% A	pproach	es	N Te	sted	% S	atisfacto	ory	N Te	ested	% S	Satisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	78,430	79,051	63	61	-2	76,042	76,433	65	68	3	25,916	26,537	60	60	0
East Area Schools	12,489	12,437	63	62	-1	12,099	12,006	68	71	3	4,108	4,060	60	59	-1
Bonner Elementary School	443	405	53	52	-1	444	405	65	67	2	142	148	43	40	-3
Briscoe Elementary School	163	167	58	54	-4	163	167	72	77	5	53	57	62	44	-18
Burnet Elementary School	244	238	66	51	-15	244	238	75	75	0	70	84	66	43	-23
Cage Elementary School	253	250	78	75	-3	253	250	86	78	-8	88	76	82	78	-4
Carrillo Elementary School	267	262	73	71	-2	266	262	78	84	6	89	89	61	83	22
Crespo Elementary School	398	400	59	56	-3	398	400	68	67	-1	124	133	67	50	-17
Dávila Elementary School	193	185	69	66	-3	193	185	75	78	3	59	64	58	53	-5
De Zavala Elementary School	257	277	76	73	-3	257	277	88	88	0	92	95	77	71	-6
Deady Middle School	638	645	52	49	-3	582	575	65	61	-4	198	210	45	54	9
Edison Middle School	671	613	47	50	3	634	613	41	54	13	226	197	44	51	7
Franklin Elementary School	161	162	65	63	-2	162	162	65	76	11	55	47	62	51	-11
Gallegos Elementary School	208	189	50	46	-4	209	189	52	72	20	65	69	51	39	-12
Harris, J. R. Elementary School	244	227	57	55	-2	244	227	68	67	-1	76	77	55	32	-23
Harris, R. P. Elementary School	243	249	61	63	2	244	249	64	58	-6	86	89	53	45	-8
Henderson, J. P. Elementary School	320	340	70	70	0	320	340	72	79	7	105	108	79	79	0
Holland Middle School	621	608	46	49	3	559	554	56	44	-12	206	188	45	45	0
Lantrip Elementary School	306	314	79	75	-4	307	315	87	80	-7	96	101	74	69	-5
Lewis Elementary School	511	482	50	60	10	510	482	52	65	13	168	172	49	52	3
Navarro Middle School	767	756	50	49	-1	738	736	50	54	4	268	225	43	48	5
Oates Elementary School	143	146	65	71	6	143	146	57	74	17	46	51	54	61	7
Ortíz Middle School	953	1,005	56	52	-4	899	950	64	68	4	319	332	57	51	-6
Park Place Elementary School	410	432	84	83	-1	410	432	88	92	4	126	139	89	91	2
Patterson Elementary School	423	413	77	76	-1	424	413	77	82	5	135	144	69	81	12
Pleasantville Elementary School	131	101	70	73	3	131	101	68	75	7	38	24	61	88	27
Port Houston Elementary School	135	122	58	49	-9	135	122	53	61	8	49	42	33	33	0
Project Chrysalis Middle School	259	267	96	96	0	228	224	95	97	2	97	87	97	97	0
Robinson Elementary School	290	264	57	52	-5	290	264	70	71	1	92	85	49	36	-13
Rucker Elementary School	263	256	61	50	-11	263	256	69	64	-5	84	93	64	37	-27
Rusk School (Gr. 3–8)	307	370	69	75	6	293	336	73	78	5	103	90	72	73	1
Sánchez Elementary School	234	239	66	73	7	234	239	82	86	4	82	73	68	66	-2
Southmayd Elementary School	317	307	72	68	-4	317	307	86	91	5	111	110	64	53	-11
Stevenson Middle School	1,275	1,318	74	74	0	1,164	1,162	73	80	7	422	417	71	80	9
Tijerina Elementary School	189	189	60	61	1	189	189	63	80	17	65	59	57	73	16
Whittier Elementary School	252	239	62	52	-10	252	239	63	72	9	73	85	60	53	-7
	1														
					1										

Table A-1: STAAR 3–8 Results - Percent Met Satisfactory Standard by HISD School Office and Title I Campus for Reading, Mathematics, and Writing, 2015–2016 and 2016–2017

			Reading				Mat	hematic	s			٧	Vriting		
School	N Te	ested	% A	pproach	es	N Te	sted	% S	atisfacto	ory	N Te	sted	% S	atisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
North Area Schools	10,963	10,871	62	60	-2	10,697	10,531	65	69	4	3,615	3,622	60	62	2
Barrick Elementary School	301	301	57	52	-5	301	301	74	73	-1	103	105	69	51	-18
Burbank Elementary School	342	362	73	78	5	341	361	85	90	5	106	119	82	74	-8
Burbank Middle School	1,384	1,395	75	72	-3	1,278	1,223	81	81	0	459	480	68	76	8
Burrus Elementary School	229	207	61	59	-2	229	207	52	62	10	78	64	62	70	8
Coop Elementary School	336	326	56	60	4	335	327	55	66	11	100	120	48	63	15
DeChaumes Elementary School	339	340	87	80	-7	339	338	94	91	-3	93	133	87	86	-1
Durkee Elementary School	309	291	57	59	2	309	290	67	73	6	96	102	66	68	2
Fonville Middle School	852	849	51	44	-7	826	818	59	58	-1	318	268	54	52	-2
Garcia Elementary School	315	277	49	48	-1	315	277	55	58	3	101	90	27	34	7
Henry Middle School	810	811	45	42	-3	733	756	41	38	-3	269	255	40	42	2
Herrera Elementary School	390	389	64	67	3	390	389	63	72	9	129	132	72	64	-8
Highland Heights Elementary School	246	225	41	35	-6	245	225	41	48	7	69	77	30	35	5
Janowski Elementary School	252	266	65	66	1	252	266	69	77	8	89	85	65	79	14
Jefferson Elementary School	165	158	63	68	5	165	158	65	77	12	57	48	65	65	0
Kennedy Elementary School	285	287	67	75	8	286	287	69	78	9	88	95	68	82	14
Ketelsen Elementary School	249	253	71	70	-1	248	252	75	85	10	80	82	78	72	-6
Looscan Elementary School	213	187	43	32	-11	213	187	51	45	-6	68	69	31	33	2
Lyons Elementary School	437	440	90	87	-3	438	440	93	94	1	146	151	96	93	-3
Marshall Middle School	859	851	53	53	0	828	790	56	62	6	273	272	44	57	13
Martínez, C. Elementary School	211	211	54	45	-9	211	211	49	64	15	71	75	46	45	-1
Moreno Elementary School	364	376	70	70	0	364	376	76	87	11	117	132	68	71	3
Northline Elementary School	256	288	64	53	-11	256	288	63	70	7	86	92	63	52	-11
Osborne Elementary School	158	165	78	72	-6	157	165	75	79	4	62	52	85	77	-8
Roosevelt Elementary School	330	333	76	74	-2	330	333	77	75	-2	120	105	68	59	-9
Ross Elementary School	168	146	54	51	-3	168	146	55	67	12	52	50	50	74	24
Scarborough Elementary School	307	314	60	57	-3	307	315	68	70	2	105	106	63	48	-15
Sherman Elementary School	278	269	67	64	-3	278	269	74	74	0	93	86	65	59	-6
Wesley Elementary School	144	104	42	38	-4	144	104	24	37	13	44	35	39	23	-16
Williams Middle School	434	450	55	47	-8	411	432	53	46	-7	143	142	50	51	1
Northeast Area Schools	7,391	7,287	51	51	0	7,242	7,124	55	61	6	2,480	2,407	47	48	1
Atherton Elementary School (EE-Gr. 6)	239	248	66	68	2	239	248	64	68	4	85	82	76	78	2
Berry Elementary School	343	348	56	62	6	343	348	65	75	10	109	117	57	52	-5
Bruce Elementary School	261	235	49	48	-1	261	235	49	61	12	77	82	32	35	3
Cook Elementary School	324	278	48	41	-7	324	279	47	55	8	108	93	38	29	-9
Dogan Elementary School	267	241	33	47	14	267	241	39	43	4	79	78	37	35	-2
Eliot Elementary School	242	245	64	61	-3	242	245	72	78	6	78	81	60	68	8
Elmore Elementary School	348	328	46	55	9	348	329	56	68	12	120	121	41	55	14

Table A-1: STAAR 3–8 Results - Pe Writing, 2015–2016 and			actory S	tandard	by HIS	SD Scho	ol Office	e and Ti	itle I Ca	mpus	for Rea	ding, Ma	thema	tics, an	d
			Reading				Mat	hematic	s			V	Vriting		
School	N Te	ested	% A	pproach	es	N Te	sted	% S	atisfact	ory	N Te	ested		Satisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
					<u> </u>	hools (co									
Fleming Middle School	464	466	53	50	-3	442	448	61	67	6	159	148	50	53	3
Forest Brook Middle School	806	779	40	42	2	766	729	44	49	5	278	256	34	40	6
Henderson, N. Q. Elementary School	98	103	52	50	-2	98	103	68	68	0	30	33	37	42	5
Hilliard Elementary School	325	288	37	26	-11	325	288	29	35	6	117	99	37	36	-1
Isaacs Elementary School	145	137	59	57	-2	145	137	67	72	5	48	40	50	48	-2
Kashmere Gardens Elementary School	209	190	43	44	1	209	191	47	57	10	56	78	30	45	15
Key Middle School	626	616	44	43	-1	607	592	47	43	-4	218	184	40	38	-2
Leland College Prepatory (Gr. 6-12)	280	293	80	84	4	242	249	76	80	4	104	94	72	68	-4
Marshall Elementary School	481	522	61	55	-6	481	522	67	63	-4	150	185	61	52	-9
Martinez, R. Elementary School	216	112	50	50	0	216	224	50	64	14	75	71	40	49	9
McGowen Elementary School	190	63	49	35	-14	189	178	49	49	0	70	58	43	47	4
McReynolds Middle School	545	267	48	49	1	517	519	54	62	8	180	180	43	45	2
Paige Elementary School	179	77	44	44	0	179	176	54	68	14	69	48	55	54	-1
Pugh Elementary School	153	73	58	43	-15	153	171	57	45	-12	54	53	41	25	-16
Scroggins Elementary School	266	178	69	66	-3	266	270	71	77	6	89	91	66	58	-8
Shadydale Elementary School	384	224	62	56	-6	383	402	75	75	0	127	135	52	55	3
Northwest Area Schools	9,376	9,598	73	71	-2	8,889	9,132	71	73	2	3,009	3,309	69	68	-1
Benbrook Elementary School	234	251	67	68	1	234	251	77	78	1	66	93	62	60	-2
Black Middle School	913	955	71	72	1	860	891	76	78	2	292	327	65	70	5
Browning Elementary School	228	240	63	55	-8	228	240	74	76	2	78	80	62	61	-1
Clifton Middle School	788	711	66	62	-4	731	636	64	65	1	261	242	61	56	-5
Crockett Elementary School	186	241	83	80	-3	186	241	88	84	-4	59	86	66	70	4
Durham Elementary School	224	223	67	67	0	224	223	67	71	4	70	84	61	45	-16
Field Elementary School	192	209	91	85	-6	192	209	91	93	2	65	66	89	80	-9
Garden Oaks Montessori (EE-Gr. 8)	335	371	69	71	2	325	364	70	74	4	110	118	67	56	-11
Gregory-Lincoln Ed. Center (EE-Gr. 8)	490	460	59	50	-9	491	440	48	42	-6	148	154	59	49	-10
Hamilton Middle School	1,240	1,273	78	80	2	1,063	1,161	69	77	8	398	449	75	82	7
Helms Elementry School	177	184	62	67	5	177	184	69	73	4	58	57	57	67	10
Hogg Middle School	681	739	69	73	4	607	650	58	70	12	245	238	64	72	8
Love Elementary School	197	199	64	60	-4	197	199	75	71	-4	78	69	71	57	-14
MacGregor Elementary School	235	256	77	69	-8	235	256	74	63	-11	71	92	72	63	-9
Memorial Elementary School	157	158	68	65	-3	157	158	75	72	-3	45	59	51	75	24
Oak Forest Elementary School	374	382	90	91	1	374	383	93	92	-1	113	136	93	81	-12
Rice School (La Escuela Rice) (KG-Gr. 8)	794	802	83	78	-5	744	747	79	80	1	265	272	75	82	7
Sinclair Elementary School	179	233	80	71	-9	179	233	80	76	-4	21	83	71	60	-11
Smith Elementary School	349	351	61	49	-12	349	351	56	60	4	127	110	63	50	-13
Stevens Elementary School	277	297	54	41	-13	277	298	53	50	-3	77	109	53	46	-7

Table A-1: STAAR 3–8 Results - Percent Met Satisfactory Standard by HISD School Office and Title I Campus for Reading, Mathematics, and Writing, 2015–2016 and 2016–2017

			Reading				Mat	hematic	s			V	Vriting		
School	N Te	ested	% A	pproach	es	N Te	sted	% S	atisfacto	ory	N Te	sted	% S	atisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
		<u> </u>	Nor	thwest /	Area Sc	hools (Co	ontinued)	)							
Wainwright Elementary School	284	249	60	57	-3	285	249	67	65	-2	98	86	54	41	-13
Wharton School (EE-Gr. 8)	221	225	85	85	0	201	207	91	94	3	66	82	88	89	1
Wilson Montessori (EE-Gr. 8)	223	235	81	74	-7	207	223	82	78	-4	71	74	70	62	-8
Young Women's College Prep. (Gr. 6-12)	398	354	93	93	0	366	338	77	78	1	127	143	97	93	-4
South Area Schools	10,194	9,935	59	56	-3	9,945	9,699	61	64	3	3,372	3,424	56	54	-2
Alcott Elementary School	129	129	46	38	-8	129	129	60	57	-3	38	45	34	40	6
Almeda Elementary School	352	364	57	53	-4	352	363	67	67	0	114	128	56	45	-11
Attucks Middle School	426	435	49	41	-8	412	413	43	31	-12	146	158	44	35	-9
Bastian Elementary School	257	250	47	51	4	256	250	52	56	4	80	84	60	43	-17
Baylor College of Medicine Academy MS	776	747	92	90	-2	690	674	87	91	4	263	222	92	91	-1
Blackshear Elementary School (EE-Gr. 6)	184	196	41	35	-6	184	196	42	40	-2	60	70	47	37	-10
Brookline Elementary School	390	424	72	71	-1	390	424	79	79	0	130	148	56	57	1
Codwell Elementary School	207	194	48	47	-1	207	194	53	54	1	62	76	58	39	-19
Cornelius Elementary School	425	402	80	75	-5	425	402	80	75	-5	142	136	78	71	-7
Cullen Middle School	495	405	43	40	-3	467	392	35	41	6	173	155	35	39	4
DeAnda Elementary School	283	303	63	68	5	285	303	80	89	9	104	93	42	69	27
Foster Elementary School	175	157	52	68	16	175	157	41	63	22	59	45	66	53	-13
Frost Elementary School	285	246	68	67	-1	285	246	72	71	-1	80	94	76	68	-8
Garden Villas Elementary School	384	385	63	57	-6	384	385	67	77	10	130	132	50	59	9
Golfcrest Elementary School	299	296	66	57	-9	299	296	74	67	-7	96	107	57	43	-14
Gregg Elementary School	231	223	64	67	3	232	223	72	78	6	59	94	75	66	-9
Hartman Middle School	1,279	1,296	64	61	-3	1,199	1,206	72	71	-1	433	421	68	70	2
Hartsfield Elementary School	133	137	50	39	-11	133	137	50	55	5	47	46	51	37	-14
Kelso Elementary School	199	217	56	47	-9	198	217	65	57	-8	69	70	49	26	-23
Law Elementary School	343	356	49	44	-5	343	356	51	58	7	110	127	58	50	-8
Lockhart Elementary School	327	287	58	54	-4	327	287	59	71	12	101	99	49	54	5
Mading Elementary School	241	225	48	36	-12	241	225	43	43	0	77	85	44	38	-6
Mitchell Elementary School	214	198	56	59	3	214	198	50	61	11	71	66	46	48	2
Peck Elementary School	219	198	63	63	0	219	198	55	67	12	65	75	51	41	-10
Reynolds Elementary School	212	220	50	42	-8	212	220	45	52	7	72	86	51	35	-16
Seguin Elementary School	282	285	63	56	-7	282	285	63	67	4	89	105	54	59	5
Thomas Middle School	401	387	44	45	1	379	363	58	58	0	141	121	39	40	1
Thompson Elementary School	183	169	49	54	5	183	168	32	51	19	61	56	51	64	13
Whidby Elementary School	229	241	63	63	0	229	241	74	79	5	80	78	68	63	-5
Woodson School (EE-Gr. 8)	473	448	40	32	-8	453	436	29	31	2	159	158	23	32	9
Young Elementary School	161	115	41	40	-1	161	115	50	65	15	61	44	30	32	2

Table A-1: STAAR 3–8 Results - Percent Met Satisfactory Standard by HISD School Office and Title I Campus for Reading, Mathematics, and Writing, 2015–2016 and 2016–2017

			Reading					hematic					Vriting		
School	N T	ested	% A	pproach	es	N Te	sted	% S	atisfacto	ory		sted		Satisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
Southwest Area Schools	12,282	12,456	66	63	-3	11,934	12,065	67	70	3	4,037	4,252	62	61	-1
Anderson Elementary School	327	348	60	50	-10	327	348	63	63	0	115	110	46	50	4
Bell Elementary School	353	341	71	59	-12	353	341	80	79	-1	118	134	54	43	-11
Braeburn Elementary School	388	386	56	50	-6	389	386	63	66	3	134	127	50	57	7
Condit Elementary School	42	49	50	55	5	42	49	67	80	13	16	17	25	35	10
Elrod Elementary School	264	322	62	61	-1	264	322	68	74	6	99	91	60	54	-6
Foerster Elementary School	264	235	49	51	2	266	236	45	59	14	80	73	30	48	18
Fondren Elementary School	162	160	54	46	-8	164	161	58	52	-6	47	65	60	28	-32
Fondren Middle School	814	853	56	61	5	800	824	66	74	8	244	312	56	62	6
Grissom Elementary School	243	241	60	57	-3	243	241	70	74	4	73	85	71	53	-18
Gross Elementary School	259	267	51	47	-4	259	267	50	56	6	87	94	52	41	-11
Herod Elementary School	357	362	85	81	-4	358	364	87	82	-5	116	123	86	75	-11
Hines-Caldwell Elementary School	345	365	70	73	3	345	365	78	84	6	118	111	75	74	-1
Hobby Elementary School	344	314	58	54	-4	344	314	63	77	14	117	107	74	65	-9
Lawson Middle School	999	927	44	42	-2	963	852	48	45	-3	337	319	35	40	5
Longfellow Elementary School	347	342	76	69	-7	346	342	67	72	5	104	125	81	73	-8
Meyerland PVA Middle School	1,661	1,668	84	81	-3	1,563	1,560	79	79	0	568	578	83	82	-1
Montgomery Elementary School	303	321	60	48	-12	303	321	65	59	-6	97	123	41	30	-11
Parker Elementary School	403	389	86	85	-1	403	389	90	91	1	132	133	81	80	-1
Pershing Middle School	1,500	1,568	79	78	-1	1,351	1,434	74	78	4	478	539	74	78	4
Petersen Elementary School	250	243	52	49	-3	250	244	59	62	3	92	87	46	40	-6
Reagan Education Center (EE-Gr. 8)	684	715	58	57	-1	651	690	51	66	15	231	204	54	55	1
Red Elementary School	276	287	81	76	-5	277	287	82	87	5	89	102	76	73	-3
Shearn Elementary School	225	257	62	53	-9	226	257	63	65	2	64	88	53	53	0
Tinsley Elementary School	397	445	53	49	-4	397	445	60	62	2	134	146	49	39	-10
Welch Middle School	740	718	50	51	1	715	693	48	52	4	244	228	48	46	-2
Windsor Village Elementary School	335	333	70	72	2	335	333	82	83	1	103	131	82	78	-4
West Area Schools	11,960	12,262	66	63	-3	11,638	11,842	69	71	2	4,012	4,150	63	61	-2
Ashford Elementary School	59	166	73	57	-16	60	166	62	55	-7	-	67	-	63	
Askew Elementary School	357	366	73	63	-10	357	364	75	70	-5	108	124	69	57	-12
Benavídez Elementary School	397	432	63	54	-9	404	432	69	69	0	135	142	70	61	-9
Bonham Elementary School	448	440	42	41	-1	449	440	54	63	9	167	149	29	32	3
Briarmeadow Charter School (EE- Gr. 8)	337	342	88	85	-3	296	299	87	87	0	117	115	90	77	-13
Cunningham Elementary School	291	316	61	60	-1	291	316	62	69	7	107	97	52	43	-9
Daily Elementary School	278	296	77	79	2	278	296	82	88	6	93	96	75	75	0
Emerson Elementary School	355	310	64	60	-4	358	310	66	68	2	119	101	44	57	13
Long Academy (Gr. 6–12)	742	693	40	42	2	722	673	46	44	-2	242	238	41	41	0

Table A-1: STAAR 3–8 Results - Percent Met Satisfactory Standard by HISD School Office and Title I Campus for Reading, Mathematics, and Writing, 2015–2016 and 2016–2017

			Reading				Mat	hematic	s			V	Vriting		
School	ΝΤε	ested	% A	pproach	es	N Te	sted	% S	atisfacte	ory	N Te	sted	% S	Satisfact	ory
	2016	2017	2016	2,017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
			١	West Are	a Scho	ols (Cont	inued)		-						
McNamara Elementary School	366	360	63	64	1	366	360	67	69	2	117	127	54	64	10
Milne Elementary School	266	250	58	47	-11	267	252	52	52	0	89	79	61	46	-15
Neff Elementary School	521	498	61	59	-2	522	499	73	70	-3	176	179	59	48	-11
Pilgrim Academy (EE-Gr. 8)	667	671	63	63	0	647	651	79	80	1	222	229	67	64	-3
Piney Point Elementary School	466	492	56	48	-8	466	492	71	65	-6	152	153	50	37	-13
Revere Middle School	1,129	1,150	64	61	-3	1,071	1,079	65	64	-1	383	392	60	59	-1
Rodríguez Elementary School	416	387	72	64	-8	417	387	80	79	-1	142	116	63	69	6
School at St. George Place	317	338	79	82	3	317	338	81	87	6	124	104	76	75	-1
Shadowbriar Elementary School	305	248	64	58	-6	305	248	58	60	2	128	80	51	54	3
Sharpstown International (Gr. 6-12)	459	460	88	85	-3	394	396	94	94	0	149	159	84	88	4
Sugar Grove Middle School	754	689	39	40	1	739	670	44	43	-1	263	239	35	48	13
Sutton Elementary School	441	468	68	71	3	443	468	72	79	7	137	169	64	72	8
Tanglewood Middle School	587	711	74	75	1	555	646	71	73	2	191	245	81	66	-15
Valley West Elementary School	375	371	78	65	-13	375	371	78	71	-7	117	130	85	56	-29
Walnut Bend Elementary School	319	315	67	64	-3	322	315	64	72	8	111	105	68	55	-13
West Briar Middle School	938	967	84	82	-2	847	848	81	86	5	307	325	84	82	-2
White, E. Elementary School	370	357	76	73	-3	370	357	87	91	4	116	123	86	74	-12
White, M. Elementary School		169		69			169		79			67		67	
Charters & Alternative Schools	3,775	4,205	67	63	-4	3,598	4,034	58	61	3	1,283	1,313	60	61	1
Energized for Excell. Academy Elem. School	826	837	55	50	-5	826	837	56	58	2	296	284	58	53	-5
Energized for Excell. Academy Middle School	424	404	67	69	2	396	388	72	76	4	131	154	75	75	0
Energized for STEM Academy Central MS	161	249	35	39	4	161	248	36	58	22	65	69	15	62	47
Energized for STEM Academy West MS	300	227	91	91	0	237	173	88	97	9	110	69	81	97	16
Harper Alternative School (Gr. 6-12)	8	9	13	0	-13	8	9	0	0	0	1	2	*	*	*
High School Ahead	214	180	23	29	6	212	179	14	14	0	74	63	11	35	24
Inspired for Excell. Acad. West (Gr 5-8)	78	123	50	78	28	78	122	40	68	28	35	17	29	24	-5
Kandy Stripe Academy	86	86	63	53	-10	86	86	51	58	7	30	26	53	35	-18
Las Américas (Gr. 4−8)	134	262	2	1	-1	134	262	1	3	2	48	74	0	3	3
Texas Connections Acad. Houston (Gr. 3-12)	1,452	1,524	86	84	-2	1,368	1,443	67	71	4	462	461	75	73	-2
Victory Prepatory KG-8 Academy		215		46			198		51			71		61	
Young Scholars Acad. for Excell. (KG-Gr. 8)	92	89	54	69	15	92	89	62	78	16	31	23	58	61	3

Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016

Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results were used.

Table A-2: STAAR 3–8 Results - Perc Social Studies, 2015–2016			ory Standa	Satisfactory         N Tested         % Satisfactory           2017 $(+/-)$ 2,016         2017         2016         2017 $(+/-)$ 65         1         11,419         11,468         51         51         0           70         7         1,854         1,745         47         54         7           67         -2                 76         18                  76         18						
			Scienc	e			Sc	ocial Studi	ies	
School	N Te	sted			/					orv
	2,016	2017	2016			2.016				-
HISD - Title I, Part A Schools	25,326	25,272	64		1	<i>,</i>				
East Area Schools	4,192	3,913	63		7	,				7
Bonner Elementary School	149	132	69	67	-2					
Briscoe Elementary School	54	52	81	71	-10					
Burnet Elementary School	84	70	58	76	18					
Cage Elementary School	85	85	74	65	-9					
Carrillo Elementary School	83	83	82	77	-5					
Crespo Elementary School	128	122	59	70	11					
Dávila Elementary School	67	59	78	73	-5					
De Zavala Elementary School	74	93	89	80	-9					
Deady Middle School	244	196	55	55	0	242	195	65	58	-7
Edison Middle School	235	214	39	58	19	235	214	31	48	17
Franklin Elementary School	53	52	57	71	14					
Gallegos Elementary School	69	59	58	73	15					
Harris, J. R. Elementary School	83	64	60	72	12					
Harris, R. P. Elementary School	73	81	68	53	-15					
Henderson, J. P. Elementary School	100	108	76	80	4					
Holland Middle School	220	203	43	49	6	218	203	23	34	11
Lantrip Elementary School	109	94	87	87	0					
Lewis Elementary School	169	150	42	68	26					
Navarro Middle School	279	262	41	59	18	277	266	30	41	11
Oates Elementary School	39	42	90	93	3					
Ortíz Middle School	317	306	57	63	6	317	304	38	41	3
Park Place Elementary School	141	123	84	89	5					
Patterson Elementary School	136	127	79	83	4					
Pleasantville Elementary School	56	37	82	76	-6					
Port Houston Elementary School	43	41	30	49	19					
Project Chrysalis Middle School	69	92	99	100	1	69	92	100	95	-5
Robinson Elementary School	98	91	41	45	4					
Rucker Elementary School	86	82	65	61	-4					
Rusk School (Gr. 3-8)	114	97	65	80	15	54	55	80	95	15
Sánchez Elementary School	85	80	78	81	3					
Southmayd Elementary School	93	95	75	85	10					
Stevenson Middle School	411	390	79	84	5	442	416	63	68	5
Tijerina Elementary School	62	62	55	58	3					
Whittier Elementary School	84	69	68	64	-4					
North Area Schools	3,597	3,516	65	66	1	1,437	1,453	48	46	-2
Barrick Elementary School	98	95	53	63	10					
Burbank Elementary School	100	103	77	82	5					

Table A-2: STAAR 3–8 Results - Per			ory Standa	rd by HISD	School Off	fice and Ti	tle I Camp	ous for S	cience and	_
Social Studies, 2015–201	6 and 201	6–2017							-	
			Scienc					ocial Stud		
School		sted		6 Satisfactory			N Tested		6 Satisfacto	
	2,016	2017	2016	2017	(+/-)	2,016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	25,326	25,272	64	65	1	11,419	11,468	51	51	0
		1		chools (Cont						
Burbank Middle School	454	461	82	81	-1	453	463	73	71	-2
Burrus Elementary School	73	72	63	79	16					
Coop Elementary School	115	97	52	67	15					
DeChaumes Elementary School	114	99	96	80	-16					
Durkee Elementary School	91	76	54	29	-25					
Fonville Middle School	277	315	62	71	9	277	314	30	32	2
Garcia Elementary School	111	90	53	61	8					
Henry Middle School	277	252	53	52	-1	276	254	23	21	-2
Herrera Elementary School	126	130	68	73	5					
Highland Heights Elementary School	98	69	34	35	1					
Janowski Elementary School	74	95	68	61	-7					
Jefferson Elementary School	58	60	53	78	25	1		*		
Kennedy Elementary School	100	83	55	58	3					
Ketelsen Elementary School	82	87	84	76	-8					
Looscan Elementary School	62	60	53	45	-8					
Lyons Elementary School	143	148	90	91	1					
Marshall Middle School	290	282	54	52	-2	288	280	46	44	-2
Martínez, C. Elementary School	68	72	41	44	3					
Moreno Elementary School	109	107	65	76	11					
Northline Elementary School	87	80	54	55	1					
Osborne Elementary School	45	57	71	91	20					
Roosevelt Elementary School	105	121	75	74	-1					
Ross Elementary School	60	54	57	59	2					
Scarborough Elementary School	94	92	68	61	-7					
Sherman Elementary School	95	85	79	67	-12					
Wesley Elementary School	48	31	15	23	8					
Williams Middle School	143	143	70	52	-18	142	142	56	43	-13
Northeast Area Schools	2,345	2,296	55	58	3	884	885	47	44	-3
Atherton Elementary School (EE-Gr. 6)	72	90	44	56	12					
Berry Elementary School	110	106	45	58	13					
Bruce Elementary School	86	70	51	60	9					
Cook Elementary School	115	94	36	41	5					
Dogan Elementary School	96	77	33	38	5					
Eliot Elementary School	73	76	64	67	3	i i			l	
Elmore Elementary School	109	102	44	54	0					
Fleming Middle School	158	141	62	62	0	158	141	37	28	-9

Table A-2: STAAR 3–8 Results - Pero Social Studies, 2015–2016			ory Standa	rd by HISD	School Off	fice and Ti	tle I Camp	ous for Se	cience and	ł
			Scienc	e			Sc	ocial Stud	ies	
School	N Te	sted	0	% Satisfactory	/		N Tested	9	6 Satisfacto	ory
	2,016	2017	2016	2017	(+/-)	2,016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	25,326	25,272	64	65	1	11,419	11,468	51	51	0
		Νοι	rtheast Area	Schools (co	ontinued)					
Forest Brook MS	278	271	59	68	9	277	271	34	33	-1
Henderson, N. Q. Elementary School	32	31	75	65	-10					
Hilliard Elementary School	101	92	37	16	-21					
Isaacs Elementary School	41	48	66	50	-16					
Kashmere Gardens Elementary School	72	58	35	62	27					
Key Middle School	190	192	49	55	6	186	193	48	41	-7
Leland College Prepatory (Gr. 6-12)	62	70	90	86	-4	83	97	95	89	-6
Marshall Elementary School	147	155	66	52	-14					
Martinez, R. Elementary School	68	68	54	60	6					
McGowen Elementary School	58	63	55	67	12					
McReynolds Middle School	181	181	52	55	3	180	183	53	52	-1
Paige Elementary School	58	63	60	71	11					
Pugh Elementary School	41	50	71	58	-13					
Scroggins Elementary School	81	82	60	66	6					
Shadydale Elementary School	116	116	77	72	-5					
Northwest Area Schools	2,918	2,865	72	69	-3	1,608	1,568	56	57	1
Benbrook Elementary School	80	71	80	82	2					
Black Middle School	257	232	72	61	-11	301	294	55	60	5
Browning Elementary School	66	80	79	71	-8					
Clifton Middle School	268	257	63	64	1	269	259	39	44	5
Crockett Elementary School	52	65	90	91	1					
Durham Elementary School	65	61	69	75	6					
Field Elementary School	50	66	86	85	-1					
Garden Oaks Montessori (EE-Gr. 8)	97	108	76	79	3	26	34	46	79	33
Gregory-Lincoln Ed. Center (EE-Gr. 8)	153	141	52	55	3	84	82	33	38	5
Hamilton Middle School	365	358	65	73	8	395	385	59	57	-2
Helms Elementry School	52	56	71	70	-1					
Hogg Middle School	230	218	67	69	2	230	218	56	53	-3
Love Elementary School	50	71	70	54	-16					
MacGregor Elementary School	71	66	90	77	-13					
Memorial Elementary School	49	44	61	50	-11					
Oak Forest Elementary School	122	109	95	93	-2					
Rice School (La Escuela Rice) (KG-Gr. 8)	269	266	80	74	-6	146	148	68	72	4
Sinclair Elementary School	76	63	82	71	-11					
Smith Elementary School	118	131	53	38	-15					
Stevens Elementary School	82	87	73	63	-10					

Table A-2: STAAR 3–8 Results - Per Social Studies, 2015–201			ory Standa	ard by HISD	School Of	fice and Ti	tle I Camp	ous for So	cience and	l 		
			Scienc	e			S	ocial Stud	ies			
School	N Te	sted	G	% Satisfactory	/	N Tested % Satisfactory						
	2,016	2017	2016	2017	(+/-)	2,016	2017	2016	2017	(+/-)		
HISD - Title I, Part A Schools	25,326	25,272	64	65	1	11,419	11,468	51	51	0		
		Nor	thwest Are	a Schools (Co	ontinued)							
Wainwright Elementary School	94	92	59	45	-14							
Wharton School (EE-Gr. 8)	66	62	86	95	9	20	18	100	78	-22		
Wilson Montessori (EE-Gr. 8)	78	72	67	68	1	28	22	39	36	-3		
Young Women's College Prep. (Gr. 6–12)	108	89	90	82	-8	109	108	83	74	-9		
South Area Schools	3,212	3,158	58	62	4	1,162	1,145	50	48	-2		
Alcott Elementary School	39	37	49	54	5							
Almeda Elementary School	111	123	65	59	-6							
Attucks Middle School	130	131	45	24	-21	139	152	36	18	-18		
Bastian Elementary School	91	81	58	64	6							
Baylor College of Medicine Academy MS	207	201	96	94	-2	206	200	89	84	-5		
Blackshear Elementary School (EE-Gr. 6)	58	60	45	60	15							
Brookline Elementary School	110	122	68	80	12							
Codwell Elementary School	74	54	43	74	31							
Cornelius Elementary School	129	123	83	84	1							
Cullen Middle School	168	132	38	29	-9	168	129	22	16	-6		
DeAnda Elementary School	90	98	68	78	10							
Foster Elementary School	55	66	58	56	-2							
Frost Elementary School	97	69	76	77	1							
Garden Villas Elementary School	115	128	54	77	23							
Golfcrest Elementary School	95	87	62	67	5							
Gregg Elementary School	78	51	47	69	22							
Hartman Middle School	424	446	63	64	1	424	443	55	59	4		
Hartsfield Elementary School	44	48	70	71	1							
Kelso Elementary School	61	79	59	49	-10							
Law Elementary School	106	109	51	63	12							
Lockhart Elementary School	114	100	61	58	-3							
Mading Elementary School	78	75	45	51	6							
Mitchell Elementary School	57	68	56	74	18							
Peck Elementary School	68	56	60	79	19							
Reynolds Elementary School	65	67	42	58	16							
Seguin Elementary School	97	86	48	70	22							
Thomas Middle School	128	137	51	47	-4	128	137	49	45	-4		
Thompson Elementary School	52	56	44	55	11							
Whidby Elementary School	62	74	53	80	27							
Woodson School (EE-Gr. 8)	159	158	28	24	-4	97	84	20	10	-10		
Young Elementary School	50	36	48	69	21							

Table A-2: STAAR 3–8 Results - Perc Social Studies, 2015–2016			ory Standa	rd by HISD	School Off	ice and Ti	tle I Camp	ous for So	cience and			
		0 2011	Scienc	0			Sc	ocial Studi	Studies         % Satisfactory         D16       2017       (+/         51       51       0         52       50       -2         64       61       -3         70       66       -4         70       66       -4         70       66       -4         60       59       -4         60       59       -4         60       59       -4			
School	N Te	sted		6 6 Satisfactory	/							
Concor	2,016	2017	2016	2017	(+/-)	2,016	2017	2016		(+/-)		
HISD - Title I, Part A Schools	25,326	25.272	64	65	1	11,419	11,468	51		0		
Southwest Area Schools	3.921	4.015	66	65	-1	1.908	1,980	52		-2		
Anderson Elementary School	94	123	73	50	-23							
Bell Elementary School	118	108	75	72	-3							
Braeburn Elementary School	120	123	78	78	0							
Condit Elementary School	11	17	36	41	5							
Elrod Elementary School	72	105	69	53	-16							
Foerster Elementary School	82	68	44	40	-4							
Fondren Elementary School	55	48	51	58	7							
Fondren Middle School	231	237	68	65	-3	230	238	47	52	5		
Grissom Elementary School	86	73	48	66	18							
Gross Elementary School	78	82	54	55	1							
Herod Elementary School	121	113	82	89	7							
Hines-Caldwell Elementary School	108	136	81	82	1							
Hobby Elementary School	103	98	57	58	1							
Lawson Middle School	340	304	38	41	3	335	307	22	19	-3		
Longfellow Elementary School	115	109	61	61	0							
Meyerland PVA Middle School	509	576	81	81	0	506	576	64	61	-3		
Montgomery Elementary School	92	91	66	52	-14							
Parker Elementary School	134	125	79	83	4							
Pershing Middle School	516	494	80	73	-7	474	488	70	66	-4		
Petersen Elementary School	72	91	43	48	5							
Reagan Education Center (EE-Gr. 8)	240	255	58	60	2	117	128	27	45	18		
Red Elementary School	85	90	80	73	-7							
Shearn Elementary School	83	74	63	46	-17							
Tinsley Elementary School	112	135	44	36	-8							
Welch Middle School	246	244	55	58	3	246	243	47	31	-16		
Windsor Village Elementary School	98	96	65	69	4							
West Area Schools	3,766	3,935	67	66	-1	1,665	1,719	60	59	-1		
Ashford Elementary School		21		76								
Askew Elementary School	115	113	70	61	-9							
Benavídez Elementary School	114	131	61	55	-6							
Bonham Elementary School	112	153	33	31	-2							
Briarmeadow Charter School (EE-Gr. 8)	111	114	87	82	-5	41	43	100	100	0		
Cunningham Elementary School	77	99	65	49	0							
Daily Elementary School	89	101	80	78	-2							
Emerson Elementary School	100	95	61	66	5							
Long Academy (Gr. 6–12)	274	269	39	49	10	274	270	20	36	16		
McNamara Elementary School	112	111	66	67	1							

Table A-2: STAAR 3–8 Results - Perc Social Studies, 2015–2016			ory Standa			ice and Ti	tie i Camp	ous for Sc	sience and									
			Scienc	e			S	ocial Stud	Studies         % Satisfactory         16       2017       (4)         1       51       9         9       69       7         9       69       7         9       69       7         9       53       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       76       7         3       7       7       7         4       47       7									
School	N Te	sted	0	% Satisfactory	/		ory											
	2,016	2017	2016	2017	(+/-)	2,016	2017	2016	2017	(+/-)								
HISD - Title I, Part A Schools	25,326	25,272	64	65	1	11,419	11,468	51	51	0								
	· · · · · ·		Nest Area S	chools (Cont	inued)													
Milne Elementary School	87	81	55	40	-15													
Neff Elementary School	160	152	73	76	3													
Pilgrim Academy (EE-Gr. 8)	203	211	83	81	-2	87	98	59	69	10								
Piney Point Elementary School	144	144	54	49	-5													
Revere Middle School	344	360	65	60	-5	373	380	59	53	-6								
Rodríguez Elementary School	144	128	75	72	-3					-								
School at St. George Place	87	115	79	79	0													
Shadowbriar Elementary School	114	107	63	68	5													
Sharpstown International (Gr. 6-12)	155	161	98	88	-10	155	161	83	76	-7								
Sugar Grove Middle School	244	246	52	46	-6	243	246	48	_	-15								
Sutton Elementary School	144	130	68	79	11		-			-								
Grady Middle School	179	206	65	72	7	178	206	62	69	7								
Valley West Elementary School	131	116	70	83	13			-										
Walnut Bend Elementary School	94	109	57	68	11													
West Briar Middle School	316	316	85	83	-2	314	315	88	83	-5								
White, E. Elementary School	116	115	84	73	-11					-								
White, M. Elementary School		31		71														
Charters & Alternative Schools	1.375	1,574	60	59	-1	901	973	44	47	3								
Energized for Excell. Academy Elem. School	251	275	59	49	0													
Energized for Excell. Academy Middle School	100	89	65	66	1	125	115	58	57	-1								
Energized for STEM Academy Central MS	35	83	43	58	15	33	83	18	34	16								
Energized for STEM Academy West MS	82	79	87	96	9	99	79	59	87	28								
Harper Alternative School (Gr. 6-12)	5	5	0	0	0	5	4	0	*	*								
High School Ahead Academy	123	76	19	20	1	119	76	7	13	6								
Inspired for Excell. Acad. West (Gr .5-8)	39	69	54	77	23	38	59	79	90	11								
Kandy Stripe Academy	24	26	54	58	4													
Las Américas (Gr. 4-8)	56	135	2	3	1	44	103	0	0	0								
Texas Connections Acad. Houston (Gr. 3-12)	630	641	72	73	1	428	408	51	55	4								
Victory Prepatory KG-8 Academy		69		43			40		18									
Young Scholars Acad. for Excell. (KG-Gr. 8)	30	27	53	70	17	10	6	30	50	20								

Source: Cognos, STAAR English and STAAR Spanish files, retrieved May 15, 2017 and July 17, 2017; PEIMS Fall 2015 and 2016

Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results were used. \*Results were not included for schools with less than five students tested in a subject area.

# Appendix B STAAR EOC Results

Table A-1: STAAR EOC Results - Perc Mathematics, and Writing,					d by H	ISD Titl	e I Cam	pus an	d Scho	ol Offic	ce for R	eading			
	Algebra I							Biology				U.	S. Histo	ry	
School	N Te	sted	<u> </u>	% Satisfactory		N Te		% Satisfactory			N Tested		% Satisfactory		orv
	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	14,272	14,713	66	70	4	13,568	13,586	77	76	-1	11,179	11,378	86	86	0
East Area Schools	2,508	2,572	66	73	7	2,390	2,496	73	72	-1	2,128	2,016	84	83	-1
Austin High School	519	506	68	72	4	548	518	71	71	0	400	428	88	89	1
Chavez High School	798	765	56	61	5	828	848	72	71	-1	731	741	79	81	2
Deady Middle School	55	72	100	100	0										
East Early College High School	26	62	96	100	4	104	136	100	100	0	109	107	100	100	0
Eastwood Academy for Academic Achievement	49	54	100	100	0	113	103	100	99	-1	110	108	99	100	1
Edison Middle School	36		100												
Furr High School	238	235	65	77	12	281	290	67	67	0	202	259	75	76	1
Holland Middle School	59	54	95	100	5										
Law Enforcement and Criminal Justice HS	73	111	90	92	2	97	153	98	97	-1	86	77	99	100	1
Milby High School	372	369	45	59	14	363	395	59	57	-2	443	238	87	82	-5
Navarro Middle School	29	19	100	100	0										
Ortíz Middle School	55	55	100	96	-4		1		*						
Project Chrysalis Middle School	31	43	100	100	0										
REACH Charter High School	41	38	15	16	1	25	26	20	27	7	47	58	40	29	-11
Rusk School (Gr. 3-8)	16	34	100	100	0										
Stevenson Middle School	111	155	100	100	0	31	26	100	100	0					
North Area Schools	1,855	1,876	56	69	13	1,560	1,532	70	70	0	1,257	1,249	85	87	2
Burbank Middle School	106	172	100	100	0										
Fonville Middle School	28	29	100	100	0										
Henry Middle School	78	57	72	98	26										
Houston Math, Science & Tech. Center	811	853	52	61	9	762	813	66	63	-3	564	643	88	89	1
Marshall Middle School	29	60	100	100	0										
North Houston Early College High School	40	48	100	98	-2	125	117	100	99	-1	113	111	100	100	0
Northside High School	518	433	48	65	17	490	417	67	73	6	424	340	80	81	1
Washington High School	222	207	38	54	16	182	185	70	72	2	156	155	78	80	2
Williams Middle School	23	17	96	100	4	1		*							
Northeast Area Schools	988	941	55	61	6	890	828	63	62	-1	640	658	78	77	-1
Fleming Middle School	21	17	100	100	0										
Forest Brook Middle School	41	49	100	100	0										
Jordan High School	29	15	14	47	33	8	3	25	*	*	174	152	93	86	-7
Kashmere High School	224	193	42	63	21	195	191	67	67	0	104	87	64	84	20
Key Middle School	18	24	94	100	6										
Leland College Preparatory (Gr. 6-12)	76	69	96	96	0	71	69	97	100	3	11	34	100	97	-3
McReynolds Middle School	27	31	100	100	0										
North Forest High School	294	299	46	46	0	286	303	58	56	-2	213	223	75	66	-9
Wheatley High School	258	244	50	48	-2	330	262	60	57	-3	138	162	71	75	4

# Appendix B STAAR EOC Results

Table A-1: STAAR EOC Results - Perc Mathematics, and Writing,					d by H	ISD Titl	e I Cam	pus an	d Scho	ol Offic	ce for R	eading,			
		Α	Igebra					Biology				U.:	S. Histo	ry	
School	N Te	sted	% Satisfactory		N Te	sted	% Satisfactory			N Tested		% Satisfactory		ory	
	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	14,272	14,713	66	70	4	13,568	13,586	77	76	-1	11,179	11,378	86	86	0
Northwest Area Schools	2,299	2,450	79	81	2	2,714	2,815	90	88	-2	2,331	2,326	91	93	2
Black Middle School	54	64	100	100	0	44	62	100	100	0					
Challenge High School	51	82	100	98	-2	105	118	98	100	2	109	124	100	100	0
Clifton Middle School	57	77	100	99	-1										
DeBakey High School	17	62	100	100	0	212	249	100	100	0	166	189	100	100	0
Garden Oaks Montessori (EE-Gr. 8)	9	10	100	100	0										
Gregory-Lincoln Ed. Center (EE-Gr. 8)		20		100											
Hamilton Middle School	177	112	97	99	2	29	28	100	100	0					
Heights High School	423	468	70	71	1	598	635	89	84	-5	543	571	89	91	2
Hogg Middle School	74	90	97	100	3										
Houston Academy for International Studies	51	71	98	94	-4	117	126	100	100	0	87	118	100	99	-1
Lamar High School	610	646	78	81	3	879	849	91	90	-1	757	872	93	94	1
Rice School (KG-Gr. 8)	50	54	100	100	0										
Scarborough High School	219	192	67	77	10	218	218	76	68	-8	146	178	85	88	3
Wharton School (EE-Gr. 8)	20	18	100	100	0										
Wilson Montessori (EE-Gr. 8)	15	12	80	100	20										
Young Women's College Prep. (Gr. 6-12)	65	74	85	100	15	79	88	99	100	1	35	48	100	96	-4
Waltrip High School	407	398	69	62	-7	433	442	83	80	-3	488	226	84	84	0
South Area Schools	1,380	1,375	65	63	-2	1,189	1,224	73	73	0	837	918	85	82	-3
Attucks Middle School	13	22	100	77	-23	17	21	100	100	0					
Baylor College of Medicine Acad Middle School	86	73	100	100	0										
Cullen Middle School	25	14	84	93	9										
Energy Institute High School	168	135	80	80	0	229	184	97	97	0	148	155	100	99	-1
Hartman Middle School	80	89	100	100	0										
Jones High School	97	102	96	93	-3	116	116	97	97	0	111	121	94	93	-1
South Early College High School	56	98	98	78	-20	73		97			25	54	96	89	-7
Sterling High School	343	332	53	47	-6	344	353	60	58	-2	226	227	77	74	-2
Thomas Middle School	22	25	100	100	0		122		86						
Worthing High School	201	237	35	33	-2	165	206	48	56	8	140	180	76	73	-3
Yates High School	268	235	47	50	3	245	222	64	68	4	187	181	83	75	-8
Woodson School (EE-Gr. 8)	21	13	100	100	0										
Southwest Area Schools	2,130	2,111	63	67	4	2,005	1,828	74	73	-1	1,715	1,704	84	85	1
Bellaire High School	485	505	76	75	-1	782	683	85	86	1	867	826	93	93	0
Fondren Middle School	16	29	100	100	0										
Lawson Middle School	34	71	100	96	-4										
Madison High School	584	484	51	54	3	550	464	69	60	-9	383	364	72	77	5
Meyerland Middle School	97	107	100	100	0										

# Appendix B STAAR EOC Results

Table A-1: STAAR EOC Results - Perc Mathematics, and Writing,					d by H	ISD Titl	e I Cam	pus an	d Scho	ol Offic	ce for R	eading,			
			Algebra					Biology	_			U.:	S. Histo	rv	
School	N Te	sted	<u> </u>	% Satisfactory			sted	% Satisfactory			N Tested		% Satisfactory		ory
	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)
HISD - Title I, Part A Schools	14,272	14,713	66	70	4	13,568	13,586	77	76	-1	11,179	11,378	86	86	0
			Sout	hwest A	rea Sch	nools (co	ontinued	)							
Pershing Middle School	147	136	100	100	0	33	63	100	100	0					
Reagan Education Center (EE-Gr. 8)	31	23	97	96	-1										
Welch Middle School	27	24	100	100	0										
Westbury High School	709	732	46	51	5	640	618	64	67	3	465	514	77	77	0
West Area Schools	2,160	2,304	71	67	-4	1,969	1,882	79	75	-4	1,502	1,516	87	86	-1
Briarmeadow Charter School (EE-Gr. 8)	41	43	100	100	0										
Long Academy (Gr. 6-12)	83	58	92	93	1	68	56	97	95	-2	56	45	98	100	2
Pilgrim Academy (EE-Gr. 8)	21	20	100	100	0										
Revere Middle School	62	73	100	100	0	28	21	100	100	0					
Sharpstown High School	451	485	63	46	-17	439	416	71	64	-7	304	348	84	82	-2
Sharpstown International (Gr. 6-12)	167	153	99	100	1	176	156	98	99	1	134	116	98	99	1
Sugar Grove Middle School	13	20	100	100	0										
West Briar Middle School	91	122	100	98	-2										
Westside High School	638	524	78	83	5	824	657	90	91	1	698	651	94	94	0
Tanglewoold Middle School	31	66	100	100	0										
Wisdom High School	562	740	44	47	3	434	576	53	55	2	310	356	70	69	-1
Charters & Alternative Schools	952	1,084	70	73	3	851	981	84	83	-1	769	991	90	89	-1
Advanced Virtual Academy	9	5	33	40	7	3		*			16	13	56	38	-18
Energized for Excell. Academy Middle School	53	42	100	100	0	25	26	100	100	0					
Energized for STEM Academy Central HS	54	49	80	86	6	59	56	88	88	0	10	21	100	100	0
Energized for STEM Academy West HS	56	61	96	97	1	73	74	96	92	-4	77	87	100	99	-1
Energized for STEM Academy Central MS		1		*											
Energized for STEM Academy West MS	64	54	98	100	2	17	26	100	100	0					
Fraga Middle College High School	19	19	47	89	42	18	21	44	71	27	33	20	79	80	1
Gulfton Middle College High School	32	32	34	34	0	18	24	39	38	-1	50	54	78	61	-17
Harper Alternative School (Gr. 6-12)	11	4	9	*	*	8	3	0	*	*	10	2	20	*	*
Inspired for Excell. Acad. West (Gr .5-8)		1		*											
Liberty High School	51	39	35	69	34	62	53	40	64	24	27	45	44	44	0
Mount Carmel Academy	81	86	93	94	1	92	94	97	97	0	83	86	98	99	1
Texas Connections Acad. Houston (Gr. 3-12)	522	584	65	66	1	476	515	88	85	-3	463	597	95	95	0
Victory Prep Academy KG-8		19		84											
Victory Prep Academy North		47		70			47		66			26		88	
Victory Prep Academy South		41		61			42		67			40		70	

# Appendix B (Continued) STAAR EOC Results

Table A-1: STAAR EOC Results - Percent Met Satisfactory Standard by HISD Title I Campus and School Office for Reading, Mathematics, and Writing. Spring 2016 and 2017

and writing, Spring 2016 and 20			Englis	sh I		English II						
School	N T	ested		% Satisfact	orv	N Te	ested		% Satisfact	orv		
	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)		
HISD - Title I, Part A Schools	16,078	17,016	50	48	-2	14,814	15,538	53	50	-3		
East Area Schools	2,910	3,025	47	50	3	2,763	2,703	48	48	0		
Austin High School	696	710	39	36	-3	647	596	46	39	-7		
Chavez High School	1017	1054	47	49	2	993	999	47	46	-1		
East Early College High School	118	143	100	99	-1	108	132	99	98	-1		
Eastwood Academy for Academic Achievement	113	105	98	100	2	106	106	99	96	-3		
Furr High School	331	326	40	44	4	322	302	42	38	-4		
Law Enforcement and Criminal Justice High School	102	157	97	85	-12	90	101	87	92	5		
Milby High School	485	475	32	42	10	441	394	31	41	10		
Ortíz Middle School		1		*								
REACH Charter High School	48	54	10	4	-6	56	73	7	5	-2		
North Area Schools	1,971	2,137	35	34	-1	1,745	1,817	42	39	-3		
Houston Math, Science & Tech. Center	983	1173	29	27	-2	857	931	38	34	-4		
North Houston Early College High School	124	118	99	97	-2	120	119	96	94	-2		
Northside High School	605	564	36	38	2	530	523	37	38	1		
Washington High School	259	282	29	32	3	238	244	38	31	-7		
Northeast Area Schools	1,062	1,071	29	29	0	1,056	876	40	28	-12		
Jordan High School	31	15	16	33	17	200	33	67	0	-67		
Kashmere High School	261	276	23	24	1	192	201	24	31	7		
Leland College Preparatory (Gr. 6-12)	60	59	88	92	4	54	48	98	94	-4		
North Forest High School	400	402	27	22	-5	381	335	30	17	-13		
Wheatley High School	310	319	28	31	3	229	259	32	32	0		
Northwest Area Schools	3,029	3,153	69	68	-1	2,915	2,915	71	68	-3		
Challenge High School	108	121	97	99	2	133	117	99	99	0		
DeBakey High School	245	247	100	99	-1	231	215	100	100	0		
Heights High School	696	763	66	63	-3	640	677	65	61	-4		
Houston Academy for International Studies	119	136	95	94	-1	127	128	98	95	-3		
Lamar High School	965	987	75	72	-3	991	960	73	72	-1		
Scarborough High School	280	275	43	39	-4	228	259	47	41	-6		
Young Women's College Preparatory (Gr. 6-12)	78	71	96	97	1	56	54	96	94	-2		
Waltrip High School	538	553	49	50	1	509	505	52	53	1		
South Area Schools	1,530	1,586	41	42	1	1,203	1,349	42	45	3		
Energy Institute High School	243	206	79	81	2	174	208	87	82	-5		
Jones High School	122	128	70	69	-1	111	125	72	79	7		
South Early College High School	74	132	81	76	-5	62	83	81	81	0		
Sterling High School	496	485	28	31	3	348	404	23	30	7		
Worthing High School	267	316	23	22	-1	228	259	30	24	-6		
Yates High School	328	319	26	27	1	280	270	29	33	4		

## Appendix B (Continued) STAAR EOC Results

Table A-1: STAAR EOC Results - Percent Met Satisfactory Standard by HISD Title I Campus and School Office for Reading, Mathematics, and Writing. Spring 2016 and 2017

anu writing, Spring 2016 anu 2												
			Englis	sh I		English II						
School	N Te	ested		% Satisfact	ory	N T	ested	0	% Satisfacto	ory		
	2016	2017	2016	2017	(+/-)	2016	2017	2016	2017	(+/-)		
HISD - Title I, Part A Schools	16,078	17,016	50	48	-2	14,814	15,538	53	50	-3		
Southwest Area Schools	2,345	2,460	49	45	-4	2,217	2,338	50	47	-3		
Bellaire High School	909	1,034	71	63	-8	975	925	69	69	0		
Madison High School	716	629	33	28	-5	554	659	34	31	-3		
Westbury High School	720	797	38	34	-4	688	754	38	36	-2		
West Area Schools	2,138	2,408	50	44	-6	1,949	2,304	54	48	-6		
Long Academy (Gr. 6-12)	75	61	83	87	4	72	63	76	84	8		
Sharpstown High School	500	604	34	27	-7	520	492	36	27	-9		
Sharpstown International High School (Gr. 6-12)	184	156	84	93	9	132	176	83	91	8		
Westside High School	873	781	73	70	-3	815	844	70	73	3		
Wisdom High School	686	806	19	17	-2	410	729	30	18	-12		
Charters & Alternative Schools	913	1,176	61	60	-1	966	1,236	67	64	-3		
Advanced Virtual Academy	19	18	21	0	-21	22	21	9	0	-9		
Energized for Excell. Academy Middle School	25	26	100	100	0							
Energized for STEM Academy Central HS	57	65	60	55	-5	24	51	63	67	4		
Energized for STEM Academy West HS	87	88	72	57	-15	112	69	70	81	11		
Energized for STEM Academy West MS		26		100								
Fraga Middle College High School	19	25	26	56	30	41	26	51	58	7		
Gulfton Middle College High School	45	42	20	12	-8	50	56	24	16	8		
Harper Alternative School (Gr. 6-12)	7	4	0	*	*	3	5	*	0	*		
Liberty High School	72	63	3	3	0	54	78	4	9	5		
Mount Carmel Academy	101	102	84	75	-9	93	106	81	84	3		
Texas Connections Acad. Houston (Gr. 3-12)	481	592	69	71	2	567	705	78	75	-3		
Victory Prep Academy North		65		34			56		30			
Victory Prep Academy South		60		48			63		56			

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; PEIMS Fall 2015 and 2016

Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. \*Results were not included for schools with less than five students tested in a subject area.